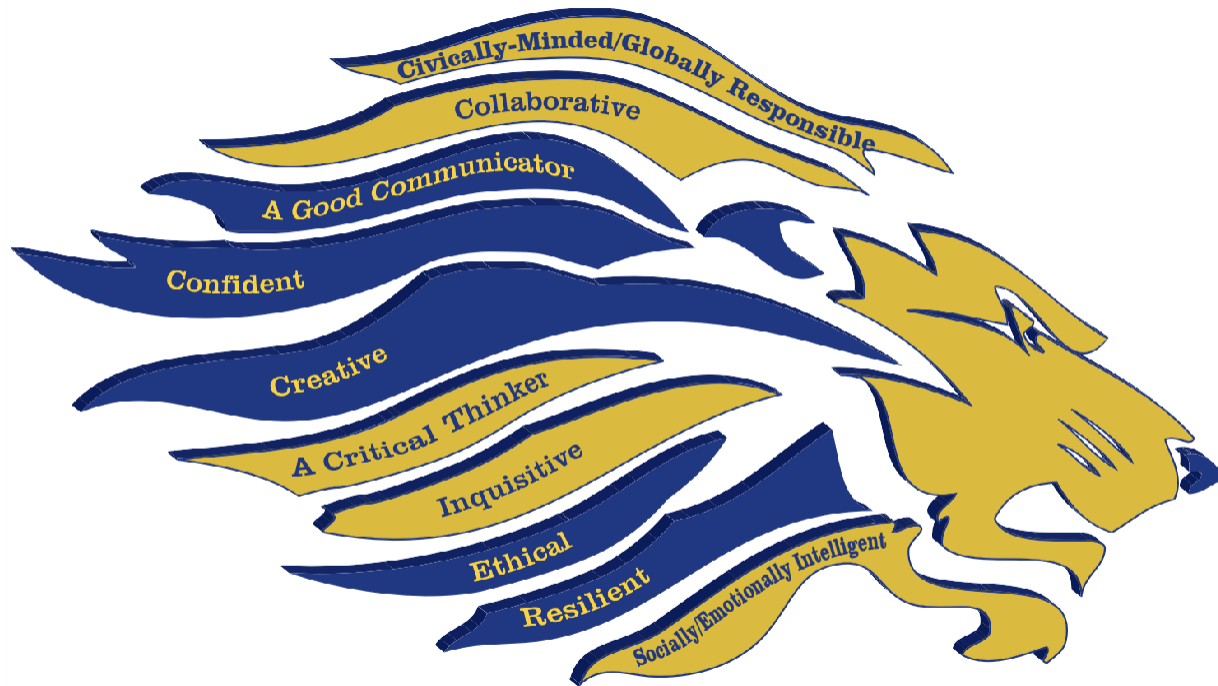


# New Hope-Solebury School District

## Strategic Plan: 2020-2024

---



---

Superintendent of Schools: Dr. Charles Wm. Lentz  
School Board President: Mrs. Liz Sheehan

.....

Four Goal Areas	Chairpersons
Curriculum, Instruction and Assessment	Dr. Charles Malone: Director of Elementary and Secondary Education Dr. Michael McKenna: Principal of Upper Elementary School
Technology Integration and Innovation	Mr. Scott Radaszkiewicz: Director of District Operations Dr. Amanda Benolken: Supervisor of Educational Technology and Innovation
College and Career Readiness	Ms. Alyssa Marton: Director of Student Services Mr. David Francella: Chief Financial Officer
Community Engagement	Dr. Charles Lentz: Superintendent of Schools Ms. Christine Schwartz: Director of Human Resources

**NEW HOPE-SOLEBURY SD**

180 W Bridge St

Comprehensive Plan | 2021 - 2024

---

**MISSION STATEMENT**

The New Hope-Solebury School District inspires and empowers all students to become passionate, confident, and innovative learners with the ability to adapt to a diverse and global society.

**VISION STATEMENT**

The New Hope-Solebury School District will support innovation, inclusion, and authentic personalized learning while fostering the development of the whole student.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All students should be valued and respected for their opinions and their diversity. All students should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All students' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

### **STAFF**

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All staff should be valued and respected for their opinions and their diversity. All staff should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All staff members' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

### **ADMINISTRATION**

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All administrators should be valued and respected for their opinions and their diversity. All administrators should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All administrators' unique abilities and needs should be respected, recognized and

supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

## **PARENTS**

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All parents/guardians should be valued and respected for their opinions and their diversity. All parents/guardians should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All parents and guardians' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

## **COMMUNITY**

An effective education should be enriched by the arts, service, athletics, and extra-curricular activities and should empower students to shape their futures. All community members should be valued and respected for their opinions and their diversity. All community members should be personally, academically, socially responsible and accountable. Schools should be a safe haven for all. All community members' unique abilities and needs should be respected, recognized and supported. We should strive to make learning integrative, inquiry based and problem centered. Technology should be a learning tool, which should change the manner in which we access and share information, as well as how we teach and learn. Educational leadership should be distributed and collaborative. The family should provide the primary foundation for character development and ethical behavior of its children. Schools provide opportunities for student growth in these areas. The community should be the foundation for growth and focused on life-long learning.

## NEW HOPE-SOLEBURY SD

180 W Bridge St

Comprehensive Plan | 2021 - 2024

### STEERING COMMITTEE

Name	Position	Building/Group
Dr. Charles Lentz	Superintendent of Schools/Internal Facilitator	School District Administration
Dr. Charles Malone	Director of Elementary and Secondary Education	School District Administration
Mr. David Francella	Chief Financial Officer	School District Administration
Ms. Christine Schwartz	Director of Human Resources	School District Administration
Mr. Scott Radaskiewicz	Director of District Operations	School District Administration
Ms. Alyssa Marton	Director of Student Services	School District Administration
Dr. Amanda Benolken	Supervisor of Educational Technology and Innovation	School District Administration
Mr. Steven Seier	Principal High School	High School
Mr. Brian Loving	Principal Middle School	Middle School
Dr. Michael McKenna	Principal Upper Elementary School	Upper Elementary School
Mrs. Jennifer Bloom	Principal Lower Elementary School	Lower Elementary School
Mr. Erik Pedersen	Assistant Principal High School/Middle School	High School/Middle School
Mr. Kris Foulke	Asst. Athletic Director	High School/Middle

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
		School
Ms. Kim Keller	Director of Food Service	District Administration
Mrs. Liz Sheehan	Board Member	Board of School Directors
Mr. John Augenblick	Board Member	Board of School Directors
Mrs. Deirdre Alderfer	Board Member	Board of School Directors
Mr. Mark Kopp	Teacher	Lower Elementary School
Ms. Nicole Brown	Teacher	Upper Elementary School
Mr. Tom Marrone	Teacher	Lower Elementary School
Ms. Jacqueline Miller	Teacher	Lower Elementary School
Ms. Tara Sanders	Teacher	High School
Mrs. Judy Finn	Board Member	Board of School Directors
Mr. Doug Oleszewski	Social Worker	High School
Ms. Stephanie Marrone	Teacher	Upper Elementary School
Dr. Christine Demore	Teacher	Upper Elementary School
Ms. Morgan Burns	Teacher	Upper Elementary School
Ms. Christyn Golden	Social Worker	Middle School

Name	Position	Building/Group
Dr. Andrew Ordovery	Board Member	Board of School Directors
Ms. Hebat El-Turky	Counselor	High School
Ms. Lane Sincavage	Teacher	Middle School
Mr. Patrick O'Leary	Teacher	Upper Elementary School
Ms. Laurie Gale	Teacher	Upper Elementary School
Ms. Janet Berger	Teacher	Lower Elementary School
Ms. Kelly Schollin	Teacher	Lower Elementary School
Mrs. Jennifer Loving	Teacher	Lower Elementary School
Ms. Deirdre Cibelli	Parent	Parent
Mr. John O'Hara	Teacher	High School
Ms. Maria Bennett	Support Staff	High School
Ms. Sarah Reeder	Counselor	High School
Ms. Stacy Mardirossian	Parent	Parent
Ms. Jo Ann Roze	Parent	Parent
Mr. Michael Zokewitz	Community Member	Community Member
Ms. Trish DiZio	Parent	Parent
Dr. Kristen Yount	Community Member	Community Member
Ms. Kathy Feehan	Parent	Parent
Mr. Remington	Community Member	Community Member

Name	Position	Building/Group
Scott		
Ms. Megan Sobecki	Parent	Parent
Ms. Llsa Baranchuk	Parent	Parent
Mr. Jerry Sun	Student	High School
Ms. Georgia Pappas	Student	High School
Mr. Chance Trammell	Student	High School
Ms. Karin Last	Parent	Parent
Dr. Yona Rose	Teacher	Upper Elementary School
Ms. Kathleen Kramer	Parent	Parent
Ms. Erica Chick	Parent	Parent
Ms. Tracy Costigan	Community Member	Community Member
Ms. Laura Miller	Parent	Parent
Ms. Adrienne Deussing	Parent	Parent
Mr. Todd Faye	Parent	Parent
Ms. Heather Robtison	Counselor	Middle School
Mr. Zach Mahon	Community Member	Community Member
Mr. Peter Malamis	Community Member	Community Member
Mr. Charlie Cabelus	Student	High School



Name	Position	Building/Group
Ms. Tania Hedlund	Parent	Parent
Mr. David Cane	Parent	Parent
Mr. Gary Snyder	Community Member	Community Member
Ms. Carla Jaquess	Parent	Parent
Ms. Catherine Savitsky	Community Member	Community Member
Ms. Tonya Grieco	Parent	Parent
Mr. Ethan Apparies	Student	High School
Mr. David Gross	Community Member	Community Member
Ms. Marina Skuban	Student	High School
Mr. Liam Griffith	Student	High School
Ms. Anna Prager	Student	High School
Ms. Megan Siano	Student	High School
Mr. Brady Hendricks	Student	High School
Mr. Ben House	Student	High School
Mr. Alex Wilson	Student	High School
Ms. Rory Yerkes	Teacher	High School
Ms. Nicole Brown	Teacher	Upper Elementary School
Ms. Michelle Reynolds	Teacher	Lower Elementary School
Ms. Gerriann Tealer	Parent	High School
Ms. Megan Larson	Teacher	Upper Elementary School

Name	Position	Building/Group
Ms. JoAnn Perotti	External Facilitator	Bucks County IU

## NEW HOPE-SOLEBURY SD

180 W Bridge St

Comprehensive Plan | 2021 - 2024

### ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The New Hope-Solebury School District will ensure that all students shall have access to high quality instruction that meets their academic needs. Further, the District will expand curriculum which is differentiated and comprehensive to ensure that all students achieve their personal level of success. As noted in our comprehensive data review process, in the New Hope-Solebury School District, one of the critical concerns in curriculum has been ELA and specifically writing. As shown in our school district performance on the ELA PSSA from grade 3-8 and our Literature Keystone performance, our students' have evidenced needs in writing in open ended and text dependent analysis questions as well as in district writing assignments and assessments. These concerns are further exacerbated for our disaggregate student groups including our special education students, our Hispanic students and our Economically Disadvantaged Students. Our school district needs to provide more intensive training for our teachers in how to more effectively teach writing to our students and to integrate these strategies across all subjects.	Essential Practices 1: Focus on Continuous Improvement of Instruction  Essential Practices 3: Provide Student-Centered Support Systems  Post-secondary transition to school, military, or work
The New Hope-Solebury School District believes that it is critical to prepare its students for the 21st century and the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future we must examine opportunities to ensure our students are college and career ready. Additionally, the New Hope-Solebury School District will continue to provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plant is essential to the overall success of the District. It is also crucial to support students and staff	Post-secondary transition to school, military, or work  School Safety

**Priority Statement****Outcome  
Category**

in their social, emotional and behavioral needs. In the New Hope-Solebury School District we have been responding to the state and federal initiatives to increase the college and career readiness of our students. As such, through our Act 339 Guidance Plan, we have been examining ways in which to further our students' exposure to college and career learning activities to further their understanding of the opportunities available to them after high school. The District will employ additional opportunities to engage community partners and businesses to provide our students with opportunities for internships, externships, career fairs, and mentorships. As noted in our Safe 2 Say Reports, faculty and staff information, and surveys completed in our comprehensive planning process, it is also essential that the school district examine how to support the whole student. We have noted an increase in the levels of anxiety and depression in our students and concerns related to their overall social and emotional well-being. Therefore in addition to the college and career readiness skills which we need to develop, the school district will also implement measures to enhance the social and emotional well-being of our students.

School  
climate and  
culture

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. In the New Hope-Solebury School District we have continued to stay ahead of technology innovations to support student learning. In order for the school district to continue to remain current with technology and instructional innovation in a fiscally prudent manner, it will be necessary for the district to develop and prioritize a long term plan for technology which considers new developments in technology, the needs of the school district, and improvements necessary to continue to support the District in keeping pace with changes in technology to support student learning.

Essential  
Practices 1:  
Focus on  
Continuous  
Improvement  
of Instruction

Essential  
Practices 5:  
Allocate  
Resources  
Strategically  
and  
Equitably

Essential  
Practices 3:  
Provide  
Student-  
Centered  
Support  
Systems

**Priority Statement****Outcome  
Category**

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. In the New Hope-Solebury School District we have established partnerships with several community organizations and agencies to support our students and families, but there has not been a concerted effort to establish ongoing and mutually beneficial relationships to support our students and families. There are opportunities to engage with our local businesses, organizations, and nonprofit organizations to support our students and families and to collaborate on initiatives in the best interest of our students and our community at-large.

Community  
Engagement  
  
Community  
Engagement  
  
Community  
Engagement

## ACTION PLAN AND STEPS

**Evidence-based Strategy**

Complete district-wide communication audit

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

Communication Outreach      The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities.

Stakeholder Engagement      The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses.

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district.

District Branding

The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Contract with a media company to complete a comprehensive communication audit for the New Hope-Solebury School District which will review all current communications for the New Hope-Solebury School District and its ability to connect with District stakeholder groups. The audit will offer recommendations for how the New Hope-Solebury School District could improve our communications process in order to more effectively meet the needs of our stakeholders and connect with groups

2020-09-01 -  
2021-06-30

Superintendent

Communication and Media Resources from the School District School Media Company which can provide the Communications Audit for the school district

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

who have been marginalized in our communication process.

Use the results of the comprehensive communication audit to develop a comprehensive communication plan for the school district which identifies district stakeholder groups and provides targeted plans for outreach and engagement of each group with the school district.	2021-06-30 - 2022-06-30	Superintendent	District-wide Communication Audit District-wide Communication Plan
---	-------------------------	----------------	---

Reallocate district resources to supervise and administer school district communications and community outreach measures to further the development of a consistent message for school district communications and greater coordination of district communications to our stakeholders.	2021-06-30 - 2023-06-30	Superintendent Director of Human Resources	District-wide Communication Audit District-wide Communication Plan
---	-------------------------	---	---

#### Anticipated Outcome

As a result of this action plan, the New Hope-Solebury School District will develop a comprehensive district communication plan which will coordinate and drive school district communication with all of the school district stakeholders under the supervision of a dedicated member of the administrative team.

#### Monitoring/Evaluation

The completion of a comprehensive communication plan for the school district with clear plans for communications with the school district stakeholder groups.

---

### **Evidence-based Strategy**

Develop broader level of stakeholder engagement in the New Hope-Solebury School District

### **Measurable Goals**

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Stakeholder Engagement	The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Conduct a survey of stakeholder groups in the school district with a specific focus on those stakeholder groups which have had marginal involvement in the school district to date.	2020-09-01 - 2022-06-30	Superintendent	Surveys of Community
Utilizing the results of the stakeholder surveys and the communication audit develop a	2021-09-01 - 2023-06-30	Superintendent Director of Communications and Community	Communications Audit Surveys of Community



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
comprehensive plan to enhance engagement of school district stakeholders specifically, alumni, senior residents, and the business community in the district.		Engagement	
Develop a menu of activities and programs which can foster positive relationships with school district community members to enhance their presence in the school district at events and activities and broaden our partnership with these community members to enhance our school district programs and activities.	2021-09-01 - 2023-06-30	Superintendent Director of Communications and Community Engagement	Surveys of Community School District Calendar of Events

### Anticipated Outcome

The objective of these activities would be enhanced engagement of our community stakeholders, most notably our marginalized stakeholders, with our school district community. We would also expect that we would see greater participation in our school district events and activities with an increase in stakeholder groups who have been involved in minimal numbers in the past.

### Monitoring/Evaluation

The development of a plan for stakeholder engagement and an increase in the number of participants from marginalized stakeholder groups will assist us in monitoring our accomplishment of this goal.

## Evidence-based Strategy

Establish a plan for branding and promoting the New Hope-Solebury School District.

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Communication Outreach	The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities.
District Branding	The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Establish a committee to identify the points of pride for the New Hope-Solebury School District to use in the promotion and branding of the school district.	2021-01-01 - 2021-06-30	Superintendent	Communications Audit Stakeholder Survey
Develop a comprehensive plan for promoting the New Hope-Solebury School District through the	2021-01-20 - 2023-06-30	Superintendent Building Principals District Leadership	Communication Audit Stakeholder Survey Committee and Stakeholder Feedback

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
media, district events, advertising, and visual displays of pride for our school district in the district and in our schools.			

Work in partnership with local businesses and community members to promote the school district through outreach and community partnerships which can enhance the collaboration between the school district and its community partners.	2022-09-01 - 2023-06-30	Superintendent Director of Communications and Community Engagement	Communications Audit Stakeholder Survey
--	-------------------------	---	--

Anticipated Outcome
Increased promotion of the school district throughout the community and the region through multiple visual and multimedia communications which highlight the accomplishments and achievements of the New Hope-Solebury School District.

Monitoring/Evaluation
Completion of the school district branding plan and the implementation of initiatives to broaden the scope of the promotion of the New Hope-Solebury School District in the community.

Evidence-based Strategy
Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)

<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Instructional Time	Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time.
Multi-Tiered System of Support	Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)	2021-01-05 - 2021-06-05	Director of Elementary and Secondary Education Director of Student Services	Release time to facilitate investigation of schedules (school visits, etc) - substitute teachers Release time for monthly scheduling committee meetings - substitute teachers
Bring forth at least two	2021-08-01 -	Director of	Release time to facilitate

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
schedule proposals to the leadership team and NHSEA for consideration	2023-06-01	Elementary and Secondary Education Director of Student Services	investigation of schedules (school visits, etc) - substitute teachers Release time for monthly scheduling committee meetings - substitute teachers
Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	2021-08-01 - 2023-06-01	Director of Elementary and Secondary Education Director of Student Services	Release time to facilitate investigation of schedules (school visits, etc) - substitute teachers Release time for monthly scheduling committee meetings - substitute teachers
Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement	2020-09-01 - 2023-06-01	Director of Elementary and Secondary Education	Supplemental materials for Math and Reading Math and Reading specialist support and planning Principal oversight and lead of MTSS in each building Professional Development in MTSS

### Anticipated Outcome

New schedules will be developed which facilitate more instructional time for students and teachers in the classroom which will enhance the breadth and depth of curriculum which can be covered in a class period.

### Monitoring/Evaluation

Development of new schedules which will enhance instructional time. Student progress in the new schedules will be monitored to determine impact of increased instructional time.

### Evidence-based Strategy

MTTS review and refinement K-12

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Time	Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time.
Multi-Tiered System of Support	Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its	2020-09-01 - 2021-06-05	Director of Elementary and Secondary	Student Data to guide MTSS Process Specific MTSS process to guide intervention process

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and supports.		Education	
Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher	2020-08-01 - 2021-06-01	Director of Elementary and Secondary Education Director of Student Services	PATTAN/BCIU- for trainings, bootcamps Principals to steer teams Release time for teachers (substitute teachers)
Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	2020-09-01 - 2023-06-01	Director of Elementary and Secondary Education Director of Student Services	Professional Training Opportunities on MTSS process
Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS	2020-09-01 - 2023-06-01	Director of Elementary and Secondary Education	Supplemental materials for Math and Reading Math and Reading specialist support and planning Principal oversight and lead of MTSS in each building Professional Development in MTSS

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement

### Anticipated Outcome

NHSSD will continue to refine its practices to better ensure quality educational opportunities, professional training, identify trends in data, target interventions for at-risk students and increase overall achievement for all students.

### Monitoring/Evaluation

Yearly Data Overview (January/February) provided at Curriculum Advisory Committee detailing progress towards achievement goals.

### Evidence-based Strategy

Establish process for evidence of accomplishment for the Portrait of a Graduate

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Multi-Tiered System of Support	Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

Create small committee	2021-01-01 -	Director of	Release time for committee
------------------------	--------------	-------------	----------------------------



Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format for presentation of the Portrait of the Graduate.	2021-08-30	Elementary and Secondary Education	meetings (Substitute teachers) Curriculum Development funds for summer work
First cohort to present portfolio evidence of Portrait of a Graduate	2021-09-30 - 2022-06-30	Director of Elementary and Secondary Education	Electronic Portfolio - Google classroom/canvas

### Anticipated Outcome

Graduating seniors will demonstrate that they have met the "4C's" (creativity, collaboration, critical thinking, and communication) by developing a portfolio of evidence that highlights the 11 indicators of "Portrait of a New Hope-Solebury Graduate."

### Monitoring/Evaluation

Electronic portfolio of student work in the indicators of the "Portfolio of a New Hope-Solebury Graduate."

### Evidence-based Strategy

Curriculum Review by content area teachers and education leaders to ensure equity, access

and diversity to our curriculum.

## Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Instructional Time	Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of equity and diversity. Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in gaps, eliminate overlaps, identify diversity and	2020-08-01 - 2023-06-30	Director of Elementary and Secondary Education	Curriculum Review Literature (district created as well as Wiggins/McTighe) Release time for collaboration meetings during the school year (9 1/2 days over the course of the school year)

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
equity and script practices that highlight equity and diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee			
Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee	2021-08-01 - 2022-06-30	Director of Elementary and Secondary Education	None
Monitor and assess curriculum via feedback, walkthrough, observation and student performance Teacher survey students Principals compare observation evidence (supervision documents will highlight equity and diversity among other indicators of effective instructional strategies Bi-annual report to Curriculum Advisory Committee	2022-08-01 - 2023-06-30	Director of Elementary and Secondary Education	Curriculum which integrates diverse topics and is representative of diverse cultures and issues
<b>Anticipated Outcome</b>			
Curriculum that is reflective of multiculturalism, accepting of all, rich with diversity themes and topics, actively engages stakeholders (staff, students, community) in meaningful learning			

experiences around a celebration of diversity.

### Monitoring/Evaluation

Yearly review will analyze types of content, programs and instructional strategies that facilitate and highlight diversity.

### Evidence-based Strategy

Provide ongoing differentiated professional development

### Measurable Goals

#### Goal Nickname

#### Measurable Goal Statement (Smart Goal)

Elevating Student Learning with Technology

Over the course of the next three years, educators will continually improve their practice by learning from and with others by exploring innovative practices that leverage technology to elevate student learning.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
District leadership will plan and facilitate professional development on an ongoing basis. Develop and facilitate a professional development plan for integration of technology	2020-08-01 - 2021-06-30	Director of Elementary and Secondary Education Supervisor of Educational Technology and Innovation	Education Office Personnel Digital Integration Specialists Online Platforms

### Anticipated Outcome

Implementation of research based strategies for meaningful technology integration

### Monitoring/Evaluation

Supervision Models Professional Learning Communities Faculty and Staff Feedback Surveys

---

### Evidence-based Strategy

Provide access to appropriate digital tools for student engagement

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
---------------	--

Empowering Students  
with Technology

Over the course of the next three years, students will leverage technology by taking an active role in choosing, achieving and demonstrating competency in their learning as well as utilizing technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
-------------	------------------------------	----------------------	-------------------------------------

Meet with teachers on a regular basis to evaluate technology tools

2020-08-01 -  
2023-06-30

Supervisor of Educational Technology and Innovation

Digital Tools

### Anticipated Outcome

The maintenance and integration of technology tools into the instructional program to assist students in accessing and expanding the curriculum within budgetary guidelines.

### Monitoring/Evaluation

Tool analytics PLCs

---

---

### Evidence-based Strategy

Develop a five year technology plan which will provide access to physical technology resources and ensure infrastructure can support capacity

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
---------------	--

Technology Maintenance and Deployment

Ensure appropriate technological resources are available to all stakeholders to support teaching and learning. Provide and

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

support Equitable Access to Technology Devices and Resources Across the District.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Evaluate condition of current devices Develop a schedule for replacement of devices Evaluate infrastructure for capacity Review vendor technology and replace as needed Use existing metrics to determine internet usage. Adjust accordingly

2020-08-01 -  
2021-06-30

Director of  
District  
Operations

Technology staff Teachers  
Students Hardware  
Vendors

**Anticipated Outcome**

Completion of a five year plan for technology which plans for maintenance and development of district technology and moves the district forward in technological innovation.

**Monitoring/Evaluation**

Monitoring of the technology plan annually.

**Evidence-based Strategy**

College and Career Readiness

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

College and Career  
Readiness

Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Bi-annual guidance advisory committee meeting Instructional objectives taught by the guidance counselors Community Partnerships

2020-09-01 -  
2023-06-30

Guidance Team  
Classroom Teachers  
Director of Student Services  
High School Principal

Act 339 Plan Additional Counseling Support

Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers

2020-09-01 -  
2023-06-30

Superintendent  
Guidance Staff  
High School Principal  
Administration

Counseling Resources

Expansion of APEX program to earlier HS grades College and Career class in 9th grade for all students  
Introduction of MBIT starting in grade 5 MBIT follow up in grade 9

2020-09-01 -  
2023-06-30

Superintendent  
Guidance Staff  
High School Principal  
Administration

Additional counseling resources

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Research in related best practices including existing similar state and local programs Identification of funding and staffing needed to support the initiative Partner with parent and local community for internship options Updated college/career website on the HS webpage Career fair NHSD Alumni Association collaboration/support			

#### Anticipated Outcome

A more diverse student post secondary understanding through the exposure of students to college and career readiness activities throughout their secondary school experience.

#### Monitoring/Evaluation

Data obtained in Naviance about desired student path after graduation.

#### Evidence-based Strategy

Develop a Ten Year Capital Plan

#### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Safe and Secure Environment	Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that



**Goal Nickname****Measurable Goal Statement (Smart Goal)**

will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings.

**Action Step****Anticipated  
Start/Completion****Lead  
Person/Position****Materials/Resources/Supports  
Needed**

Partner with an engineering consultant to review existing facilities audits to assist in the creation of a ten year capital plan for the school district.

2020-07-01 -  
2021-06-30

Director of  
District  
Operations

Facilities Audits Existing  
Five Year Capital Plan  
Engineering Firm

Develop a finance plan to fund the capital plan

2020-07-01 -  
2021-06-30

Chief  
Financial  
Officer

Capital Projects Plan  
Facilities Audit Financial  
planning to show how a mix  
of capital reserve funds and  
bond proceeds will pay for  
the long term project plan.

**Anticipated Outcome**

Development of a ten year capital projects plan with accompanying financial plan to support the completion of the projects

**Monitoring/Evaluation**

Monthly updates and reports to the Facilities Advisory Committee and the Board of School Directors.

**Evidence-based Strategy**

Development of social emotional supports for students

**Measurable Goals****Goal Nickname****Measurable Goal Statement (Smart Goal)**

Welcoming School  
District Community

Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the

Goal Nickname	Measurable Goal Statement (Smart Goal)		
	implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions.		
Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
School level teams will analyze PAYS Survey, Safe 2 Say Reports, SAP, School-Wide Positive Behavior Support and MTSS data to identify trends in student needs to support student Social and Emotional Learning	2020-09-01 - 2021-06-30	Director of Student Services Counselors Social Workers Building Principals	PAYS Survey Safe 2 Say Data Counselors
School staff will participate in professional development opportunities to develop and access knowledge and resources to further support student social/emotional learning.	2021-09-01 - 2022-06-30	Director of Student Services Counselors Social Workers Building Principals	Data obtained from data analysis
Continue to foster relationships with parents to access community organizations and resources to support the integration of social emotional supports for students both in school and at home.	2021-09-01 - 2022-06-30	Director of Student Services Counselors Social Workers Building Principals	
Anticipated Outcome			

Development of menu of supports and services for students for social emotional learning implemented through a social emotional learning services plan

### Monitoring/Evaluation

Regular reports through Special Education Advisory Committee

### Evidence-based Strategy

Examine School Start Time

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Welcoming School District Community	Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Develop a committee to examine changes for school start time at the secondary level.	2021-09-01 - 2022-06-30	Superintendent	Research on School Start Time
The school start time committee will develop a proposal for changes to the school start time at the secondary level	2022-09-01 - 2023-06-30	Superintendent	Research on School Start Time

### Anticipated Outcome

Proposal for potential change to school start times to support students by providing additional sleep time.

---

## Monitoring/Evaluation

---

Implementation of changes to school start time.

---

## NEW HOPE-SOLEBURY SD

180 W Bridge St

Comprehensive Plan | 2021 - 2024

---

### PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	<p>09/01/2020 - 06/01/2023</p>

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	<p>09/01/2020 - 06/01/2023</p>



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and supports.	09/01/2020 - 06/05/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher	08/01/2020 - 06/01/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	09/01/2020 - 06/01/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	09/01/2020 - 06/01/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	MTTS review and refinement K-12	Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement	09/01/2020 - 06/01/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	MTTS review and refinement K-12	Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement	09/01/2020 - 06/01/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	Create small committee comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format for presentation of the Portrait of the Graduate.	01/01/2021 - 08/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of equity and diversity Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in	08/01/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		gaps, eliminate overlaps, identify diversity and equity and script practices that highlight equity and diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee	

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee	08/01/2021 - 06/30/2022

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Monitor and assess curriculum via feedback, walkthrough, observation and student performance Teacher survey students Principals compare observation evidence (supervision documents will highlight equity and diversity among other indicators of effective instructional strategies Bi-annual report to Curriculum Advisory Committee	08/01/2022 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of the next three years, educators will continually improve their practice by learning from and with others by exploring innovative practices that leverage technology to elevate student learning. (Elevating Student Learning with Technology)	Provide ongoing differentiated professional development	District leadership will plan and facilitate professional development on an ongoing basis. Develop and facilitate a professional development plan for integration of technology	08/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Over the course of the next three years, students will leverage technology by taking an active role in choosing, achieving and demonstrating competency in their learning as well as utilizing technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions (Empowering Students with Technology)	Provide access to appropriate digital tools for student engagement	Meet with teachers on a regular basis to evaluate technology tools	08/01/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Bi-annual guidance advisory committee meeting Instructional objectives taught by the guidance counselors Community Partnerships	09/01/2020 - 06/30/2023



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers	09/01/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Expansion of APEX program to earlier HS grades College and Career class in 9th grade for all students Introduction of MBIT starting in grade 5 MBIT follow up in grade 9 Research in related best practices including existing similar state and local programs Identification of funding and staffing needed to support the initiative Partner with parent and local community for internship options Updated college/career website on the HS webpage Career fair NHSD Alumni Association collaboration/support	09/01/2020 - 06/30/2023

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Develop a Ten Year Capital Plan	Develop a finance plan to fund the capital plan	07/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Development of social emotional supports for students	School level teams will analyze PAYS Survey, Safe 2 Say Reports, SAP, School-Wide Positive Behavior Support and MTSS data to identify trends in student needs to support student Social and Emotional Learning	09/01/2020 - 06/30/2021

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Development of social emotional supports for students	School staff will participate in professional development opportunities to develop and access knowledge and resources to further support student social/emotional learning.	09/01/2021 - 06/30/2022

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)	Complete district-wide communication audit	Contract with a media company to complete a comprehensive communication audit for the New Hope-Solebury School District which will review all current communications for the New Hope-Solebury School District and its ability to connect with District stakeholder groups. The audit will offer	09/01/2020 - 06/30/2021
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>		<p>recommendations for how the New Hope-Solebury School District could improve our communications process in order to more effectively meet the needs of our stakeholders and connect with groups who have been marginalized in our communication process.</p>	

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased</p>	Complete district-wide communication audit	Use the results of the comprehensive communication audit to develop a comprehensive communication plan for the school district which identifies district stakeholder groups and provides targeted plans for outreach and engagement of each group with the school district.	<p>06/30/2021</p> <p>-</p> <p>06/30/2022</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased</p>	<p>Complete district-wide communication audit</p>	<p>Reallocate district resources to supervise and administer school district communications and community outreach measures to further the development of a consistent message for school district communications and greater coordination of district communications to our stakeholders.</p>	<p>06/30/2021 - 06/30/2023</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)	Develop broader level of stakeholder engagement in the New Hope-Solebury School District	Conduct a survey of stakeholder groups in the school district with a specific focus on those stakeholder groups which have had marginal involvement in the school district to date.	09/01/2020 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)	Develop broader level of stakeholder engagement in the New Hope-Solebury School District	Utilizing the results of the stakeholder surveys and the communication audit develop a comprehensive plan to enhance engagement of school district stakeholders specifically, alumni, senior residents, and the business community in the district.	09/01/2021 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)	Develop broader level of stakeholder engagement in the New Hope-Solebury School District	Develop a menu of activities and programs which can foster positive relationships with school district community members to enhance their presence in the school district at events and activities and broaden our partnership with these community members to enhance our school district programs and activities.	09/01/2021 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>	<p>Establish a plan for branding and promoting the New Hope-Solebury School District.</p>	<p>Establish a committee to identify the points of pride for the New Hope-Solebury School District to use in the promotion and branding of the school district.</p>	<p>01/01/2021 - 06/30/2021</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>	<p>Establish a plan for branding and promoting the New Hope-Solebury School District.</p>	<p>Develop a comprehensive plan for promoting the New Hope-Solebury School District through the media, district events, advertising, and visual displays of pride for our school district in the district and in our schools.</p>	<p>01/20/2021 - 06/30/2023</p>



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>	<p>Establish a plan for branding and promoting the New Hope-Solebury School District.</p>	<p>Work in partnership with local businesses and community members to promote the school district through outreach and community partnerships which can enhance the collaboration between the school district and its community partners.</p>	<p>09/01/2022 - 06/30/2023</p>

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)	01/05/2021 - 06/05/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)	01/05/2021 - 06/05/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Bring forth at least two schedule proposals to the leadership team and NHSEA for consideration	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Bring forth at least two schedule proposals to the leadership team and NHSEA for consideration	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	08/01/2021 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	<p>09/01/2020 - 06/01/2023</p>



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and supports.	09/01/2020 - 06/05/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher	08/01/2020 - 06/01/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	09/01/2020 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	Create small committee comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format for presentation of the Portrait of the Graduate.	01/01/2021 - 08/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of equity and diversity Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in	08/01/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		gaps, eliminate overlaps, identify diversity and equity and script practices that highlight equity and diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee	



## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee	08/01/2021 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers	09/01/2020 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Expansion of APEX program to earlier HS grades College and Career class in 9th grade for all students Introduction of MBIT starting in grade 5 MBIT follow up in grade 9 Research in related best practices including existing similar state and local programs Identification of funding and staffing needed to support the initiative Partner with parent and local community for internship options Updated college/career website on the HS webpage Career fair NHSD Alumni Association collaboration/support	09/01/2020 - 06/30/2023

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Develop a Ten Year Capital Plan	Partner with an engineering consultant to review existing facilities audits to assist in the creation of a ten year capital plan for the school district.	07/01/2020 - 06/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Develop a Ten Year Capital Plan	Develop a finance plan to fund the capital plan	07/01/2020 - 06/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Develop a Ten Year Capital Plan	Develop a finance plan to fund the capital plan	07/01/2020 - 06/30/2021

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Examine School Start Time	Develop a committee to examine changes for school start time at the secondary level.	09/01/2021 - 06/30/2022

## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Examine School Start Time	The school start time committee will develop a proposal for changes to the school start time at the secondary level	09/01/2022 - 06/30/2023



**NEW HOPE-SOLEBURY SD**

180 W Bridge St

Comprehensive Plan | 2021 - 2024

**APPROVALS & SIGNATURES**

**Assurance of Quality and Accountability**

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

\_\_\_\_\_  
School Board Minutes or Affirmation Statement ;

**Signature (Entered Electronically and must have access to web application).**

\_\_\_\_\_  
Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
<p>In the High School Literature Keystone, 94.1% of the All Student Group is Proficient or Advanced. They exceeded the statewide average of 62.1% and have already exceeded the statewide 2030 goal of 81.1%</p>	<p>In the High School Literature Keystone 20.8% of students earned an Advanced score. This is significantly lower than the school performance on other keystone assessments.</p>
<p>In the High School Algebra Keystone, 94% of the All Student Group is Proficient or Advanced, significantly exceeding the statewide average of 45.2% and exceeding the 2030 goal of 71.8%.</p>	<p>In the Middle School ELA PSSA the All Student Group had a growth score of 64. This is lower than the statewide average growth score of 75 and the statewide growth standard of 70.</p>
<p>In the High School Biology Keystone, 94.1% of the All Student Group is Proficient or Advanced. This significantly exceeds the statewide average of 66% and exceeds the statewide 2030 goal of 83%.</p>	<p>In the Middle School Mathematics PSSA 68.0% of the All Student Group earned a Proficient or Advanced Score. This is higher than the statewide average of 45.2% of students earning a Proficient or Advanced score and is lower than the statewide 2030 goal of 71.8%.</p>
<p>In the Middle School Science PSSA 91.8% of the All Student Group earned a Proficient or Advanced Score. This is significantly higher than the statewide average of 66% and is higher than the statewide 2030 goal of 83%.</p>	<p>In the Middle School there is a disparate percent of students who score advanced on the PSSAs for disaggregate groups.</p>
<p>In each one of the Keystone Assessments at the High School, performance increased over the 2017-2018 school year. In the same two years the growth score increased in all areas.</p>	<p>For the past two years the percent of students demonstrating growth on the ELA and Mathematics PSSA has declined at the Upper Elementary School.</p>
<p>The New Hope-Solebury School District</p>	<p>Writing continues to be an area of concern for our students in state and local assessments. While our students achieve above the state average in this area, we</p>

## Strengths

uses several formative measures to ascertain student performance in ELA over the course of the school year which include; Acadience Reading (DIBELS), Running Records (Fountas and Pinnell), and Curriculum Based Assessments.

The New Hope-Solebury School District utilizes PLCs and Department meetings as opportunities to review the data obtained from the formative assessments to guide instruction, remediation and targeted support for students requiring it.

Our students excel in most of the areas assessed on the PSSA in all grade levels compared to the state average. Most notably our students are particularly strong in key ideas and details, and craft and structure/integration of knowledge and ideas.

The New Hope-Solebury School District uses several formative measures to ascertain student performance in mathematics over the course of the school year which include; Acadience Reading (DIBELS), Running Records (Fountas and Pinnell), and Curriculum Based Assessments.

Our high school students continue to demonstrate growth in the Literature Keystone Examination.

The New Hope-Solebury School District utilizes PLCs and Department meetings as opportunities to review the data obtained from the formative assessments to guide instruction, remediation and targeted support for students requiring it.

On state and local assessments our

## Challenges

continue to identify needs in this area in our local assessments as well as in the state assessments in the area of conventions of standard English.

We have also identified through our state and local assessments that our students continue to demonstrate needs in the area of reading comprehension. Specifically, we have noted that informational text continues to be an area of concern in our school district across the grade levels.

One of the most significant areas of need for our students continues to be text dependent analysis. While our students continue to excel above the state average in this area, it continues to be one of the areas we have identified as a need for our students through both state and local assessments.

In our Middle School 68% of our students earned proficient or advanced on the PSSA for Mathematics, however, they have not achieved the state 2030 goal of 71.8% proficient or advanced. Similarly, 67.8% of our students earned proficient or advanced on the mathematics PSSA, but also failed to meet the 2030 goal of 71.8% of students proficient or advanced.

Our Upper Elementary students demonstrated growth in the 2019 PSSA science assessment, but did not demonstrate significant evidence of growth.

Our Middle School and our Upper Elementary School both have failed to demonstrate considerable evidence of growth in the ELA state assessments over the past year. Specifically, the middle

## Strengths

elementary students have demonstrated proficiency in Operations and Algebraic Thinking and Numbers and Operations exceeding the state average by a significant margin in most grade levels.

On state and local assessments our middle school students have demonstrated proficiency in Expressions and Equations and the Number System exceeding the state average by significant margins.

Our High School students continue to excel on the Biology Keystone with 94.1% of our students proficient or advanced on this assessment exceeding the statewide average and the statewide goal for 2030.

Our Middle School students and our Upper Elementary Students have exceeded the statewide average on the 2019 PSSA in science with 91.8% and 92.2% of student Proficient or Advanced on those assessments respectively. Both schools also surpassed the statewide average and the statewide 2030 goal.

Our High School and Middle School demonstrated significant evidence of growth in the area of Biology/science on the 2019 assessments.

Our students have demonstrated strength in the 2019 Science PSSA in the areas of Nature of Science and Physical Science.

The New Hope-Solebury School District recently completed its Act 339 Guidance Plan which focuses on three domains; academic, career and social/emotional development.

The New Hope-Solebury School District

## Challenges

school failed to demonstrate growth in the 2019 assessment.

Our high school and middle school have both demonstrated evidence of student growth on the mathematics PSSA/Keystone. Our Upper Elementary School did not demonstrate evidence of growth in mathematics in the 2019 mathematics assessment.

At the elementary level, Geometry, Numbers and Operations - Fractions are the areas of greatest concern for our students. While they have exceeded the state average, these areas are the greatest area of need for our students.

At the secondary level, Statistics and Probability, and Geometry present as the most significant needs for our students.

Our students have demonstrated needs in the area of Biological Sciences and Earth and Space Sciences at elementary level on the 2019 Science PSSA.

Our students have demonstrated needs in the area of Earth and Space Science and Physical Science at the Middle School Level on the 2019 Science Assessment

The New Hope-Solebury High School graduation rate is 89.6% which is above the statewide average of 85.8% but not yet at the 2030 targeted statewide goal of 92.4%.

The New Hope-Solebury High School five year cohort graduation rate is at 92.4% which is slightly above the statewide average of 88.5%.

## Strengths

has implemented an APEX program for twelfth grade students which requires them to spend a month in a career area and be integrated into the work environment which has helped to enhance student understanding of the world of work prior to their post secondary education.

The New Hope-Solebury School District has established a strong network of community partners to assist with critical needs for our school community which include the IU Hope Program and related community partners, the NHS Cares Program, NOVA, and other similar programs and partners.

The New Hope-Solebury School District has established an advisory council to support our work in the guidance plan and college and career readiness.

The New Hope-Solebury School District provides a robust plan for assisting students in selecting courses and programs which will ensure they are adequately prepared for their college and career choices.

In the 2019 ELA PSSA Assessment 59.7% of our Economically Disadvantaged students scored Proficient or Advanced.

In the 2019 Science PSSA Assessment 72.7% of our Special Education students and 78.9% of our Economically Disadvantaged Students scored Proficient or Advanced.

In the 2019 Literature Keystone Assessment 72.3% of our Special

## Challenges

Through the NHS new Act 339 Guidance Plan we are looking to expand the number of opportunities for our students to have exposure to careers through Career Fairs, Mentorships, Internships, and Speakers.

The New Hope-Solebury School District curriculum and programs for career development guidance lessons need to be developed as a function of our Act 339 Guidance Plan

The New Hope-Solebury School District is seeking to strengthen its connections with Middle Bucks Institute of Technology and career and industry to further the opportunities for our students.

In the 2019 ELA PSSA Assessment 51.8% of our Special Education Students scored Basic or Below Basic and 90.9% of our ELL students scored Basic or Below Basic.

In the 2019 Mathematics PSSA Assessment 73.5% of our Special Education Students scored Basic or Below Basic, 90.9% of our ELL students scored Basic or Below Basic, and 58.1% of our Economically Disadvantaged Students scored Basic or Below Basic.

In the 2019 Science PSSA Assessment 66.7% of our ELL students scored Basic or Below Basic.

In the 2019 Literature Keystone Assessment 50% of our ELL students scored Basic or Below Basic.

In the 2019 Algebra Keystone Assessment 62.5% of our Special Education Students scored Basic or Below Basic.

## Strengths

Education students and 72.7% of our Economically Disadvantaged Students scored Proficient or Advanced.

In the 2019 Algebra Keystone Assessment 81.8% of our Economically Disadvantaged students and 100% of our ELL students scored Proficient or Advanced.

In the 2019 Biology Keystone Assessment 57.2% of our Special Education Students, 100% of our ELL students and 88.9% of our Economically Disadvantaged Students scored Proficient or Advanced.

The New Hope - Solebury School District has a well established MTSS Model to identify students in need of supports and services. Starting in September of 2016 the NHS District implemented a full MTSS model with the support of our IU TaC. All staff at the Lower Elementary School (K-2 building) and our Upper Elementary School (3-5 building) were trained on leveled interventions, data collection, and goal setting. This process has continued to expand since 2016 and in the 2019-2020 school year we integrated a MTSS coach from the IU to further hone the process for the building level teams. The integration of the MTSS coach will continue in the 2020-2021 school year.

The New Hope-Solebury School District has been developing plans to address equity issues in our school district. As part of the Special Education Plan, The District is partnering with PaTTAN during the 2019-2020 school year to provide the PA Equity Toolkit across all schools.

The New Hope-Solebury School District has worked developed an inclusive

## Challenges

The New Hope-Solebury School District has been identified as having a concern with overidentifying Hispanic students for special education services. As noted in our Special Education Plan according to the 2017-2018 Special Education Data Report (LEA Performance on State Performance Plan [SPP] Targets), the district met the target for Disproportionate Representation by Disability Category. The District did not meet the designated target for Specific Learning disability for Hispanic students.

The New Hope-Solebury School District has continued to increase the level of services available to our students with special needs. To that end, our Special Education outlines plans for professional development for our professional staff and paraprofessionals to support our students who are included in the regular education setting with behavioral, emotional and academic needs.

The New Hope-Solebury School District has identified key areas of focus for technology which have allowed the school district to become a 1 to 1 personal device district for grades 2-12. We have also stayed current with our implementation of technology and programs to assist student learning such as Seesaw, Canvas and Google Classroom. It will be necessary for the school district to develop a comprehensive five year plan for technology to ensure we have a planned direction for technology expenditures and programmatic implementation.

The New Hope-Solebury School District has seen an increase in the number of students who are enrolling in our school

## Strengths

learning environment for our students. As indicated in our Special Education Plan, Serving students in the least restrictive environment is one of the district's areas of focus. There is an increasingly strong commitment to the least restrictive environment mandate and educating children in inclusive settings at all levels of the district. There are well established co-teaching opportunities in the grades 2 through 12. The district employs instructional assistants in an effort to provide support to and to maintain students in the regular education classroom to the greatest degree feasible. Related services are integrated into the regular classroom to the maximum extent possible. The district also provides a wide variety of assistive technology to students as an accommodation to foster integration. The SETT process is utilized to identify appropriate assistive technology to aid the student in the least restrictive setting. Training on the use of devices is also an important function of the related service staff.

The New Hope-Solebury School District has implemented a Title I plan for service delivery which integrates support for reading and instructional support for students who are identified at the LES and UES which helps to ensure a solid foundation for reading at the elementary level to support student success in learning.

The New Hope-Solebury School District has implemented the School-Wide Positive Behavior Intervention and Support Program across the school district as noted in our Act 339 Plan. The programs for the

## Challenges

district needing ELL services. The school district has integrated a plan to support our ELL students which provides for individual student support and instruction. Our teachers supporting our ELL students and have been invaluable in supporting their needs and connecting with their families. Our school district has seen an increase in the number of students enrolling in our school district who have need for ELL services.

The New Hope-Solebury School District continues to seek to expand the offerings for providing students with opportunities to explore college and career opportunities and to educate students in the Career Education and Work Standards. Our recently developed Act 339 Guidance Plan integrates a variety of activities supported by our school counselors and educators to support college and career readiness for our students. We are seeking to continue to explore ways in which our students can learn more about colleges and careers in an ever changing work environment.

The New Hope-Solebury School District is highly successful but does not have a consistent and organized communication system to continue to keep stakeholders informed of what is taking place in the school district. This is also not a consistent, unified message for communications being distributed from the school district and there is no centralized communication department to help facilitate this process.

The New Hope-Solebury School District has some established partnerships with the community through organizations such



## Strengths

SWPBIS Program have been integrated at the LES, UES, and Middle School.

The New Hope-Solebury School District has done a very good job selecting faculty and staff to support student learning through the hiring process. We have been fortunate to have a team of faculty and staff who are invested in our students and our community and who do a very good job supporting student learning on a daily basis.

The New Hope-Solebury School District has developed a robust professional development plan which integrates opportunities for differentiated training, online modules, professional conferences, and collaborative sharing of best practices. These varied professional development opportunities have helped to ensure that individual professional development needs are met and that best practices can be shared across the school district.

The New Hope-Solebury School District has been working to codify and delineate instructional content for each content area and class through the development of a comprehensive scope and sequence for instruction.. Over the past five years, the school district has worked through a Curriculum Review Cycle which has allowed the District to further its work in the development of curriculum for each subject area on a rotating basis and to review curriculum materials for possible purchase or updating.

The New Hope-Solebury School District has developed a comprehensive observation and evaluation model which

## Challenges

as NOVA, New Hope-Solebury Cares, the Bucks County Intermediate Unit and IU Hope. Unfortunately, there has not been an organized method to develop partnerships with community organizations and businesses to collaborate on initiatives and to enhance the work of the school district.

The New Hope-Solebury School District has a well-established and supportive counseling and social worker team which works with our students and families. However, given the growing needs of our students for social emotional supports as identified through our Safe 2 Say reporting system and through reports from teachers and counselors, this is an area which requires additional support for the school district.

The New Hope-Solebury School District has taken advantage of resources for federal, state and local funding and has allocated these resources to areas of need. The school district could continue to explore opportunities for additional funding from private, state and federal programs to further fund projects and initiatives which would support the school district and broader school district community.



**Strengths**

allows the administration to monitor and provide meaningful feedback on best instructional practices. The observation and evaluation model consists of formal classroom observations, professional research, and walkthroughs to engage professionals in an ongoing feedback loop about their instructional practices.

**Most Notable Observations/Patterns**

We need to continue to explore the way in which the New Hope-Solebury School District provides support and services for our students in disaggregate groups in our school district community. Our school district seems to be serving our Economically Disadvantaged students better than our students who are identified with needs in special education or ELL supports. Additionally, we need to continue to focus our efforts on the plans outlined in our Act 339 Plan, our Special Education Plan, and our Technology Plan.

**Challenges**

**Discussion Point**

**Priority for Planning**

In the Middle School there is a disparate percent of students who score advanced on the PSSAs for disaggregate groups.

For the past two years the percent of students demonstrating growth on the ELA and Mathematics PSSA has declined at the Upper Elementary School.

Writing continues to be an area of concern for our students in state and local assessments. While our students achieve

As noted in the previous sections, our students' performance in the ELA PSSA and the Literature Keystone has not been as high as



Challenges	Discussion Point	Priority for Planning
above the state average in this area, we continue to identify needs in this area in our local assessments as well as in the state assessments in the area of conventions of standard English.	their performance in other areas. In the analysis of these assessments one of the critical factors has been student writing ability in both text dependent analysis and other written language opportunities. This concern has also been evidenced in local assessments in writing.	
One of the most significant areas of need for our students continues to be text dependent analysis. While our students continue to excel above the state average in this area, it continues to be one of the areas we have identified as a need for our students through both state and local assessments.		
Through the NHS new Act 339 Guidance Plan we are looking to expand the number of opportunities for our students to have exposure to careers through Career Fairs, Mentorships, Internships, and Speakers.	The New Hope-Solebury School District recently developed its Act 339 Guidance Plan to support students through counseling and college and career activities. The school district has implemented learning activities which are coordinated with the PA CEW standards, however, this is an area that we can continue to develop to provide our students with additional learning activities to enhance their additional opportunities for college and career exposure through career fairs, internships, mentorship and ultimately the high school APEX program.	✓
The New Hope-Solebury School District curriculum and programs for career development guidance lessons need to be		

**Challenges****Discussion Point****Priority for Planning**

developed as a function of our Act 339 Guidance Plan

The New Hope-Solebury School District is seeking to strengthen its connections with Middle Bucks Institute of Technology and career and industry to further the opportunities for our students.

The New Hope-Solebury School District has been identified as having a concern with overidentifying Hispanic students for special education services. As noted in our Special Education Plan according to the 2017-2018 Special Education Data Report (LEA Performance on State Performance Plan [SPP] Targets), the district met the target for Disproportionate Representation by Disability Category. The District did not meet the designated target for Specific Learning disability for Hispanic students.

The New Hope-Solebury School District has continued to increase the level of services available to our students with special needs. To that end, our Special Education outlines plans for professional development for our professional staff and paraprofessionals to support our students who are included in the regular education setting with behavioral, emotional and academic needs.

**Challenges****Discussion Point****Priority for Planning**

The New Hope-Solebury School District has identified key areas of focus for technology which have allowed the school district to become a 1 to 1 personal device district for grades 2-12. We have also stayed current with our implementation of technology and programs to assist student learning such as Seesaw, Canvas and Google Classroom. It will be necessary for the school district to develop a comprehensive five year plan for technology to ensure we have a planned direction for technology expenditures and programmatic implementation.

The New Hope-Solebury School District has been forward thinking and responsive to changes in technology. The school district has been one of the first in Bucks County to achieve a 1 to 1 ratio for computers to students. The District has also continued to explore new electronic learning platforms to support student learning. However, there is a need to develop a more detailed five year plan for the implementation of technology across the school district so that there is a plan for the budgeting, implementation, and training necessary to ensure changes to our technology integration are smoothly and effectively implemented.



The New Hope-Solebury School District continues to seek to expand the offerings for providing students with opportunities to explore college and career opportunities and to educate students in the Career Education and Work Standards. Our recently developed Act 339 Guidance Plan integrates a variety of activities supported by our school counselors and educators to support college and career readiness for our students. We are seeking to continue to explore ways in which our students can learn more about colleges and careers in an ever changing work environment.

**Challenges****Discussion Point****Priority for Planning**

The New Hope-Solebury School District is highly successful but does not have a consistent and organized communication system to continue to keep stakeholders informed of what is taking place in the school district. This is also not a consistent, unified message for communications being distributed from the school district and there is no centralized communication department to help facilitate this process.

The New Hope-Solebury School District has some established partnerships with the community through organizations such as NOVA, New Hope-Solebury Cares, the Bucks County Intermediate Unit and IU Hope. Unfortunately, there has not been an organized method to develop partnerships with community organizations and businesses to collaborate on initiatives and to enhance the work of the school district.

The New Hope-Solebury School District has established some community partners to enhance our learning programs and to provide support for our students through NOVA, New Hope-Solebury Cares, IU Hope and the Bucks County Intermediate Unit. There has not been an active or cohesive effort to organize formal relationships with other community partners who might be able to help with such programs as college and career readiness, the arts, or business and industry. There has also been a lack of a cohesive and unified communication plan for the school district.



The New Hope-Solebury School District has a well-established and supportive counseling and social worker team which works with our students and families. However, given the growing needs of our students for social

**Challenges****Discussion Point****Priority for Planning**

emotional supports as identified through our Safe 2 Say reporting system and through reports from teachers and counselors, this is an area which requires additional support for the school district.

The New Hope-Solebury School District has taken advantage of resources for federal, state and local funding and has allocated these resources to areas of need. The school district could continue to explore opportunities for additional funding from private, state and federal programs to further fund projects and initiatives which would support the school district and broader school district community.

---

**NEW HOPE-SOLEBURY SD**

180 W Bridge St

Comprehensive Plan | 2021 - 2024

---

## **ADDENDUM B: ACTION PLAN**

**Action Plan: Complete district-wide communication audit**

**Action Steps****Anticipated Start/Completion Date**

Contract with a media company to complete a comprehensive communication audit for the New Hope-Solebury School District which will review all current communications for the New Hope-Solebury School District and its ability to connect with District stakeholder groups. The audit will offer recommendations for how the New Hope-Solebury School District could improve our communications process in order to more effectively meet the needs of our stakeholders and connect with groups who have been marginalized in our communication process.

09/01/2020 - 06/30/2021

**Monitoring/Evaluation****Anticipated Output**

The completion of a comprehensive communication plan for the school district with clear plans for communications with the school district stakeholder groups.

As a result of this action plan, the New Hope-Solebury School District will develop a comprehensive district communication plan which will coordinate and drive school district communication with all of the school district stakeholders under the supervision of a dedicated member of the administrative team.

**Material/Resources/Supports Needed**

**PD  
Step**   **Comm  
Step**

Communication and Media Resources from the School District School Media Company which can provide the Communications Audit for the school district

no   yes



**Action Steps****Anticipated Start/Completion Date**

Use the results of the comprehensive communication audit to develop a comprehensive communication plan for the school district which identifies district stakeholder groups and provides targeted plans for outreach and engagement of each group with the school district.

06/30/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

The completion of a comprehensive communication plan for the school district with clear plans for communications with the school district stakeholder groups.

As a result of this action plan, the New Hope-Solebury School District will develop a comprehensive district communication plan which will coordinate and drive school district communication with all of the school district stakeholders under the supervision of a dedicated member of the administrative team.

**Material/Resources/Supports Needed****PD Step****Comm Step**

District-wide Communication Audit District-wide Communication Plan

no

yes

**Action Steps****Anticipated Start/Completion Date**

Reallocate district resources to supervise and administer school district communications and community outreach measures to further the development of a consistent message for school district communications and greater coordination of district communications to our stakeholders.

06/30/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

The completion of a comprehensive communication plan for the school district with clear plans for communications with the school district stakeholder groups.

As a result of this action plan, the New Hope-Solebury School District will develop a comprehensive district communication plan which will coordinate and drive school district communication with all of the school district stakeholders under the supervision of a dedicated member of the administrative team.

**Material/Resources/Supports Needed****PD Step****Comm Step**

District-wide Communication Audit District-wide Communication Plan

no

yes

**Action Plan: Develop broader level of stakeholder engagement in the New Hope-Solebury School District**

**Action Steps****Anticipated Start/Completion Date**

Conduct a survey of stakeholder groups in the school district with a specific focus on those stakeholder groups which have had marginal involvement in the school district to date.

09/01/2020 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

The development of a plan for stakeholder engagement and an increase in the number of participants from marginalized stakeholder groups will assist us in monitoring our accomplishment of this goal.

The objective of these activities would be enhanced engagement of our community stakeholders, most notably our marginalized stakeholders, with our school district community. We would also expect that we would see greater participation in our school district events and activities with an increase in stakeholder groups who have been involved in minimal numbers in the past.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Surveys of Community

no

yes

-----

**Action Steps****Anticipated Start/Completion Date**

Utilizing the results of the stakeholder surveys and the communication audit develop a comprehensive plan to enhance engagement of school district stakeholders specifically, alumni, senior residents, and the business community in the district.

09/01/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

The development of a plan for stakeholder engagement and an increase in the number of participants from marginalized stakeholder groups will assist us in monitoring our accomplishment of this goal.

The objective of these activities would be enhanced engagement of our community stakeholders, most notably our marginalized stakeholders, with our school district community. We would also expect that we would see greater participation in our school district events and activities with an increase in stakeholder groups who have been involved in minimal numbers in the past.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Communications Audit Surveys of Community

no

yes

-----

**Action Steps****Anticipated Start/Completion Date**

Develop a menu of activities and programs which can foster positive relationships with school district community members to enhance their presence in the school district at events and activities and broaden our partnership with these community members to enhance our school district programs and activities.

09/01/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

The development of a plan for stakeholder engagement and an increase in the number of participants from marginalized stakeholder groups will assist us in monitoring our accomplishment of this goal.

The objective of these activities would be enhanced engagement of our community stakeholders, most notably our marginalized stakeholders, with our school district community. We would also expect that we would see greater participation in our school district events and activities with an increase in stakeholder groups who have been involved in minimal numbers in the past.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Surveys of Community School District Calendar of Events

no

yes

**Action Plan: Establish a plan for branding and promoting the New Hope-Solebury School District.**

**Action Steps****Anticipated Start/Completion Date**

Establish a committee to identify the points of pride for the New Hope-Solebury School District to use in the promotion and branding of the school district.

01/01/2021 - 06/30/2021

**Monitoring/Evaluation****Anticipated Output**

Completion of the school district branding plan and the implementation of initiatives to broaden the scope of the promotion of the New Hope-Solebury School District in the community.

Increased promotion of the school district throughout the community and the region through multiple visual and multimedia communications which highlight the accomplishments and achievements of the New Hope-Solebury School District.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Communications Audit Stakeholder Survey

no

yes

-----

**Action Steps****Anticipated Start/Completion Date**

Develop a comprehensive plan for promoting the New Hope-Solebury School District through the media, district events, advertising, and visual displays of pride for our school district in the district and in our schools.

01/20/2021 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Completion of the school district branding plan and the implementation of initiatives to broaden the scope of the promotion of the New Hope-Solebury School District in the community.

Increased promotion of the school district throughout the community and the region through multiple visual and multimedia communications which highlight the accomplishments and achievements of the New Hope-Solebury School District.

**Material/Resources/Supports Needed****PD  
Step****Comm  
Step**

Communication Audit Stakeholder Survey Committee and Stakeholder Feedback

no

yes

Action Steps	Anticipated Start/Completion Date
Work in partnership with local businesses and community members to promote the school district through outreach and community partnerships which can enhance the collaboration between the school district and its community partners.	09/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Completion of the school district branding plan and the implementation of initiatives to broaden the scope of the promotion of the New Hope-Solebury School District in the community.	Increased promotion of the school district throughout the community and the region through multiple visual and multimedia communications which highlight the accomplishments and achievements of the New Hope-Solebury School District.

Material/Resources/Supports Needed	PD Step	Comm Step
Communications Audit Stakeholder Survey	no	yes

**Action Plan: Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.**



**Action Steps****Anticipated Start/Completion Date**

The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)

01/05/2021 - 06/05/2021

**Monitoring/Evaluation****Anticipated Output**

Development of new schedules which will enhance instructional time. Student progress in the new schedules will be monitored to determine impact of increased instructional time.

New schedules will be developed which facilitate more instructional time for students and teachers in the classroom which will enhance the breadth and depth of curriculum which can be covered in a class period.

**Material/Resources/Supports Needed**

**PD  
Step**    **Comm  
Step**

Release time to facilitate investigation of schedules (school visits, etc) - substitute teachers  
Release time for monthly scheduling committee meetings - substitute teachers

no    yes

-----

**Action Steps****Anticipated Start/Completion Date**

Bring forth at least two schedule proposals to the leadership team and NHSEA for consideration

08/01/2021 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Development of new schedules which will enhance instructional time. Student progress in the new schedules will be monitored to determine impact of increased instructional time.

New schedules will be developed which facilitate more instructional time for students and teachers in the classroom which will enhance the breadth and depth of curriculum which can be covered in a class period.

**Material/Resources/Supports Needed**

PD Step	Comm Step
------------	--------------

Release time to facilitate investigation of schedules (school visits, etc) - substitute teachers  
Release time for monthly scheduling committee meetings - substitute teachers

no	yes
----	-----

-----

**Action Steps****Anticipated Start/Completion Date**

Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.

08/01/2021 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Development of new schedules which will enhance instructional time. Student progress in the new schedules will be monitored to determine impact of increased instructional time.

New schedules will be developed which facilitate more instructional time for students and teachers in the classroom which will enhance the breadth and depth of curriculum which can be covered in a class period.

**Material/Resources/Supports Needed**

**PD  
Step**    **Comm  
Step**

Release time to facilitate investigation of schedules (school visits, etc) - substitute teachers  
Release time for monthly scheduling committee meetings - substitute teachers

yes    yes

**Action Steps****Anticipated Start/Completion Date**

Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement

09/01/2020 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Development of new schedules which will enhance instructional time. Student progress in the new schedules will be monitored to determine impact of increased instructional time.

New schedules will be developed which facilitate more instructional time for students and teachers in the classroom which will enhance the breadth and depth of curriculum which can be covered in a class period.

**Material/Resources/Supports Needed**

PD Step	Comm Step
------------	--------------

Supplemental materials for Math and Reading Math and Reading specialist support and planning Principal oversight and lead of MTSS in each building Professional Development in MTSS

yes	no
-----	----

**Action Plan: MTSS review and refinement K-12**

**Action Steps****Anticipated Start/Completion Date**

The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and supports.

09/01/2020 - 06/05/2021

**Monitoring/Evaluation****Anticipated Output**

Yearly Data Overview (January/February) provided at Curriculum Advisory Committee detailing progress towards achievement goals.

NHSSD will continue to refine its practices to better ensure quality educational opportunities, professional training, identify trends in data, target interventions for at-risk students and increase overall achievement for all students.

**Material/Resources/Supports Needed****PD  
Step****Comm  
Step**

Student Data to guide MTSS Process Specific MTSS process to guide intervention process

no

yes

**Action Steps****Anticipated Start/Completion Date**

Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher

08/01/2020 - 06/01/2021

**Monitoring/Evaluation****Anticipated Output**

Yearly Data Overview (January/February) provided at Curriculum Advisory Committee detailing progress towards achievement goals.

NHSSD will continue to refine its practices to better ensure quality educational opportunities, professional training, identify trends in data, target interventions for at-risk students and increase overall achievement for all students.

**Material/Resources/Supports Needed**

**PD  
Step**      **Comm  
Step**

PATTAN/BCIU- for trainings, bootcamps Principals to steer teams Release time for teachers (substitute teachers)

no      yes

**Action Steps****Anticipated Start/Completion Date**

Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.

09/01/2020 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Yearly Data Overview (January/February) provided at Curriculum Advisory Committee detailing progress towards achievement goals.

NHSSD will continue to refine its practices to better ensure quality educational opportunities, professional training, identify trends in data, target interventions for at-risk students and increase overall achievement for all students.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Professional Training Opportunities on MTSS process

yes

yes

-----

**Action Steps****Anticipated Start/Completion Date**

Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement

09/01/2020 - 06/01/2023

**Monitoring/Evaluation****Anticipated Output**

Yearly Data Overview (January/February) provided at Curriculum Advisory Committee detailing progress towards achievement goals.

NHSSD will continue to refine its practices to better ensure quality educational opportunities, professional training, identify trends in data, target interventions for at-risk students and increase overall achievement for all students.

**Material/Resources/Supports Needed**

**PD  
Step**   **Comm  
Step**

Supplemental materials for Math and Reading Math and Reading specialist support and planning Principal oversight and lead of MTSS in each building Professional Development in MTSS

yes   no

**Action Plan: Establish process for evidence of accomplishment for the Portrait of a Graduate**



Action Steps	Anticipated Start/Completion Date		
<p>Create small committee comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format for presentation of the Portrait of the Graduate.</p>	01/01/2021 - 08/30/2021		
Monitoring/Evaluation	Anticipated Output		
<p>Electronic portfolio of student work in the indicators of the "Portfolio of a New Hope-Solebury Graduate."</p>	<p>Graduating seniors will demonstrate that they have met the "4C's" (creativity, collaboration, critical thinking, and communication) by developing a portfolio of evidence that highlights the 11 indicators of "Portrait of a New Hope-Solebury Graduate."</p>		
Material/Resources/Supports Needed	PD Step	Comm Step	
<p>Release time for committee meetings (Substitute teachers) Curriculum Development funds for summer work</p>	yes	yes	

-----

Action Steps	Anticipated Start/Completion Date
First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022

Monitoring/Evaluation	Anticipated Output
Electronic portfolio of student work in the indicators of the "Portfolio of a New Hope-Solebury Graduate."	Graduating seniors will demonstrate that they have met the "4C's" (creativity, collaboration, critical thinking, and communication) by developing a portfolio of evidence that highlights the 11 indicators of "Portrait of a New Hope-Solebury Graduate."

Material/Resources/Supports Needed	PD Step	Comm Step
Electronic Portfolio - Google classroom/canvas	yes	yes

**Action Plan: Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.**

**Action Steps****Anticipated Start/Completion Date**

Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of equity and diversity Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in gaps, eliminate overlaps, identify diversity and equity and script practices that highlight equity and diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee

08/01/2020 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Yearly review will analyze types of content, programs and instructional strategies that facilitate and highlight diversity.

Curriculum that is reflective of multiculturalism, accepting of all, rich with diversity themes and topics, actively engages stakeholders (staff, students, community) in meaningful learning experiences around a celebration of diversity.

**Material/Resources/Supports Needed**

**PD  
Step**    **Comm  
Step**

Curriculum Review Literature (district created as well as Wiggins/McTighe)  
Release time for collaboration meetings during the school year (9 1/2 days over the course of the school year)

yes    yes

**Action Steps****Anticipated Start/Completion Date**

Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee

08/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Yearly review will analyze types of content, programs and instructional strategies that facilitate and highlight diversity.

Curriculum that is reflective of multiculturalism, accepting of all, rich with diversity themes and topics, actively engages stakeholders (staff, students, community) in meaningful learning experiences around a celebration of diversity.

**Material/Resources/Supports Needed****PD Step****Comm Step**

None

yes

yes

-----

Action Steps	Anticipated Start/Completion Date
Monitor and assess curriculum via feedback, walkthrough, observation and student performance Teacher survey students Principals compare observation evidence (supervision documents will highlight equity and diversity among other indicators of effective instructional strategies Bi-annual report to Curriculum Advisory Committee	08/01/2022 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Yearly review will analyze types of content, programs and instructional strategies that facilitate and highlight diversity.	Curriculum that is reflective of multiculturalism, accepting of all, rich with diversity themes and topics, actively engages stakeholders (staff, students, community) in meaningful learning experiences around a celebration of diversity.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum which integrates diverse topics and is representative of diverse cultures and issues	yes	no

-----

-----

Action Plan: Provide ongoing differentiated professional development

Action Steps	Anticipated Start/Completion Date
District leadership will plan and facilitate professional development on an ongoing basis. Develop and facilitate a professional development plan for integration of technology	08/01/2020 - 06/30/2021

Monitoring/Evaluation	Anticipated Output
Supervision Models Professional Learning Communities Faculty and Staff Feedback Surveys	Implementation of research based strategies for meaningful technology integration

Material/Resources/Supports Needed	PD Step	Comm Step
Education Office Personnel Digital Integration Specialists Online Platforms	yes	no

-----

-----

Action Plan: Provide access to appropriate digital tools for student engagement

Action Steps	Anticipated Start/Completion Date
Meet with teachers on a regular basis to evaluate technology tools	08/01/2020 - 06/30/2023

Monitoring/Evaluation	Anticipated Output
Tool analytics PLCs	The maintenance and integration of technology tools into the instructional program to assist students in accessing and expanding the curriculum within budgetary guidelines.

Material/Resources/Supports Needed	PD Step	Comm Step
Digital Tools	yes	no

-----

-----

**Action Plan: Develop a five year technology plan which will provide access to physical technology resources and ensure infrastructure can support capacity**

<b>Action Steps</b>	<b>Anticipated Start/Completion Date</b>
Evaluate condition of current devices Develop a schedule for replacement of devices Evaluate infrastructure for capacity Review vendor technology and replace as needed Use existing metrics to determine internet usage. Adjust accordingly	08/01/2020 - 06/30/2021

<b>Monitoring/Evaluation</b>	<b>Anticipated Output</b>
Monitoring of the technology plan annually.	Completion of a five year plan for technology which plans for maintenance and development of district technology and moves the district forward in technological innovation.

<b>Material/Resources/Supports Needed</b>	<b>PD Step</b>	<b>Comm Step</b>
Technology staff Teachers Students Hardware Vendors	no	no

-----

-----

**Action Plan: College and Career Readiness**



**Action Steps****Anticipated Start/Completion Date**

Bi-annual guidance advisory committee meeting  
Instructional objectives taught by the guidance  
counselors Community Partnerships

09/01/2020 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Data obtained in Naviance about desired student path  
after graduation.

A more diverse student post  
secondary understanding through  
the exposure of students to college  
and career readiness activities  
throughout their secondary school  
experience.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Act 339 Plan Additional Counseling Support

yes

no

-----

**Action Steps****Anticipated Start/Completion Date**

Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers

09/01/2020 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Data obtained in Naviance about desired student path after graduation.

A more diverse student post secondary understanding through the exposure of students to college and career readiness activities throughout their secondary school experience.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Counseling Resources

yes

yes

-----

**Action Steps****Anticipated Start/Completion Date**

Expansion of APEX program to earlier HS grades  
College and Career class in 9th grade for all students  
Introduction of MBIT starting in grade 5 MBIT follow up in grade 9  
Research in related best practices including existing similar state and local programs  
Identification of funding and staffing needed to support the initiative  
Partner with parent and local community for internship options  
Updated college/career website on the HS webpage  
Career fair  
NHSD Alumni Association collaboration/support

09/01/2020 - 06/30/2023

**Monitoring/Evaluation****Anticipated Output**

Data obtained in Naviance about desired student path after graduation.

A more diverse student post secondary understanding through the exposure of students to college and career readiness activities throughout their secondary school experience.

**Material/Resources/Supports Needed****PD Step****Comm Step**

Additional counseling resources

yes

yes

-----  
-----

## Action Plan: Develop a Ten Year Capital Plan

Action Steps	Anticipated Start/Completion Date		
Partner with an engineering consultant to review existing facilities audits to assist in the creation of a ten year capital plan for the school district.	07/01/2020 - 06/30/2021		
Monitoring/Evaluation	Anticipated Output		
Monthly updates and reports to the Facilities Advisory Committee and the Board of School Directors.	Development of a ten year capital projects plan with accompanying financial plan to support the completion of the projects		
Material/Resources/Supports Needed	PD Step	Comm Step	
Facilities Audits Existing Five Year Capital Plan Engineering Firm	no	yes	

Action Steps	Anticipated Start/Completion Date		
Develop a finance plan to fund the capital plan	07/01/2020 - 06/30/2021		
Monitoring/Evaluation	Anticipated Output		
Monthly updates and reports to the Facilities Advisory Committee and the Board of School Directors.	Development of a ten year capital projects plan with accompanying financial plan to support the completion of the projects		
Material/Resources/Supports Needed	PD Step	Comm Step	
Capital Projects Plan Facilities Audit Financial planning to show how a mix of capital reserve funds and bond proceeds will pay for the long term project plan.	yes	yes	

## Action Plan: Development of social emotional supports for students

Action Steps		Anticipated Start/Completion Date	
School level teams will analyze PAYS Survey, Safe 2 Say Reports, SAP, School-Wide Positive Behavior Support and MTSS data to identify trends in student needs to support student Social and Emotional Learning		09/01/2020 - 06/30/2021	
Monitoring/Evaluation		Anticipated Output	
Regular reports through Special Education Advisory Committee		Development of menu of supports and services for students for social emotional learning implemented through a social emotional learning services plan	
Material/Resources/Supports Needed		PD Step	Comm Step
PAYS Survey Safe 2 Say Data Counselors		yes	no

-----

**Action Steps****Anticipated Start/Completion Date**

School staff will participate in professional development opportunities to develop and access knowledge and resources to further support student social/emotional learning.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Regular reports through Special Education Advisory Committee

Development of menu of supports and services for students for social emotional learning implemented through a social emotional learning services plan

**Material/Resources/Supports Needed****PD Step****Comm Step**

Data obtained from data analysis

yes

no

**Action Steps****Anticipated Start/Completion Date**

Continue to foster relationships with parents to access community organizations and resources to support the integration of social emotional supports for students both in school and at home.

09/01/2021 - 06/30/2022

**Monitoring/Evaluation****Anticipated Output**

Regular reports through Special Education Advisory Committee

Development of menu of supports and services for students for social emotional learning implemented through a social emotional learning services plan

**Material/Resources/Supports Needed****PD Step****Comm Step**

no

no

---

## Action Plan: Examine School Start Time

Action Steps	Anticipated Start/Completion Date	
Develop a committee to examine changes for school start time at the secondary level.	09/01/2021 - 06/30/2022	
Monitoring/Evaluation	Anticipated Output	
Implementation of changes to school start time.	Proposal for potential change to school start times to support students by providing additional sleep time.	
Material/Resources/Supports Needed	PD Step	Comm Step
Research on School Start Time	no	yes

---

Action Steps	Anticipated Start/Completion Date	
The school start time committee will develop a proposal for changes to the school start time at the secondary level	09/01/2022 - 06/30/2023	
Monitoring/Evaluation	Anticipated Output	
Implementation of changes to school start time.	Proposal for potential change to school start times to support students by providing additional sleep time.	
Material/Resources/Supports Needed	PD Step	Comm Step
Research on School Start Time	no	yes

---

---





ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.</p>	<p>08/01/2021 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Support)			
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.</p>	<p>08/01/2021 - 06/01/2023</p>
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school</p>	<p>Address the various learning needs of NHSSD students by</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on</p>	<p>09/01/2020 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>implementing bell schedules that afford more teacher/student contact time.</p>	<p>state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and</p>	<p>09/01/2020 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)		department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement	
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and supports.	09/01/2020 - 06/05/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher	08/01/2020 - 06/01/2021
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate			

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	09/01/2020 - 06/01/2023
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate	09/01/2020 - 06/01/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>		<p>professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.</p>	
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate</p>	<p>MTTS review and refinement K-12</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as</p>	<p>09/01/2020 - 06/01/2023</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>		<p>well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that</p>	MTTS review and refinement K-12	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department</p>	<p>09/01/2020 - 06/01/2023</p>



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)		meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement	
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	Create small committee comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format	01/01/2021 - 08/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		for presentation of the Portrait of the Graduate.	
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	09/30/2021 - 06/30/2022

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of equity and diversity Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in gaps, eliminate overlaps, identify diversity and equity and script practices that highlight equity and	08/01/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee	
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee	08/01/2021 - 06/30/2022
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Monitor and assess curriculum via feedback, walkthrough, observation and student performance Teacher survey students Principals compare observation evidence (supervision documents will highlight equity and diversity among other indicators of effective instructional strategies Bi-annual	08/01/2022 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		report to Curriculum Advisory Committee	
Over the course of the next three years, educators will continually improve their practice by learning from and with others by exploring innovative practices that leverage technology to elevate student learning. (Elevating Student Learning with Technology)	Provide ongoing differentiated professional development	District leadership will plan and facilitate professional development on an ongoing basis. Develop and facilitate a professional development plan for integration of technology	08/01/2020 - 06/30/2021
Over the course of the next three years, students will leverage technology by taking an active role in choosing, achieving and demonstrating competency in their learning as well as utilizing technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions (Empowering Students with Technology)	Provide access to appropriate digital tools for student engagement	Meet with teachers on a regular basis to evaluate technology tools	08/01/2020 - 06/30/2023
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-	College and Career Readiness	Bi-annual guidance advisory committee meeting Instructional objectives taught by the guidance counselors Community Partnerships	09/01/2020 - 06/30/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)</p>			
<p>Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)</p>	College and Career Readiness	<p>Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers</p>	09/01/2020
			- 06/30/2023
Increase student awareness of	College and	Expansion of APEX	09/01/2020

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	Career Readiness	program to earlier HS grades College and Career class in 9th grade for all students Introduction of MBIT starting in grade 5 MBIT follow up in grade 9 Research in related best practices including existing similar state and local programs Identification of funding and staffing needed to support the initiative Partner with parent and local community for internship options Updated college/career website on the HS webpage Career fair NHSD Alumni Association collaboration/support	- 06/30/2023
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory	Develop a Ten Year Capital Plan	Develop a finance plan to fund the capital plan	07/01/2020 - 06/30/2021

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Committee Meetings. (Safe and Secure Environment)			
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Development of social emotional supports for students	School level teams will analyze PAYS Survey, Safe 2 Say Reports, SAP, School-Wide Positive Behavior Support and MTSS data to identify trends in student needs to support student Social and Emotional Learning	09/01/2020 - 06/30/2021
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School	Development of social emotional supports for students	School staff will participate in professional development opportunities to develop and access knowledge and resources to further support student social/emotional learning.	09/01/2021 - 06/30/2022



Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
District Community)			

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Curriculum Review with emphasis on equity, access and diversity	Content area teachers that are the focus of the review for the cycle. This rotates each year for the duration of the comprehensive plan.	Curriculum writing and mapping Standards aligned curriculum Diversity infusion in curriculum

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum that is refreshed with diversity themes and highlights	08/01/2020 - 06/30/2023	Director of Elementary and Secondary Education

Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Multi-Tiered Systems of Support (MTSS) training	K-12 teachers and instructional assistants	Tier 1, 2, and 3 instructional strategies. Social Emotional Learning (SEL)

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Implementation of Parallel support programs Decrease in non-proficient students by 5% on state assessments (PSSA/Keystone Exams) Decrease in MTSS caseloads for each school from mid-year to end of year by 5% - yearly	08/01/2020 - 06/30/2023	Director of Elementary and Secondary Education Director of Student Services Principals
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Technology Tool Professional Development	K-12 Staff	Technology integration Project based learning Computational Thinking
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Instructional Supervision through observations and walkthroughs	08/01/2020 - 06/30/2023	Director of Education Supervisor of Educational Technology and Innovation
Danielson Framework Component Met in this Plan:		This Step meets the Requirements of State Required Trainings:
		Teaching Diverse Learners in an Inclusive Setting

---

Professional Development Step	Audience	Topics of Prof. Dev
Portrait of a Graduate	Faculty and Staff	Components of the Portrait of a Graduate Development of measurable Evidence to be included in a student portfolio for Portrait of a Graduate Instructional strategies and techniques which can be integrated into instruction to foster the development of the skills associated with the Portrait of a Graduate

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
The development of a comprehensive portfolio of work which will evidence student development in the framework of the Portrait of a Graduate	09/01/2020 - 06/30/2023	Director of Secondary and Elementary Education

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
1f: Designing Student Assessments 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting

---

Professional Development Step	Audience	Topics of Prof. Dev
College and Career Readiness	Faculty and Staff	College and Career Readiness Activities Career Pathways

---

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Integration of college and career readiness activities in the curriculum including mentorships, internships, business partnerships, career pathways, and partnerships with higher education and guest speakers	09/01/2020 - 06/30/2023	Director of Elementary and Secondary Education Director of Student Services

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**

1c: Setting Instructional Outcomes

Teaching Diverse Learners in an Inclusive Setting

**Professional Development Step**

**Audience**

**Topics of Prof. Dev**

Social and Emotional Learning

Faculty, Staff, Counselors

Supports and services for students in need  
Identifying students in need of assistance for social and emotional needs  
Characteristics of students with social and emotional needs

**Evidence of Learning**

**Anticipated Timeframe**

**Lead Person/Position**

Identification of students with social and emotional needs and  
Integration of supports and services for students in classrooms and throughout the regular school schedule.

09/01/2020 - 06/30/2023

Director of Student Services

**Danielson Framework Component Met in this Plan:**

**This Step meets the  
Requirements of State  
Required Trainings:**

Teaching Diverse  
Learners in an  
Inclusive Setting

-----

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort</p>	<p>Complete district-wide communication audit</p>	<p>Contract with a media company to complete a comprehensive communication audit for the New Hope-Solebury School District which will review all current communications for the New Hope-Solebury School District and its ability to connect with District stakeholder groups. The audit will offer recommendations for how the New Hope-Solebury School District could improve our communications process in order to more effectively meet the needs of our stakeholders and connect with groups who have been marginalized in our communication</p>	<p>2020-09-01 - 2021-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>		process.	
The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its	Complete district-wide communication audit	Use the results of the comprehensive communication audit to develop a comprehensive communication plan	2021-06-30 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous</p>		<p>for the school district which identifies district stakeholder groups and provides targeted plans for outreach and engagement of each group with the school district.</p>	



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>			
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to</p>	<p>Complete district-wide communication audit</p>	<p>Reallocate district resources to supervise and administer school district communications and community outreach measures to further the development of a consistent message for school district communications and greater coordination of district communications to our stakeholders.</p>	<p>2021-06-30 - 2023-06-30</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)	Develop broader level of stakeholder engagement in the New Hope-Solebury School District	Conduct a survey of stakeholder groups in the school district with a specific focus on those stakeholder groups which have had marginal involvement in the school district to date.	2020-09-01 - 2022-06-30
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to	Develop broader level of stakeholder engagement in the New Hope-Solebury School	Utilizing the results of the stakeholder surveys and the communication audit develop a comprehensive plan	2021-09-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)	District	to enhance engagement of school district stakeholders specifically, alumni, senior residents, and the business community in the district.	
The New Hope-Solebury School District will develop a plan for the active engagement of stakeholder groups within the school district community through specifically targeted outreach initiatives to increase the level of engagement of these groups with the school district. There are several stakeholder groups in our community which have been marginally engaged in our school community and no specific effort has been taken to seek to develop partnerships with them. Some of the groups include our senior citizen group, our alumni, and our local businesses. Through the	Develop broader level of stakeholder engagement in the New Hope-Solebury School District	Develop a menu of activities and programs which can foster positive relationships with school district community members to enhance their presence in the school district at events and activities and broaden our partnership with these community members to enhance our school district programs and activities.	2021-09-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
development of this goal, we expect to increase the engagement of these groups with our school district which will provide for increased opportunities for partnerships between these stakeholders and the school district. (Stakeholder Engagement)			
The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)	Establish a plan for branding and promoting the New Hope-Solebury School District.	Establish a committee to identify the points of pride for the New Hope-Solebury School District to use in the promotion and branding of the school district.	2021-01-01 - 2021-06-30
The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Solebury School District and its value prospect for the school district community. (District Branding)			
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities. (Communication Outreach)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District</p>	Establish a plan for branding and promoting the New Hope-Solebury School District.	Develop a comprehensive plan for promoting the New Hope-Solebury School District through the media, district events, advertising, and visual displays of pride for our school district in the district and in our schools.	2021-01-20 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Branding)			
<p>The New Hope-Solebury School District has identified communication as a goal for the comprehensive planning process so that the district can increase its level of connectivity with its stakeholder groups. The school district will conduct a communications audit and develop a communication plan to increase the level of connectivity of engagement with stakeholder groups as evidenced through increased stakeholder involvement in school district activities.</p> <p>(Communication Outreach)</p> <p>The New Hope-Solebury School District has numerous accomplishments which can be highlighted to showcase our school district to our community and share our school district's story. In order to highlight the achievements and accomplishments of our school district, the school district will develop a branding initiative which can be utilized to heighten community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community. (District Branding)</p>	<p>Establish a plan for branding and promoting the New Hope-Solebury School District.</p>	<p>Work in partnership with local businesses and community members to promote the school district through outreach and community partnerships which can enhance the collaboration between the school district and its community partners.</p>	<p>2022-09-01 - 2023-06-30</p>
<p>Establish a district system which</p>	<p>Address the</p>	<p>The district will</p>	<p>2021-01-05</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)</p>	<p>- 2021-06-05</p>
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate</p>	<p>Address the various learning needs of NHSSD students by implementing</p>	<p>The district will investigate and propose school bell schedules that facilitate research based instructional</p>	<p>2021-01-05 - 2021-06-05</p>



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>bell schedules that afford more teacher/student contact time.</p>	<p>practices to meet the varied learning needs of students with the intention of increasing instructional time. Create scheduling committees to investigate the various developmentally appropriate schedules that best meet the needs of NHSSD students and staff (2 committees - one elementary, one secondary)</p>	
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are</p>	<p>Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>Bring forth at least two schedule proposals to the leadership team and NHSEA for consideration</p>	<p>2021-08-01 - 2023-06-01</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Bring forth at least two schedule proposals to the leadership team and NHSEA for consideration	2021-08-01 - 2023-06-01
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Address the various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.	Schedules for consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.	2021-08-01 - 2023-06-01
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which	Address the	Schedules for	2021-08-01

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>various learning needs of NHSSD students by implementing bell schedules that afford more teacher/student contact time.</p>	<p>consideration at the elementary level must not decrease Math and Reading time already allotted; rather, there needs to be proposals around report card timing and reporting (i.e. semesters). At the secondary level, proposals are to be centered on increased instructional time across the board.</p>	<p>- 2023-06-01</p>
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate</p>	<p>Address the various learning needs of NHSSD students by implementing</p>	<p>Establish, Maintain tiered interventions geared towards increasing student achievement on state assessments as</p>	<p>2020-09-01 - 2023-06-01</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)</p>	<p>bell schedules that afford more teacher/student contact time.</p>	<p>well as ensuring at-risk subgroups are targeted for support. Data analysis during professional development days, PLCS and department meetings will host sessions 1 x per month around MTSS/tiered interventions to bolster student achievement</p>	
<p>Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)</p> <p>Establish a district system that ensures students who are</p>	<p>MTTS review and refinement K-12</p>	<p>The district will refine its Multi-Tiered Systems of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has an MTSS team in place that is trained and supported to facilitate targeted interventions and</p>	<p>2020-09-01 - 2021-06-05</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)		supports.	
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Review MTSS procedures in each school Ensure each MTSS team consists of an LEA/principal, school counselor, support/curriculum specialist, general education teacher and special education teacher	2020-08-01 - 2021-06-01
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	MTTS review and refinement K-12	Enroll each member of the MTSS team in appropriate professional training opportunities at least once each year of the Comprehensive Plan. Provide all staff training (K-12) opportunities in MTSS overview, tiered interventions and supports each year of the Comprehensive Plan.	2020-09-01 - 2023-06-01
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)			

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	Create small committee comprised of stakeholders tasked with developing the Portrait of a Graduate portfolio components Identify various checkpoints where evidence can be "banked" for culminating analysis by graduating seniors. Create the format/mechanism for gathering evidence - 1 piece of evidence per grade beginning in Kindergarten and ending in Grade 12 Establish the format for presentation of the Portrait of the Graduate.	2021-01-01 - 2021-08-30
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	2021-09-30 - 2022-06-30



Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
interventions and supports. (Multi-Tiered System of Support)			
Establish a district system that ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. The district will refine its Multi-Tiered System of Support (MTSS) to better meet the needs of all its students but in particular at risk students by ensuring each school has a MTSS team in place that is trained and supported to facilitate targeted interventions and supports. (Multi-Tiered System of Support)	Establish process for evidence of accomplishment for the Portrait of a Graduate	First cohort to present portfolio evidence of Portrait of a Graduate	2021-09-30 - 2022-06-30
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	Curriculum Review by content area teachers and education leaders to ensure equity, access and diversity to our curriculum.	Refine curriculum maps, create where needed and eliminate overlap or unnecessary redundancy. Each content area focused during the span of Comprehensive Plan will populate the lesson ideas/plan column aligned to PA Core Standards in Curriculum Connector which previously has not been completed through a lens of	2020-08-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		equity and diversity Form the content area review group consisting of representatives in each grade level K-12 and conduct orientation on curriculum review process. Host monthly meetings with review group - work sessions to map courses, align to PACCS, fill in gaps, eliminate overlaps, identify diversity and equity and script practices that highlight equity and diversity Identify materials and programs for purchases for the following year. Quarterly reports to Curriculum Advisory Committee	
Establish a district system which differentiates instruction to meet the varied learning needs of students. The district will investigate and propose school bell schedules that facilitate	Curriculum Review by content area teachers and education leaders to	Implement refreshed/revised curriculum in reviewed content areas. Revise/adjust during the	2021-08-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
research based instructional practices to meet the varied learning needs of students with the intention of increasing instructional time. (Instructional Time)	ensure equity, access and diversity to our curriculum.	implementation phase where necessary Solicit stakeholder feedback Bi-annual report to Curriculum Advisory Committee	
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)	College and Career Readiness	Integrate into instruction opportunities for students to be exposed to college and careers through such activities as mentorship, internships, business partnerships, career pathways and partnerships with higher education and guest speakers	2020-09-01 - 2023-06-30
Increase student awareness of competencies of college and career readiness skills. All students in the New Hope-Solebury School District will demonstrate standards based career and college	College and Career Readiness	Expansion of APEX program to earlier HS grades College and Career class in 9th grade for all students Introduction of MBIT	2020-09-01 - 2023-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>readiness competencies through comprehensive portfolio artifacts collected beginning in kindergarten and culminating in 12th grade. The New Hope-Solebury School District believes that it is critical to prepare its students to be future ready for the increasingly evolving higher education and work environment. In order to prepare our students with an excellent foundation on which they can build their future, we must examine opportunities to ensure our students are college and career ready. (College and Career Readiness)</p>		<p>starting in grade 5 MBIT follow up in grade 9 Research in related best practices including existing similar state and local programs Identification of funding and staffing needed to support the initiative Partner with parent and local community for internship options Updated college/career website on the HS webpage Career fair NHSD Alumni Association collaboration/support</p>	
<p>Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)</p>	<p>Develop a Ten Year Capital Plan</p>	<p>Partner with an engineering consultant to review existing facilities audits to assist in the creation of a ten year capital plan for the school district.</p>	<p>2020-07-01 - 2021-06-30</p>
<p>Provide safe and secure</p>	<p>Develop a Ten</p>	<p>Develop a finance</p>	<p>2020-07-</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Year Capital Plan	plan to fund the capital plan	01 - 2021-06-30
Provide safe and secure environments for our students, staff and community members. A well-maintained and secure physical plan is essential to the overall success of the District. It is also crucial to support students and staff in their social, emotional, and behavioral needs. This can be achieved by following a long-range capital project plan and accompanying financial plan that will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings. (Safe and Secure Environment)	Develop a Ten Year Capital Plan	Develop a finance plan to fund the capital plan	2020-07-01 - 2021-06-30
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from	Examine School Start Time	Develop a committee to examine changes for school start time at the secondary level.	2021-09-01 - 2022-06-30

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)			
Create a welcoming school district community which is responsive to the needs of all stakeholder groups through the implementation of programs such as No Place for Hate and recommendations from the Equity Committee. Enhance school district climate and proactive safety activities through the development of interventions to address concerns identified through the PAYS Survey and through the implementation of School-Wide Positive Behavior Support and other similar interventions. (Welcoming School District Community)	Examine School Start Time	The school start time committee will develop a proposal for changes to the school start time at the secondary level	2022-09-01 - 2023-06-30

---



---

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Develop a Comprehensive District Communications Plan	New Hope-Solebury Stakeholders including parents, students, faculty, staff, alumni, community members, business members, senior residents, government leaders.	Communication about the school district and its relevance to each of the identified groups. Targeted communications to the identified individual groups about school district initiatives and activities in which they might be interested.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 06/30/2023	Quarterly	Newsletter Email Posting on district website

Lead Person/Position
Superintendent Director of Communication and Community Outreach

---

Communication Step	Audience	Topics/Message of Communication
Building Connections with School District Stakeholders	New Hope-Solebury Stakeholders including parents, students, faculty, staff, alumni, community members, business members, senior residents, government leaders.	School District Events and Activities

Anticipated Timeframe	Frequency	Delivery Method
09/30/2020 - 06/30/2022	Monthly	Email Letter Posting on district website Newsletter

Lead Person/Position
Superintendent Director of Communication and Community Outreach

Communication Step	Audience	Topics/Message of Communication
Promoting a Branding Plan for the New Hope-Solebury School District	New Hope-Solebury Stakeholders including parents, students, faculty, staff, alumni, community members, business members, senior residents, government leaders.	Accomplishments and Achievements of the New Hope-Solebury School District. The history of the school district. The achievements of school district students and alumni.

Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/30/2023	Monthly	Newsletter Email Posting on district website Presentation

Lead Person/Position
Superintendent Director of Communication and Community Outreach



Communication Step	Audience	Topics/Message of Communication
Share with School District Community curriculum development activities and curriculum review of equity and diverse content	Faculty and staff Community Curriculum Advisory Committee	Overview of school district curriculum Introduction to best practices teacher equity and diversity in curriculum
Anticipated Timeframe	Frequency	Delivery Method
08/01/2020 - 06/30/2023	Quarterly at Curriculum Advisory Committee Meetings	Presentation Newsletter
Lead Person/Position		
Director of Elementary and Secondary Education		

---

Communication Step	Audience	Topics/Message of Communication
Profile of a Graduate	Faculty and Staff Parents/Guardians Students Broader School District Community	Rationale behind the development of a Profile of a Graduate Components of the Profile of a Graduate Method of Monitoring Completion of Profile of a Graduate
Anticipated Timeframe	Frequency	Delivery Method
08/01/2020 - 06/30/2022	Monthly	Newsletter Posting on district website Presentation
Lead Person/Position		
Director of Elementary and Secondary Education		

---

Communication Step	Audience	Topics/Message of Communication
District Scheduling Committee and Schedule Revisions	Faculty and Staff Parents and Guardians Students	Current Schedule Status Types of Scheduling Models Rationale for Change of Schedules
Anticipated Timeframe	Frequency	Delivery Method
08/01/2020 - 06/30/2022	Monthly	Newsletter Presentation
Lead Person/Position		
Director of Elementary and Secondary Curriculum		

---



---

Communication Step	Audience	Topics/Message of Communication
College and Career Readiness	Parents and Guardians Faculty and Staff	Plans for college and career readiness activities throughout the K-12 Curriculum
Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/30/2023	Annually	Presentation Newsletter
Lead Person/Position		
Director of Secondary and Elementary Education		

---

Communication Step	Audience	Topics/Message of Communication
Capital Projects Plan	Community Faculty and Staff Parents and Guardians	Plans for the Capital Projects Plan and related financing
Anticipated Timeframe	Frequency	Delivery Method
09/01/2020 - 01/01/0001		Presentation
Lead Person/Position		
Director of District Operations		

---

Communication Step	Audience	Topics/Message of Communication
School Start Time	Parents and Guardians Faculty and Staff Community	Benefits of School Start Time Changes Implications for School Start Time Changes Impact of a Change of School Start Time on School District Operations and Procedures
Anticipated Timeframe	Frequency	Delivery Method
09/01/2021 - 06/30/2023	Bi-Annually	Presentation Newsletter
Lead Person/Position		
Director of Elementary and Secondary Education		

---

**NEW HOPE-SOLEBURY SD**  
180 W Bridge St  
Comprehensive Plan | 2021 - 2024

**ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
--------------------	-------------------	------	----------	----------------------

**NEW HOPE-SOLEBURY SD**

180 W Bridge St

Comprehensive Plan | 2021 - 2024

