

# New Hope-Solebury School District

## Strategic Plan: 2020-2024

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

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

## **INTRODUCTION**

The New Hope-Solebury School District is committed to continue its tradition of excellence to ensure that all our students are afforded every opportunity to achieve personal growth and success in their learning experience. As a school district team, we strive to ensure that each student is provided with the supports and resources they need to realize their potential and to achieve. Our Board of School Directors, faculty, staff and administration are committed to providing a comprehensive, engaging and rigorous instructional program and a comprehensive system of supports and services for our students which maximize their opportunities for success and achievement.

Central to our students' success is a comprehensive curriculum which challenges our students and actively engages them in the learning process. We strive to provide a wide array of learning activities for our students which allow them to explore their interests, while providing them with a breadth of learning experiences which prepare them for their post-secondary life opportunities. We are committed to ensuring that our curriculum fosters growth in our students which prepare them realize success and prepare them to be college and career ready. Through our comprehensive plan we have sought to conduct a thoughtful analysis of areas where we can continue to expand our curriculum to enhance student learning and broaden the scope of our curricular activities to further prepare our students for life beyond the classroom.

Integral to all learning experiences in today's learning environments is the integration of technology to afford our students with opportunities to expand their learning beyond the walls of the traditional classroom. Technology provides opportunities to foster student growth, differentiate instruction and broaden learning. New Hope-Solebury has been forward thinking in its integration of technology as a critical tool to enhance student learning through one on one learning initiatives and a wide array of technological tools. Technology is a vehicle through which we work to enhance our students' learning and further their individual growth. Our comprehensive plan seeks to examine how we can further the expansion of our technology in a strategic way to continue to remain a cutting-edge district in our use of technology to unlock further student learning.

The New Hope-Solebury School District has sought to ensure that we have provided learning environments which embrace our students and allow them to be valued members of our school communities. Recent trends across the nation have shown that students are increasingly fraught with social and emotional concerns. As a school district we have seen similar trends in our student population and for this reason have determined to focus on social/emotional learning as a critical component of our comprehensive plan. In order for our students to realize their potential, we need to make certain that they are connected and contributing members of our school district community and therefore we need to make this a priority in our future work as a school district.

Our final focus in our comprehensive plan is community engagement. The broader school district community is essential for the success of a school district and it is imperative that the school district and community work in collaboration for the success of the school district and our students. To that end, this is the final area of focus for our comprehensive plan so that we can broaden our outreach to our community, collaborate on initiatives, and partner on projects which will enhance the opportunities for our students and families.

This plan reflects the cumulative effort of over 80 members of our entire school district community representing a wide array of patrons including; students, faculty, support staff, community members, parents, business leaders, administration and Board members. We are deeply appreciative of their hard work and dedication to the creation of this comprehensive plan. Our plan represents ambitious goals to move our school district forward to continue to ensure that our district remains a premier school district in Bucks County. By focusing on our curriculum, our technology, our college and career readiness, and our relationship

with our community we believe we will enhance the success, viability and potential of our school district by the end of the plan in 2024.

As a part of the development of our comprehensive plan we have also established the Profile of a New Hope-Solebury graduate which frames the outcomes we hope that all our students will realize at the conclusion of their educational experience in our school district. As a school district we seek to develop well-rounded students who possess a comprehensive set of skills which will afford them the opportunity to be college and career ready and able to realize their success in their future. The Profile of a Graduate is designed to identify these critical skills which we hope to foster in our students beyond the scope of their curricular learning.

We appreciate the support that our entire school community provides our students, our faculty and staff and our entire school district community so that we can realize our goals and the success of our students. Through the achievement of the goals outlined in this plan we will be able to broaden the scope of our district's success and allow our school district to truly be the heart of our community and make a difference in the lives of all our students.

**NEW HOPE-SOLEBURY SCHOOL DISTRICT COMPREHENSIVE PLANNING TEAM**

<b><u>Name</u></b>	<b><u>Position (if Employee)</u></b>	<b><u>School</u></b>	<b><u>Strategic Planning Role</u></b>
Charles Lentz	Superintendent	K-12	Internal Facilitator
Charles Malone	Director of Elementary and Secondary Education	K-12	Administrator
David Francella	Chief Financial Officer	K-12	Administrator
Christine Schwartz	Director of Human Resources	K-12	Administrator
Scott Radaszkewicz	Director of District Operations	K-12	Administrator
Alyssa Marton	Director of Student Services	K-12	Administrator
Amanda Benolken	Supervisor of Educational Technology and Innovation	K-12	Administrator
Steven Seier	High School Principal	High School	Administrator
Brian Loving	Middle School Principal	Middle School	Administrator
Michael McKenna	Upper Elementary School Principal	Upper Elementary School	Administrator
Jennifer Bloom	Lower Elementary School Principal	Lower Elementary School	Administrator
Erik Pedersen	Assistant Principal	High School/Middle School	Administrator
Kris Foulke	Athletic Director	High School/Middle School	Administrator
Kim Keller	Director of Food Service	K-12	Administrator
Liz Sheehan	Board President	K-12	School Board
John Augenblick	Board Member	K-12	School Board
Deirdre Alderfer	Board Member	K-12	School Board
Montu Patel	Board Member	K-12	School Board
Mark Kopp	Elementary Teacher	Lower Elementary School	Teacher
Nicole Brown	Elementary Teacher	Upper Elementary School	Teacher
Tom Marrone	Elementary Teacher	Lower Elementary School	Teacher
Jacqueline Miller	Elementary Teacher	Lower Elementary School	Teacher
Tara Sanders	High School Teacher	High School	Teacher
Judy Finn	Board Member	K-12	School Board
Doug Olszewski	Social Worker	High School	Teacher
Stephanie Marrone	Elementary Teacher	Upper Elementary School	Teacher
Christine Demore	Elementary Teacher	Upper Elementary School	Teacher
Morgan Burns	Elementary Teacher	Upper Elementary School	Teacher
Christyn Golden	Social Worker	Middle School	Teacher
Andrew Ordover	Board Member	K-12	School Board
Hebat El-Turky	Counselor	High School	Teacher
Lane Sincavage	Middle School Teacher	Middle School	Teacher
Patrick O'Leary	Elementary Teacher	Upper Elementary School	Teacher
Laurie Gale	Elementary Teacher	Upper Elementary School	Teacher
Janet Berger	Elementary Teacher	Lower Elementary School	Teacher
Kelly Schollin	Elementary Teacher	Lower Elementary Teacher	Teacher
Jennifer Loving	Elementary Teacher	Lower Elementary Teacher	Teacher
Deirdre Cibelli	Parent		Parent
John O'Hara	High School Teacher	High School	Teacher
Maria Bennett	Support Staff	High School	Support Staff
Sarah Reeder	Counselor	High School	Teacher
Stacy Mardrossian	Parent		Parent
Jo Ann Roze	Parent		Parent
Michael Zokewitz	Community Member		Community Member
Trish Dizio	Parent		Parent

Kristen Yount	Community Member		Community Member
Kathy Feehan	Community Member		Community Member
Remington Scott	Community Member		Community Member
Megan Sobecki	Parent		Parent
Lisa Baranchuk	Parent		Parent
Jery Sun	Student	High School	Student
Georgia Pappas	Student	High School	Student
Chance Trammel	Student	High School	Student
Karin Last	Parent		Parent
Yona Rose	Elementary Teacher	Upper Elementary School	Teacher
Kathleen Kramer	Parent		Parent
Erica Chick	Parent		Parent
Tracy Costigan	Community Member		Community Member
Laura Miller	Parent		Parent
Adrienne Deussing	Parent		Parent
Todd Faye	Parent		Parent
Heather Robtson	Counselor	Middle School	Teacher
Zach Mahon	Community Member		Community Member
Charlie Cabelus	Student	High School	Student
Tania Hedlund	Parent		Parent
David Cane	Parent		Parent
Gary Snyder	Community Member		Community Member
Carla Jaquess	Parent		Parent
Catherine Savitsky	Community Member		Community Member
Tonya Grieco	Parent		Parent
Ethan Apparies	Student	High School	Student
David Gross	Community Member		Community Member
Marina Skuban	Student	High School	Student
Liam Griffith	Student	High School	Student
Anna Prager	Student	High School	Student
Megan Siano	Student	High School	Student
Brady Hendricks	Student	High School	Student
Ben House	Student	High School	Student
Alex Wilson	Student	High School	Student
Rory Yerkes	High School Teacher	High School	Teacher
Nicole Brown	Elementary Teacher	Upper Elementary School	Teacher
Michelle Reynolds	Elementary Teacher	Lower Elementary School	Teacher
Gerriann Tealer	Parent		Parent
Megan Larson	Elementary Teacher	Upper Elementary School	Teacher
JoAnn Perotti	External Facilitator		External Facilitator

## **New Hope-Solebury School District Comprehensive Plan: Executive Summary**

### **Goal Area One: Curriculum Instruction and Assessment**

#### **Goal Statement:**

The New Hope-Solebury School District will ensure that all students 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. We have also identified in our data areas of opportunity for disaggregate student groups including our special education students, our Hispanic students and our Economically Disadvantaged Students.

#### **• *Strategy One: 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.

#### **• *Strategy Two: 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.

#### **• *Strategy Three: Portrait of a Graduate***

Establish a district system which integrates future ready skills inclusive of the 4 C's – creativity, collaboration, critical thinking and communication through learning activities and instruction; and creates learning environments which are flexible and provide for variance in instructional modalities to meet the needs of all students. Graduating seniors will demonstrate that they have met the "4 C's" by developing a portfolio of evidence that highlights the 11 indicators of "Portrait of a New Hope-Solebury Graduate."

## **Goal Area Two: Technology Integration and Innovation**

### **Goal Statement:**

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 improvement necessary to continue to support the District in keeping pace with changes in technology to support student learning.

#### **• *Strategy One: 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.

#### **• *Strategy Two: Elevating Student Learning with Technology***

Over 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.

#### **• *Strategy Three: Maintenance and Deployment***

Ensure appropriate technological resources are available to all stakeholders to support teaching and learning. Provide and support equitable access to technology devices and resources across the district.

## **Goal Area Three: College and Career Readiness**

### **Goal Statement:**

The New Hope-Solebury School District believes that it is critical to prepare its students for the 21<sup>st</sup> 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 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.

#### **• *Strategy One: 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 culminating in 12<sup>th</sup> 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.

#### **• *Strategy Two: 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 will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings.

#### **• *Strategy Three: 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.



## **Goal Area Four: Community Engagement**

### **Goal Statement**

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.

#### **• *Strategy One: 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.

#### **• *Strategy Two: 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 patrons and the school district.

#### **• *Strategy Three: 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.

**GOAL 1**  
**CURRICULUM, INSTRUCTION AND ASSESSMENT**

*Strategy 1: 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 1A**

<b>Description of Action Step</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)
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	January 5, 2021 – June 5, 2021

**Action Step 1B**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2021 – June 1, 2023

**Action Step 1C**

<b>Description of Action Step</b>	Establish and 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 time per month around MTSS/Tiered interventions to bolster student achievement
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 1, 2023

**Anticipated Output:**

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.

**Strategy 2: 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 of 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 2A**

<b>Description of Action Step</b>	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 an MTSS team in place that is trained and supported to facilitated targeted interventions and supports.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2020 – June 1, 2021

**Action Step 2B**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2020 – June 1, 2021

**Action Step 2C**

<b>Description of Action Step</b>	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 time per month around MTSS/tiered interventions to bolster student achievement.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 1, 2023

**Anticipated Output:**

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.

**Strategy 3: Portrait of a Graduate**

Establish a district system which integrates future ready skills inclusive of the 4 C's – creativity, collaboration, critical thinking and communication through learning activities and instruction; and creates learning environments which are flexible and provide for variance in instructional modalities to meet the needs of all students. Graduating seniors will demonstrate that they have met the "4 C's" by developing a portfolio of evidence that highlights the 11 indicators of "Portrait of a New Hope-Solebury Graduate."

**Action Step 3A**

<b>Description of Action Step</b>	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 – one piece of evidence per grade beginning in kindergarten and ending in Grade 12.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	January 1, 2021 – August 30, 2021

**Action Step 3B**

<b>Description of Action Step</b>	First cohort to present portfolio evidence of Portrait of a Graduate.
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	September 30, 2021 – June 30, 2022

**Anticipated Output:**

Graduating seniors will demonstrate that they have met the "4 C'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."

**Strategy 4: Equity in Curriculum**

**Curriculum review by content area, teachers and educational leaders to ensure equity, access and diversity for our curriculum.**

**Action Step 4A**

<b>Description of Action Step</b>	<p>Refine curriculum maps, create where needed and eliminate overlap of unnecessary redundancy. Each cohort 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.</p> <p>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 purchase for the following year. Quarterly reports to Curriculum Advisory Committee.</p>
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2020 – June 30, 2023

**Action Step 4B**

<b>Description of Action Step</b>	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
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2021 – June 30, 2022

**Action Step 4C**

<b>Description of Action Step</b>	Monitor and assess curriculum via feedback, walkthrough, observation and student performance
<b>People Responsible</b>	Director of Elementary and Secondary Education
<b>Implementation Start and End Dates</b>	August 1, 2022 – June 30, 2023

**Anticipated Output:**

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

**Monitoring/Evaluation:**

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

## GOAL 2 TECHNOLOGY INTEGRATION AND INNOVATION

### *Strategy 1: 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 1A

<b>Description of Action Step</b>	Provide access to appropriate digital tools for student engagement.
<b>People Responsible</b>	Supervisor of Educational Technology and Innovation
<b>Implementation Start and End Dates</b>	August 1, 2020 – June 30, 2023

#### **Anticipated Output:**

The maintenance and integration of technology tools into the instructional program to assist students in accessing the instructional program to assist students in accessing and expanding the curriculum within budgetary guidelines. The development of a five-year technology plan which will provide access to physical technology resources and ensure infrastructure can support capacity.

#### **Monitoring/Evaluation:**

Tool analytics and PLCs

### *Strategy 2: 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 2A

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Director of Elementary and Secondary Education Supervisor of Educational Technology and Innovation
<b>Implementation Start and End Dates</b>	August 1, 2020 – June 30, 2021

#### **Anticipated Output:**

Implementation of research-based strategies for meaningful technology integration.

#### **Monitoring/Evaluation:**

Instructional supervision models  
Professional Learning Communities  
Faculty and Staff Feedback Surveys

**Strategy 3: Technology Maintenance and Deployment**

**Ensure appropriate technological resources are available to all patrons to support teaching and learning.  
Provide and support equitable access to technology Devices and resources across the district.**

**Action Step 3A**

<b>Description of Action Step</b>	The district will elevate the condition of current devices, develop a schedule for the replacement of devices, evaluate infrastructure for capacity, and review vendor technology and replace as needed. This will include an audit of the district's current technology to identify areas for growth and enhancement for the school district.
<b>People Responsible</b>	Director of District Operations
<b>Implementation Start and End Dates</b>	August 1, 2020 - June 30, 2021

**Anticipated Output:**

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

**Monitoring/Evaluation:**

Review of the technology plan annually.

**GOAL 3**  
**COLLEGE AND CAREER READINESS**

*Strategy 1: 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 culminating in 12<sup>th</sup> 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 1A**

<b>Description of Action Step</b>	Bi-annual guidance advisory committee meeting Instructional objectives taught by the guidance counselors. Community partnerships
<b>People Responsible</b>	Guidance Team Classroom Teachers Director of Student Services High School Principal
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2023

**Action Step 1B**

<b>Description of Action Step</b>	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
<b>People Responsible</b>	Superintendent Guidance Staff High School Principal Director of Student Services
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2023

**Action Step 1C**

<b>Description of Action Step</b>	Expansion of APEX program to earlier High School grades College and Career class in 9 <sup>th</sup> grade for all students Introduction of MBIT starting in grade 5 MBIT follow up in grade 9
<b>People Responsible</b>	Superintendent Guidance Staff High School Principal Administration
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2023

**Anticipated Output:**

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.



**Strategy 2: 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 will be consistently monitored and reviewed at the Facilities Advisory Committee Meetings.

**Action Step 2A**

<b>Description of Action Step</b>	Partner with engineering consultant to review existing facilities audits to assist in the creation of a ten-year capital plan for the school district which is revisited annually.
<b>People Responsible</b>	Director of District Operations
<b>Implementation Start and End Dates</b>	July 1, 2020 – June 30, 2021

**Action Step 2B**

<b>Description of Action Step</b>	Develop a finance plan to fund the capital plan which is revisited annually.
<b>People Responsible</b>	Chief Financial Officer
<b>Implementation Start and End Dates</b>	July 1, 2020 – June 30, 2021

**Anticipated Output:**

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.

**Strategy 3: 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 3A**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Director of Student Services Counselors Social Workers Building Principals
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2023

**Action Step 3B**

<b>Description of Action Step</b>	School staff will participate in professional development opportunities to further knowledge and resources to further support student social/emotional learning.
<b>People Responsible</b>	Director of Student Services Counselors Social Workers Building Principals
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2023

**Action Step 3C**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Director of Student Services Counselors Social Workers Building Principals
<b>Implementation Start and End Dates</b>	September 1, 2021– June 30, 2023

**Anticipated Output:**

Development of comprehensive suppository of resources for staff to access to support student social and emotional learning.

**Monitoring/Evaluation:**

Regular reports through Special Education Advisory Committee.

## GOAL 4 COMMUNITY ENGAGEMENT

### *Strategy 1: 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.

#### Action Step 1A

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Superintendent
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2021

#### Action Step 2B

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Superintendent
<b>Implementation Start and End Dates</b>	June 30, 2021- June 30, 2022

#### Action Step 3C

<b>Description of Action Step</b>	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 all patrons.
<b>People Responsible</b>	Superintendent Director of Human Resources
<b>Implementation Start and End Dates</b>	June 30, 2021 – June 30, 2023

#### **Anticipated Output:**

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 the school district patrons under the supervision of a dedicated members 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 with clear plans for communications with the school district stakeholder groups.

### **Strategy 2: 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 these 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 patrons and the

#### **Action Step 2A**

<b>Description of Action Step</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.
<b>People Responsible</b>	Superintendent
<b>Implementation Start and End Dates</b>	September 1, 2020 – June 30, 2021

#### **Action Step 2B**

<b>Description of Action Step</b>	Utilizing the results of the stakeholder surveys and the communication audit and develop a comprehensive plan to enhance engagement of school district patrons specifically; alumni, senior residents and the business community in the district.
<b>People Responsible</b>	Superintendent Director of Communications and Community Engagement
<b>Implementation Start and End Dates</b>	September 1, 2021 – June 30, 2023

#### **Action Step 2C**

<b>Description of Action Step</b>	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
<b>People Responsible</b>	Director of Student Services Counselors Building Principals
<b>Implementation Start and End Dates</b>	September 1, 2021– June 30, 2023

#### **Anticipated Output:**

The objective of these activities would be enhanced engagement of our community patrons, 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.

**Strategy 3: 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 the community and regional awareness of the New Hope-Solebury School District and its value prospect for the school district community.

**Action Step 3A**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Superintendent
<b>Implementation Start and End Dates</b>	January 1, 2021 – June 30, 2021

**Action Step 3B**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Superintendent Building Principals
<b>Implementation Start and End Dates</b>	January 20, 2021 – June 30, 2023

**Action Step 3C**

<b>Description of Action Step</b>	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.
<b>People Responsible</b>	Superintendent Director of Communication and Community Engagement
<b>Implementation Start and End Dates</b>	September 1, 2022 – June 30, 2023

**Anticipated Output:**

Increased promotion of the school district throughout the community and the region through multiple visual and multimedia communications which highlight the accomplishments and achievement 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.