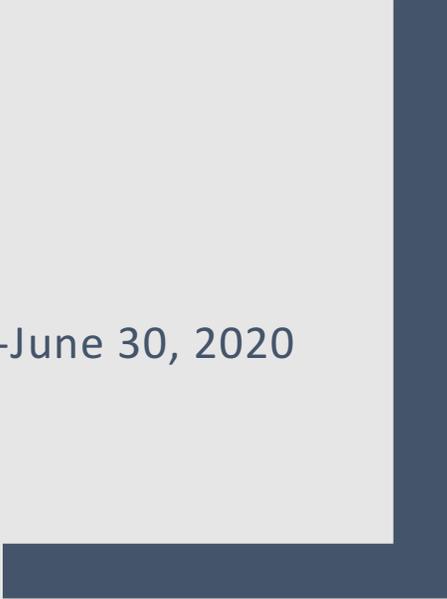




New Hope-Solebury School District

COMPREHENSIVE PLAN-ACTION PLANS

July 1, 2017-June 30, 2020



DRAFT ENGAGEMENT GOALS, STRATEGIES, AND ACTION STEPS

Engagement Vision

The New Hope-Solebury School District believes that stakeholder engagement is a necessary component of its success. As the “heart of the community” the district shall continue to engage its students, staff, and community to ensure that all stakeholders feel respected and valued.

We envision engagement as:

- A process by which all stakeholders feel a connection, or bond, to the district
- A means by which all stakeholders are informed of district news, events, celebrations, and targeted areas for growth
- A means to seek input from all stakeholders
- An essential component of our continued success

Engagement Goals

- Goal #1: Increase staff engagement by offering opportunities for distributive leadership (where appropriate) and feedback on district processes
 - Strategy #1—Increase the level of staff engagement
 - Action Steps
 - Sustain positive, productive relationships with labor groups (e.g., New Hope-Solebury Education Association, New Hope-Solebury Educational Support Personnel Association, Act 93, etc.)
 - Increase opportunities for staff to provide input and feedback on district processes via listening posts, surveys, and forums
 - Seek feedback from all staff members on district culture and climate
- Goal #2: Increase student engagement by offering a high-quality educational program along with robust extra-curricular and co-curricular opportunities
 - Strategy #2—Increase the level of student engagement

- Action Steps
 - Provide developmentally appropriate leadership opportunities at each level (e.g., K-2, 3-5, 6-8, 9-12)
 - Seek feedback from students on school culture and climate at each level in developmentally appropriate ways
 - Provide opportunities for secondary students to serve on district committees
 - Increase the frequency of project-based learning opportunities across all grade levels and areas of the curriculum
 - Expand the focus of Universal Design for Learning across all grade levels and areas of the curriculum
- Goal #3: Increase community engagement (inclusive of parents/guardians and community members without children/grandchildren in the district)
 - Strategy #3—Increase the level of community engagement
 - Action Steps
 - Produce and distribute an annual report of the school district
 - Produce and distribute a bi-monthly newsletter
 - Increase the use of social media through Facebook and Twitter at both the district and school levels
 - Seek feedback on district communications via surveys
 - Provide opportunities for community conversations hosted by the superintendent and leadership team on various topics (e.g., budget development, teaching and learning, etc)
 - Streamline the district website for ease of access and use of information
 - Continue to limit listerv messages for important information
 - Expand volunteer opportunities at all levels K-12

- Develop public-private partnerships where donations received by the district can augment and enhance district-funded opportunities for students
- Seek community members of board committees on an annual basis
- Increase public relations efforts across the district by engaging local news outlets

DRAFT FACILITIES AND OPERATIONS GOALS, STRATEGIES, AND ACTION STEPS

Facilities and Operations Vision

The New Hope-Solebury School District will continue to provide safe and secure environments for our students, staff, and community. A well-maintained and secure physical plant is essential to the overall success of the district.

We envision a physical plant that:

- Is completely compliant with the Americans with Disabilities Act
- Meets or exceeds health standards
- Provides for educational opportunities for all students
- Is secure

Facilities and Operations Goals

- Goal #1: Complete the Campus Revitalization Plan within the established timeline and budgetary parameters
 - Strategy #1—Complete the project to ensure ADA compliance, rectify safety and security concerns, and provide for educational opportunities for students
 - Action Steps
 - Provide ongoing updates to all staff, the Board of Directors, and the community at large about the status of the Campus Revitalization Plan
 - Comply with all construction regulations
 - Continue to meet regularly with the construction team to ensure that the project remains on schedule and within the budget
 - Finalize the project, inclusive of all “punch-list” items

- Goal #2: Develop a Long-Range Capital Project Plan for Approval by the Board of Directors
 - Strategy #2—Develop a long range plan as a framework for capital improvements and appropriate allocation of resources
 - Action Steps
 - Provide information on the operation and condition of all district facilities
 - Develop a multi-year projection of district facility usage, including the operation of the district’s school buildings
 - Utilize the facilities committee, or a subset thereof, to develop a prioritized schedule of capital needs
 - Engage the community to raise revenue for a capital fund for projects to be completed outside of the annual operating budget
 - Identify efficiencies in the facilities and operations budgets to allocate funding for a capital projects account
 - Provide a schedule of preventative maintenance on all district equipment

- Goal #3: Provide ongoing, pervasive training for all members of the facilities, operations, and maintenance staff members to ensure peak performance in daily duties.
 - Strategy #3—Provide job-embedded training to ensure the optimal conditions for facilities, operations, and maintenance staff members.
 - Action Steps
 - Identify targeted areas for professional development at least annually
 - Utilize professional development time to ensure that the staff receives the training necessary for the enhancement of job-specific skills, inclusive of safety training
 - Seek feedback from staff on professional development to ensure their needs are being met effectively and efficiently

- Goal #4: Implement the district's All Hazards Plan (AHP) with fidelity by planning announced and unannounced drills to ensure the safety of all members of the district.
 - Strategy #4—Continue the implementation of the AHP and make revision as necessary
 - Action Steps
 - Commence the district's AHP team at least twice annually to review the plan and make recommendations for revision and/or improvements.
 - Conduct a safety audit at least yearly with local law enforcement to identify vulnerabilities. Further, rectify the vulnerabilities through the development of internal controls and staff training.
 - Provide ongoing training for the district's security team on best practices in school district safety.

DRAFT TEACHING AND LEARNING GOALS, STRATEGIES, AND ACTION STEPS

Teaching and Learning Vision

The New Hope-Solebury School District believes that all students shall have access to high-quality instruction that meets their academic needs. Further, the District believes that our curriculum must be prioritized and comprehensive to ensure that all students achieve their personal levels of success.

Teaching and Learning Vision

We envision teaching and learning as:

- The primary purpose of our educational system
- A means to ensure students' reach their personal levels of success
- Is prioritized and comprehensive to meet the needs of our students
- A vehicle to engage, enrich, and empower all students to be successful beyond our K-12 walls

Teaching and Learning Goals

- Goal #1: Develop high-quality, accessible curricula through the development of a 5-year curriculum review process and the implementation of a curriculum warehouse
 - Strategy #1—Develop a coherent curriculum cycle
 - Action Steps
 - Provide a curriculum cycle that provides for analysis, writing, and revision of curriculum documents
 - Use data from state and local assessments to drive curriculum work
 - Utilize the SAS website as a resource for all curriculum writing
 - Strategy #2—Develop curricula and assessments aligned to the Pennsylvania Core Standards, eligible content from state assessments, and essential understandings for each grade level
 - Develop curriculum writing teams based upon content area that is representative of all levels K-12
 - Continue K-12 vertical articulation conversations to identify gaps and redundancies in curriculum documents

- Identify non-negotiables for each area of the curriculum
 - Develop curriculum maps, inclusive of long-term transfer/learning goals, big ideas (take-always), essential questions, concepts (what students need to know), and competencies (what students need to be able to do)
 - Identify materials and resources needed to deliver the curriculum
 - Incorporate best instructional practices into all curriculum maps
 - Develop assessments (formative and summative) to be used in the curriculum
 - Provide professional development on areas of the curriculum as they are written
 - Monitor the implementation of the curriculum through observations, assessment data, and K-12 vertical articulation sessions
- Strategy #3—Implement a curriculum warehouse for ease of access and use
 - Action Steps
 - Implement Curriculum Connector via professional development
 - Merge curriculum documents with Curriculum Connector
- Goal #3—Identify courses to add or delete from the District’s instructional programming.
 - Strategy #1—Analyze all existing offerings to determine which courses should be eliminated from offerings
 - Action Steps
 - Review enrollment trends in courses specifically looking for courses that do not fill or run at the class size guideline
 - Propose program or course elimination (if needed) to the Board of Directors
 - Maintain current in terms of new courses or classes that will benefit our students for addition into our offerings
 - Build an implementation budget and draft curriculum
 - Present the additions to the Curriculum Advisory Committee and subsequently the Board of Directors

- Goal #4—Sustain a culture of ongoing, pervasive professional development
 - Strategy #1—Sustain the culture of Professional Learning Communities throughout the district
 - Action Step
 - Continue to develop our staff members on the PLC model using the following guiding questions:
 - What do students need to learn?
 - What have students learned?
 - How will we respond when students experience difficulty?
 - How will we enrich students?
 - How will we improve our practice?

- Goal #5—Develop a yearly and multi-year professional development plan
 - Strategy #1—Sustain the culture of ongoing, pervasive professional development
 - Acton Steps
 - Utilize the leadership team and members of the Professional Education Committee to identify targets for professional development
 - Plan for professional development based on staffs' needs as evidenced by quantitative data (test data) and qualitative data (observational data)
 - Garner feedback on professional development from staff
 - Identify ongoing topics for professional development (multiple year topics) to increase the efficacy of instructional initiatives
 - Increase job-embedded professional development through the implementation of instructional rounds, instructional coaching, and feedback cycles
 - Create professional development plans for all staff groups—administrators, professional staff, and support staff

DRAFT TECHNOLOGY GOALS, STRATEGIES, AND ACTION STEPS

Technology Vision

The New Hope-Solebury School District will continue to provide stimulating, rich learning environments with a focus on meaningful and purposeful technology integration across the K-12 curricula.

We envision using technology to enhance our students' educational experiences in order to:

- Engage students in challenging curricula focused on inquiry-based and project-based learning where students are comfortable using a wide variety of technology tools
- Encourage students to maintain responsibility for their educational successes
- Support all areas of the curricula with educational technology where teachers can act as coaches and facilitators of personalized learning
- Provide access to a full continuum of technology tools for students

Technology Goals

- Goal #1: All students will interact with developmentally appropriate technology and demonstrate their understanding of technology tools within our K-12 curricula
 - Strategy #1—Increase our Students' Level of Technology Literacy
 - Action Steps
 - Develop a comprehensive scope and sequence for technology development, skills, and usage by grade band (e.g., K-2, 3-5, 6-8, and 9-12)
 - Incorporate technology skills into existing and revised curricula K-12
 - Develop a K-12 formative assessment plan to assess students' understanding and application of technology resources and skills
 - Develop a repository of technology resources, inclusive of coding tools, for students to access

- Goal #2: All staff will use technology for instructional tasks on a daily basis as evidenced by lesson planning, formal/informal observations, and instructional coaching visits.
 - Strategy #2—Deepen our Staff’s Knowledge of Technology and Expand their Use of Technology Tools
 - Action Steps
 - Provide ongoing, pervasive professional development for staff on the developmentally appropriate tools that their students shall use within the curriculum
 - Conduct instructional rounds to provide examples of high quality technology integration into the curriculum
 - Provide ongoing, pervasive professional development for staff on technology tools that increase their efficacy with administrative tasks thereby providing more time to focus on teaching and learning
 - Survey staff at least annually on their needs related to technology across the district

- Goal #3: All students will have access to technology devices and resources across the district on a daily basis
 - Strategy #3—Continue to Provide Access to Technology Devices and Resources Across the District
 - Action Steps
 - Conduct an annual inventory of all technology devices across the district and repair/replace devices as necessary
 - Develop and maintain a cost-effective technology budget for the continued implementation of device deployment at all levels K-12

- Goal #4: All Areas of the Curriculum Shall Be Supported by the Integration of Technology to Support Teaching, Learning, as well as Student Achievement and Growth
 - Strategy #4—Support All Areas of the Curriculum and Digital Teaching and Learning Resources
 - Action Steps
 - Support all areas of the curriculum with meaningful and purposeful technology integration through use of inquiry-based instruction and project-based learning
 - Continue to the implementation of learning management systems at the secondary level
 - Increase students' access to online opportunities for enrichment and remediation purposes
 - Increase cyber and/or hybrid scheduling options at the secondary level