



# South Western School District 2022-2025 Comprehensive Plan: Executive Summary



## Comprehensive Planning Overview

### Planning Process

During the 2021-2022 school year, the South Western School District administration worked with a steering committee comprised of various stakeholder group representatives to develop programmatic and professional development goals and action steps utilizing the state's Future Ready Comprehensive Planning Framework. The outcome of this process was to establish goals and action steps for the next three years (through the 2024-2025 school year) that are grounded in evidence-based approaches. The Future Ready Comprehensive Planning framework was created to provide a consistent planning process and collection tool for state education agencies. This model was designed to provide flexibility in the planning process based on individual community needs, is grounded in an outcomes-based approach focused on student achievement, and encourages districts to more effectively and efficiently plan and lead innovative school improvement practices.

### 2021-2022 Steering Committee

#### **Faculty Representatives**

Lacey Anderson  
Rebecca Black  
Jessie Gobrecht  
Andrea Halter  
Stephanie Holmberg  
Amy Kauffman  
Michelle Krill  
Robbi Meckley  
Tony Meckley  
Barb Piatt  
Bryan Tayman  
Kayton Wilson  
Suzanne Wimsett

#### **Administrative Representatives**

Dr. Jay Burkhart  
Dr. Daniel W. Hartman  
Dr. Rob Freil  
Dr. Robin Hamme  
Dr. Brian Cromer  
Dr. Eric Seibel  
Lori Billman  
Eric Klansek  
Dr. Jeffrey Smale  
Keith Downs  
Wesley Winters

#### **Parent Representatives**

John Stefano  
Erin Shock  
Tonya Bulson  
Alec Sivel  
Amanda Weaver  
Angela Bixler

#### **School Board Representatives**

Vanessa Berger  
Ann Rinker

#### **Business Representatives**

Gary Laird  
Amanda Weaver

### Comprehensive Planning and Implementation Cycle



## District Vision, Mission, Shared Beliefs

### District Vision Statement

*Empowering and equipping all students to create their future and change the world.*

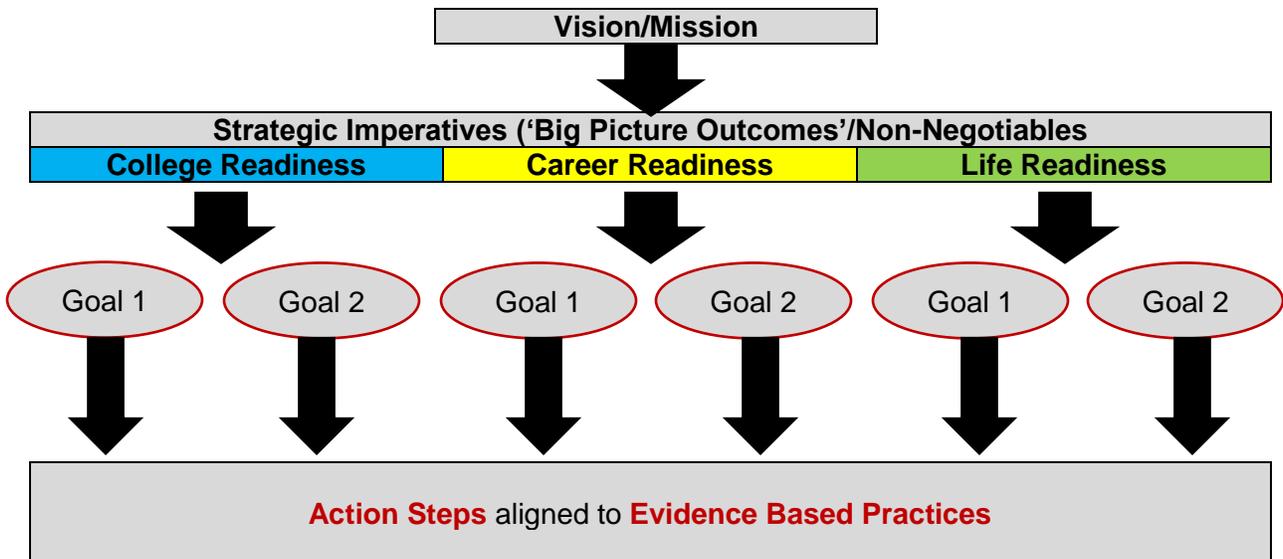
### District Mission Statement

The South Western School District is dedicated to providing a continually improving educational environment, through a cooperative effort with the family and the entire community, in which all students are encouraged and expected to achieve their full potential, to express themselves clearly, to think reflectively, and to interact responsibly in preparation for lifelong personal growth. (Adopted October 24, 1990, Revised March 25, 2002)

### Shared Beliefs

- 🐾 All learners are unique, can be successful, and are entitled to an education that gives them a voice and choice in how they best access, engage with, and express their learning.
- 🐾 Every member of the school community should embrace and be a model of collaboration, communication, and continuous growth and learning.
- 🐾 Every member of the school community should be uncompromisingly committed to ensuring each student receives the precise learning pathway and support needed to be successful in accomplishing their hopes, dreams, and goals.
- 🐾 Quality education provides a myriad of authentic, meaningful, rigorous, and engaging learning experiences which help support each learner in developing the knowledge, skills, and dispositions needed to succeed in a global society.
- 🐾 Learning best takes place in an environment that intentionally promotes responsible behavior and decision-making, a growth mindset and risk-taking, and empathy for others.
- 🐾 The utilization of new methodologies that are grounded in research and evidence, and new technologies, is essential to providing learners with a quality education that will prepare them for a rapidly changing world.
- 🐾 The school environment should be customized to the needs of every learner so that time, space, and place are the variables, and learning is the constant.
- 🐾 Leadership from throughout the organization that is visionary, authentic, relational, supportive, and empowering, is critical to successfully providing the ideal learning experience.

## Programmatic Strategic Design



## Strategic Imperatives



### College Readiness

- Ensure all students have access to a high quality academic program which includes a rigorous, challenging, and standards-aligned curricula, delivered through personalized instructional practices.



### Career Readiness

- Ensure all students have access to and engage with career awareness, exploration, and planning activities, including experiential learning opportunities that align to the PA Career and Work Standards.



### Life Readiness

- Ensure all students are equipped with the skills, mindsets, and dispositions to be successful in their academic, professional, and personal lives.

## Comprehensive Planning Goals

### College Readiness

#### College Readiness Goal 1

Increase student participation in *Rigorous Courses of Study* at both the middle school and high school level (By 2024-2025, 25% of 8th grade students will have taken the Algebra Keystone by either 7th or 8th grade; Increase the number of high school students completing Rigorous Courses of Study (AP and Dual Enrollment) by 12.8% by 2024-2025 (12.8% is based on doubling the difference between the district pre-pandemic percentage (51.5%) and the pre-pandemic statewide average (57.5%)).

#### College Readiness Goal 2

By the 2024-2025 school year, 50% of teachers who in 2022 reported they were below proficiency in their competency in (1) integrating instructional technology, and (2) implementing blended learning models will report that they have at least a moderate level of proficiency in both areas.

### Career Readiness

#### Career Readiness Goal 1

Increase the percentage of high school students participating in *Industry-based Learning* experiences by 50% by the 2024-2025 school year: (1) Increase percentage of students earning an industry-recognized credential to 10%; (2) Increase the percentage of students completing a work-based learning experience to 45%.

#### Career Readiness Goal 2

By the 2024-2025 school year, all K-12 curriculum teams for all courses across the district will incorporate and facilitate the implementation of transdisciplinary transfer goals that are a part of the K-12 curriculum blueprint.

### Life Readiness

#### Life Readiness Goal 1

By the 2024-2025 school year, fully implement the following components of a Mental Health Multi-Tiered System of Support (MTSS) that have been identified as a need by the district's Mental Wellness Focus Group: (1) Expansion of the Student Assistance Program (SAP) to grades K-5; (2) Implementation of a mental health universal screener 6-12; Provide follow-up professional development on Youth Mental Health First Aid and other mental health awareness and support practices to professional staff; (3) Provide professional development to all professional staff on trauma informed care, and; (4) Implement the *Signs of Suicide* (SOS) program at the secondary level.

#### Life Readiness Goal 2

By the beginning of the 2024-2025 school year, have a clearly articulated K-12 social-emotional learning (SEL) matrix of support that identifies how the following core SEL competencies are being addressed within the overall educational program: (1) Self-awareness; (2) Self-management; (3) Social awareness; (4) Relationship skills, and; (5) Responsible decision-making.

## Action Steps

### **Evidence Based Practice: *Implementing a Standards-Aligned System***

Action Step	Goal Alignment
Implementation of elementary literacy framework and ELA core curriculum K-5.	College Readiness 1
Provide professional development to all K-5 teachers on the Elementary Literacy Framework.	College Readiness 1
Develop and Implement an Honors ELA course at the middle school.	College Readiness 1
Through the district curriculum revision process, revise course curriculums to integrate transdisciplinary transfer goals.	Career Readiness 2
Provide professional development on the integration and implementation of transdisciplinary transfer goals.	Career Readiness 2

### **Evidence Based Practice: *Data-Informed Decision Making***

Action Step	Goal Alignment
Increase communication to secondary faculty on identifying students who could be successful in honors level, AP, and dual enrollment courses based on research-based indicators.	College Readiness 1
Conduct a perception survey for teachers on their efficacy with technology integration and establish baseline data	College Readiness 2
Develop targeted PD opportunities (Tech Coaches) that offer multiple entry points depending on teachers' self-assessment of their competency on implementing blended learning models	College Readiness 2
Conduct follow-up perception survey and assess results.	College Readiness 2
Plan to evaluate barriers to student participation in rigorous courses of study [prerequisite requirements, recommendation process, etc.] and/or dual enrollment courses.	College Readiness 1

### **Evidence Based Practice: *Increasing Rigor in Instruction***

Action Step	Goal Alignment
Increase partnerships with colleges/universities for offering dual enrollment courses.	College Readiness 1
Develop and offer professional development to all K-12 teachers on increasing rigor in instruction through effective questioning and discussion strategies and techniques.	College Readiness 1
Increase communication to secondary faculty on identifying students who could be successful in honors level, AP, and dual enrollment courses.	College Readiness 1
Develop and implement communication plan for high school students and families about dual enrollment and AP opportunities and benefits.	College Readiness 1
Develop a Communication and Education Plan for Parents and Community on contemporary learning models - a curriculum in action education plan for families.	College Readiness 2

### **Evidence Based Practice: *Authentic and Experiential Learning Experiences***

Action Step	Goal Alignment
Continue to work with local businesses to increase experiential learning opportunities (shadowing, internships, pre-apprenticeships), ensuring opportunities exist in all career clusters.	Career Readiness 2
Revise curriculums within the visual, performing, and practical arts departments, and the business and technology education departments to include the integration of industry-recognized credentialing opportunities into courses curriculum requirements as appropriate.	Career Readiness 2
Complete the development of the high school cyber-security course and implement during the 2022-2023 school year.	Career Readiness 2
Evaluate the implementation of STEM/computer science/coding learning opportunities at the K-5 and 6-8 level and make recommendations for program enhancements.	College Readiness 1 Career Readiness 2
Explore the interest and potential for developing an Agricultural Science program/course at the high school level and make recommendations for next steps.	Career Readiness 2
Develop and implement a communication plan for high school students and families about work-based learning opportunities.	Career Readiness 1
Begin to explore HS scheduling and course format options that allow upper class students more opportunities to participate in industry-based learning experiences.	Career Readiness 1
Have a minimum of three secondary faculty members participate in 'Educator in the Workplace' annually, targeting faculty members from a diverse number of departmental areas across the district.	Career Readiness 1

**Evidence Based Practice: *Multi-Tiered System of Support (Student Services and Mental Wellness)***

Action Step	Goal Alignment
Identify members of elementary SAP teams.	Life Readiness 1
Ensure all SAP team members K-12 have received appropriate training/support.	Life Readiness 1
Provide professional development to district professional staff on mental health awareness and response (YMHFA follow-up, training on district referral processes, etc.)	Life Readiness 1
Implement mental health universal screener K-12.	Life Readiness 1
Offer professional development to district professional staff and paraeducators on trauma	Life Readiness 1
Implement Signs of Suicide (SOS) program at the secondary level	Life Readiness 1
Form a working group of professional staff and administrators to evaluate current SEL practices in the district for the purpose of: (a) conducting a gap analysis of district practices and developing a plan for addressing identified gaps in K-12 SEL efforts, and (b) identifying professional development needs relating to SEL and developing a professional development plan to address identified needs.	Life Readiness 2
Provide professional development to K-5 teachers in need of Responsive Classroom and development consistent expectations of integration of Responsive Classroom principles across the district elementary program.	Life Readiness 2
Develop and provide family resources on SEL.	Life Readiness 2