

KASD Comprehensive Plan 2022-2025

Comprehensive Planning Team Update



Overview of the Process

- 1. Review of Mission, Vision and Values**
- 2. Conduct a Needs Assessment**
 - a. Review Student Performance Data
 - b. Equity Considerations
- 3. Self Assessment - Conditions for Leadership, Teaching and Learning**
 - a. Summary of Strengths and Challenges
- 4. Analyzing Strengths and Challenges**
- 5. Goal Setting**
- 6. Action Planning**
- 7. Professional Development**



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- 1. Review of Mission, Vision and Values - January 2020**
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Mission & Vision

Mission: To inspire learners to grow as empowered contributors of the global community.

Vision: Maximize potential, embrace change, create the future.



KASD Values

We believe that ...

- all students can learn.
- lifelong learning is essential.
- individuals must possess a sense of purpose and belief in their own potential for excellence.
- collaboration among the home, school district and community positively impacts learning.
- critical thinking and the acquisition and application of knowledge are keys to success.
- diversity is valued and individuality is celebrated.
- individuals are responsible for their choices and accountable for their actions.
- healthy lifestyle choices are imperative for optimal development.
- a safe and interactive environment is critical.
- ethical decision-making is expected.



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Needs Assessment

Reviewing analyzing and discussing a variety of relevant data sources.

Identifying Strengths and Challenges

Areas of Review:

- **English Language Arts**
- **Mathematics**
- **Science, Technology and Engineering**



Needs Assessment

Equity Considerations

Notable Observations

English Language Learners

- In the past three years we have experienced a significant decline in the percentage of English Learners proficient and advanced as measured by PSSA assessments.
- A disproportionate number of English Learners are chronically absent in each year over the past two years.
- There is a greater percentage of English Learners not reaching proficiency in Star in grades 3-5 in both ELA and Math as compared to all students.



Needs Assessment

Equity Considerations

Notable Observations

Students with Disabilities

- KASD exceeds the 17-18% state average for Students with Disabilities.
- Students with Disabilities make up 21% of the KASD student population, but account for 40-50% of all chronically absent students in 2020-21.
- KASD Students with Disabilities achievement on Keystone exams falls significantly below the all student group in Literature, Algebra I and Biology.
- There is a disproportionate number of Students with Disabilities not reaching proficiency in grades 3-8 in PSSAs in ELA, Math and Science.



Needs Assessment

Equity Considerations

Notable Observations

Students Considered Economically Disadvantaged

- There is a disproportionate number of Students Considered Economically Disadvantaged not reaching proficiency in grades 3-8 on PSSA assessments in ELA and Math.
- There is a disproportionate number of Students Considered Economically Disadvantaged not reaching proficiency on Keystone Exams in Literature, Math and Science.
- There is a disproportionate number of Students Considered Economically Disadvantaged not reaching the 40th percentile in grades K-8 as measured by STAR in Reading and Math.



Needs Assessment

Equity Considerations

Summary Challenge

- Achievement in the **English Learner, Students with Disabilities** and **Students Considered Economically Disadvantaged** populations, as measured by PSSA, Keystones and STAR in ELA, Math and Science, falls behind that of the all student group.



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Self Assessment: Conditions for Leadership, Teaching and Learning

Available Ratings:
Not Yet Evident
Emerging
Operational
Exemplary



Categories for Self Assessment:

- Empower leadership for district continuous improvement
- Focus on continuous improvement of instruction
- Provide student-centered supports so that all students are ready to learn
- Implement data-driven human capital strategies
- Organize and allocate resources and services strategically and equitably



Self Assessment Exemplary Ratings:

- Partner with local businesses, community organizations, and other agencies to meet the needs of the district.
- Recruit and retain fully credentialed, experienced and high-quality leaders and teachers



Self Assessment **Emerging** Ratings:

- Establish and maintain a focused system for continuous improvement and ensure organizational coherence
- Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction



Self Assessment Strengths:

- We are aspiring to implement evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
- We are recruiting and retaining fully credentialed, experienced and high-quality leaders and teachers.
- We support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.
- We partner with local businesses, community organizations, and other agencies to meet the needs of the district.



Self Assessment Challenges:

- Implementing and sustaining multi-tiered intervention systems to support student growth across all grade levels.
- Fostering a vision and culture of high expectations for success for all students, educators, and families.



Notable Observations/Patterns from Conditions for Leadership, Teaching and Learning Self Assessment

1. Students Considered Economically Disadvantaged, English Language Learners and Students with Disabilities fall behind the All Student group in academic achievement, graduation rate and attendance.
2. The Students with Disabilities population is larger than the state average and would benefit from greater access to the least restrictive learning environment.



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Analyzing Strengths and Challenges

After a review of KASD strengths and challenges, two priority statements were written.

Priority Statement 1:

KASD will expand and develop a systemic preK-12 approach to proactively address learning gaps, giving all students access to the appropriate grade level curriculum and standards, and teachers the pedagogical skills to support struggling learners.

Priority Statement 2:

KASD will commit to the expansion and development of a data-informed systematic approach to addressing learning gaps in the least restrictive environment.



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By June, 2025, the KASD will have developed and implemented a coordinated, data-driven, preK-12 system of supports for all students.

Goal 1



By June, 2025, all teachers will consistently implement evidenced-based instructional strategies to deliver rigorous, standards-based curriculum as evidenced in walkthroughs, formal observations, and evaluations.

Goal 2



By June, 2025, all KASD teachers will demonstrate how to use screening data to identify the need for Tier 1 interventions, demonstrate how to properly implement Tier 1 interventions across the curriculum, and measure the effectiveness of said interventions.

Goal 3



By June 2025, all teachers and students will have access to a multi-tiered system of support, which should be exhausted prior to moving a student through the MDE process.

Goal 4



By June 2024-25, resources will be allocated to ensure all students operate within the least restrictive environment via data analysis, differentiated instruction, academic support, and co-teaching efforts.

Goal 5



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Action Steps – Establish a clear vision and culture for schoolwide data use.

1. Establish and Implement District-wide Assessment Map
2. Develop protocols for data analysis
3. Conduct routine data meetings and develop appropriate actions steps.
4. Operationalize Multi-tiered levels of supports
5. Implement, monitor and adjust goals and instruction.



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Professional Development

Assessment Map Development (June 2021–June 2023)

Understanding Data Protocols (July 2022–July 2023)

Solidify Tier 1 Strategies (June 2022 – June 2023)

Data Team Meetings and Action Planning (July 2023–June 2024)

Data-driven Instruction (July 2023–July 2025)

Solidify Tier 2 and Tier 3 Strategies (July 2023–July 2025)



What is Next?

October 18, 2021 – Board Review of 2022-2025 Comprehensive Plan

October 15 – November 14, 2021 – Community review and comment period

November 15, 2021 – Board Approval of Comprehensive Plan

November 30, 2021 – Submission to PDE

