

Student Achievement - The Board will support local effectiveness measures to improve student achievement.

	GOALS	ASSESSMENT	PROGRESS – July 2020	Comp Plan Goal
1.	The board will monitor initiatives to improve access to district programming for students and families.	Local effectiveness measures such as attendance, discipline, participation in activities, and access to higher level courses will improve by 2% over 2018-19 data in the areas of: <ul style="list-style-type: none"> ● Cumulative absences of 16 or more ● Students participating in band, chorus or orchestra ● Students participating in funded activities ● Percentage of minority students enrolled in level one or accelerated math classes ● Decrease in the percentage of students with a level 2 or level 3 discipline infraction ● Percentage of high school students enrolled in accelerated courses ● Achievement gap measurement for special education and ELL students 	<p>Cumulative absences of 16 or more</p> <p><i>Elementary - The percentage of elementary students with 16 or more cumulative absences improved from .75% to .52%.</i></p> <p><i>The percentage of elementary minority students with 16 or more cumulative absences improved from 2.15% to 1.15%.</i></p> <p><i>Middle - The percentage of middle school students with 16 or more cumulative absences improved from 1.62% to .71%.</i></p> <p><i>The percentage of middle school minority students with 16 or more cumulative absences improved from 2.85% to 1.06%.</i></p> <p><i>High - The percentage of high school students with 16 or more cumulative absences improved from 5.17% to 2.8%.</i></p> <p><i>The percentage of high school minority students with 16 or more cumulative absences improved from 10.77% to 6.25%.</i></p> <p>Students participating in band, chorus or orchestra</p> <p><i>Elementary - The percentage of elementary students</i></p>	1

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		<p><i>participating in band, chorus or orchestra improved from 65.15% to 65.9%.</i></p> <p><i>The percentage of minority elementary students participating in band, chorus or orchestra improved from 41.9% to 53.21%.</i></p> <p><i>Middle - The percentage of middle school students participating in district honors band, chorus or orchestra declined from 8.91% to 5.7%.</i></p> <p><i>High - The percentage of high school students participating in art and music courses improved from 26.61% to 28.02%.</i></p> <p><i>The percentage of high school minority students participating in art and music courses improved from 20.66% to 25.42%.</i></p> <p><i>Students participating in funded activities</i></p> <p><i>Elementary - The percentage of elementary students participating in funded activities declined from 21% to 19%.</i></p> <p><i>Middle - The percentage of middle school students participating in funded activities declined from 59.28% to 53.21%.</i></p>	

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		<p><i>High - The percentage of high school students participating in funded activities declined from 63.43% to 62.43%.</i></p> <p>Percentage of minority students enrolled in level one or accelerated math classes</p> <p><i>Middle - The percentage of middle school level minority students in Level 1 or Accelerated Math Classes improved from 26.38% to 28.53%.</i></p> <p><i>High – The percentage of high school level minority students in Accelerated Honors Courses improved from 14.16% to 18.49%.</i></p> <p>Decrease in the percentage of students with three or more level 2 or level 3 discipline infractions</p> <p><i>Middle - The percentage of middle school students with three or more level 2 or 3 discipline infractions improved from 1.05% to .67%.</i></p> <p><i>The percentage of middle school minority students with three or more level 2 or 3 discipline infractions improved from 3.13% to 1.33%.</i></p> <p><i>High - The percentage of high school students with three or more level 2 or 3 discipline infractions improved from</i></p>	

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		<p><i>3.02% to 1.48%.</i></p> <p><i>The percentage of high school minority students with three or more level 2 or 3 discipline infractions improved from 5.5% to 3.75%.</i></p> <p>Percentage of HS students enrolled advanced placement courses</p> <p><i>The percentage of minority high school students enrolled in AP classes improved from 15.53% to 18.07%. Overall student percentages improved from 37.95% to 39.94%.</i></p> <p>Achievement gap measurement for special education and ELL students</p> <p><i>Percentage of students evaluated who were identified with a disability.</i></p> <p><i>Elementary - 78% compared to 84% in 2018-19</i></p> <p><i>Middle - 78% compared to 76% in 2018-19</i></p> <p><i>High - 81% compared to 79% in 2018-19</i></p> <p>Special Ed</p> <p><i>In 2018-19 we were identified as being disproportionate in the identification of black students as Emotionally</i></p>	

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			<p><i>Disturbed. 17% of the students identified are black, but the population of blacks in the district is 5%. Based on the most recent data, we are no longer disproportionate in the identification of black students as Emotionally Disturbed.</i></p> <p>English Learners</p> <p><i>In 2019, 37% (172 students out of 470) of the students scored 4 or higher overall all on the WIDA assessments (formerly World-Class Instructional Design and Assessment). Our goal is to increase the number of students scoring 4 or higher by 5%.</i></p> <p><i>In 2020, 32% (150) of students scored 4 or higher.</i></p>	
2.	The Board will monitor multiple measures of student progress in addition to Keystone Exams, and PSSA (e.g. SAT, AP, ACT, etc.) to improve overall school and student performance.	The district will remain in the top 5% to 10% in outside rating systems such as Niche, US News, SchoolDigger, and AP Scholars.	<p><i>District Niche ratings for 2020 = 30 out of 500 public school districts - Top 6% and A+ rating.</i></p> <p><i>School Digger-Three high schools rank the following:</i></p> <p><i>RHS - 24 out of 678 =Top 3.5%</i></p> <p><i>HHS - 50 out of 678 = Top 7.3 %</i></p> <p><i>EHS - 54 out of 678 = Top 7.9%</i></p>	1,2
3.	The Board will monitor professional development designed to meet the individual needs of staff, including instructional technology training.	<p>Assessment on professional development sessions will indicate an 85 – 90% satisfaction rate.</p> <p>Bright Bytes survey data will show proficiency or better in the four main categories – Classroom, Access, Skills, and Environment as</p>	<p><i>Between June 2019-March 2020, we offered 480 professional learning sessions. 98% of them were rated Strongly Agree/Agree for satisfaction rate.</i></p> <p><i>Prof. Dev. during COVID</i></p> <p><u>K-12 Library of Resources developed</u></p>	1,2

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		reported by teachers (K-12), and students in grades three through eleven.	<i>Due to the closure, Bright Bytes was not administered.</i>	
4.	The Board will monitor required training in trauma informed decisions.	All staff will participate in a trauma informed training session.	<i>Not all trained due to shut down. Training will be available in the summer 2020.</i>	1
5.	The Board will monitor the third year of full day kindergarten to support the program for students and parents.	<p>The Board will review a FDK progress report for year 3 data.</p> <p>Second grade students (2019-20) will be monitored and compared to second grade progress for 2018-19.</p> <p>First grade students (2019-20) will be monitored for progress made in comparison to the first grade class in 2017-18.</p> <p>Kindergarten students in 2019-20 will be compared to K students in previous two years.</p>	<p><i>Since FDK, more Grade 2 students are reaching the Trimester 1 math benchmarks. Data ranges from 6-39% more students meeting standards.</i></p> <p><i>Math aptitude as measured by TOMAGs (Test of Mathematical Abilities of Gifted Students) is about the same; however, math achievement is better for students who had FDK.</i></p> <p><i>Since FDK, more Grade 2 students are reading at and above grade level, 9.7% more students are reading at grade level and 16.7% more are reading above grade level.</i></p> <p><i>The writing performance of Grade 2 students remains about the same, 50-52% proficient or advanced.</i></p> <p><i>The number of Grade 2 students reaching oral reading fluency benchmarks remains about the same, 42-43%.</i></p> <p><i>Teachers report that students have more stamina, better self-advocacy skills and are more collaborative. Teachers report students have stronger executive function skills, greater confidence, and more compassion for others.</i></p>	1,2

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GOALS		ASSESSMENT	PROGRESS – July 2020	Comp Plan Goal
6.	The Board will review the monitoring of a homework policy, in its third year, to improve consistent implementation.	The Board will review survey data from parents and students on the topic of homework. Students will show a 3% increase in meaningful assignments, and teacher feedback on assignments.	<i>No survey due to shut down.</i>	1,2

Board Engagement - The Board will be actively engaged with improving communications internally and externally.

GOALS		ASSESSMENT	PROGRESS	Comp Plan Goal
1.	The Board will engage parents, staff, and students in the areas of safety initiatives, redistricting, and later school start times.	A communication plan outlining redistricting, later start times, and safety initiatives will be completed.	<i>A start time task force met in summer, 2019, and throughout the year. A final report was provided to the board in March 2020.</i> <i>A redistricting committee was formed consisting of 80 members. A final report was presented to the Board and approved in June 2020, effective in fall, 2021.</i>	3,4
2.	The Board will engage parents, staff, and community with a legislative committee in support of Board approved resolutions on upcoming or pending legislation.	Legislative committee will engage electronically to address areas such as tax reform, charter school legislation, and any legislation that would hinder the district’s ability to operate.	<i>The board passed a resolution supporting charter school reform calling for the general assembly to pass legislation that would create one cyber charter school tuition at \$9,500. The resolution also called for tiered tuition rates for special needs children attending charter schools, and tuitions to be paid based on the disability. Currently there is one tuition rate regardless of disability.</i>	4
3.	The Board will monitor the use of student survey data for developing strategies to improve instruction.	A fifth year of data will be collected from students in grades 5, 6, 7, 8, 9, 10, and 11. Student survey data will show an	<i>Survey data was focused on pandemic learning. Data showed the following:</i> <i>-70% of HS students and 68% of middle school students agreed that their teachers responded promptly to</i>	1,2

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	<p>increase of 3% or more in the areas of technology use, meaningful homework, expectations for kindness, and caring about each individual student.</p>	<p><i>questions.</i></p> <p><i>-60% of HS and 51% of middle school students thought online earning was manageable.</i></p> <p><i>-70% of HS and 78% of middle school students thought online lessons were engaging.</i></p> <p><i>-52% of HS students and 43% of middle school students thought online learning increased stress levels.</i></p> <p><i>Schoology has updated their usage analytics between the 18-19 and 19-20 school years. This means that some of the data is not easily compared. The new format does allow for more specific building/user information.</i></p> <p><i>Data for grades three to twelve from this school year:</i></p> <p><i>Users - Total Active Users: 13,695</i></p> <p><i>Active Users by Role:</i></p> <ul style="list-style-type: none"> <i>• Students 9,592</i> <i>• Teachers 1,181</i> <i>• Parents 2,723</i> <p><i>Sessions - Total Sessions (User logs in or returns to Schoology after 30 minutes of inactivity)</i></p> <p><i>Total: 7,037,512</i></p> <p><i>Sessions by Role</i></p> <ul style="list-style-type: none"> <i>• Students 6,305,705</i> <i>• Teachers 561,306</i> 	

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		<ul style="list-style-type: none"> • Parents 146,586 <p>Schoology Material</p> <ul style="list-style-type: none"> • Total Course Materials Created: 517,878 • Total Course Material Views: 15,319,274 • Total Course Material Submissions: 1,740,675 <p>The increase in usage is significantly higher than 3% in the comparable categories.</p> <p>Seesaw – Use for k-2 students</p> <p>All time</p> <table border="1" data-bbox="1098 821 1898 1417"> <thead> <tr> <th>School</th> <th>All Time Posts</th> <th>All Time Comments</th> <th>All Time Likes</th> <th>All Time Visits by Family</th> <th></th> </tr> </thead> <tbody> <tr><td>EBE</td><td>48,380</td><td>23,385</td><td>42,158</td><td>26,682</td><td>140,605</td></tr> <tr><td>EGE</td><td>55,953</td><td>20,472</td><td>30,070</td><td>20,892</td><td>127,387</td></tr> <tr><td>EXE</td><td>54,374</td><td>23,574</td><td>35,795</td><td>40,325</td><td>154,068</td></tr> <tr><td>FHE</td><td>54,885</td><td>34,781</td><td>52,230</td><td>42,174</td><td>184,070</td></tr> <tr><td>GAE</td><td>65,236</td><td>33,423</td><td>61,537</td><td>37,321</td><td>197,517</td></tr> <tr><td>HDE</td><td>47,852</td><td>23,529</td><td>52,826</td><td>37,638</td><td>161,845</td></tr> <tr><td>MCH</td><td>74,808</td><td>18,789</td><td>64,482</td><td>59,142</td><td>217,221</td></tr> <tr><td>PWE</td><td>44,426</td><td>28,358</td><td>54,153</td><td>51,173</td><td>178,110</td></tr> <tr><td>SWS</td><td>72,588</td><td>35,684</td><td>74,382</td><td>51,074</td><td>233,728</td></tr> <tr><td>WTE</td><td>68,851</td><td>28,677</td><td>85,785</td><td>73,498</td><td>256,811</td></tr> <tr><td></td><td>587,353</td><td>270,672</td><td>553,418</td><td>439,919</td><td></td></tr> </tbody> </table>	School	All Time Posts	All Time Comments	All Time Likes	All Time Visits by Family		EBE	48,380	23,385	42,158	26,682	140,605	EGE	55,953	20,472	30,070	20,892	127,387	EXE	54,374	23,574	35,795	40,325	154,068	FHE	54,885	34,781	52,230	42,174	184,070	GAE	65,236	33,423	61,537	37,321	197,517	HDE	47,852	23,529	52,826	37,638	161,845	MCH	74,808	18,789	64,482	59,142	217,221	PWE	44,426	28,358	54,153	51,173	178,110	SWS	72,588	35,684	74,382	51,074	233,728	WTE	68,851	28,677	85,785	73,498	256,811		587,353	270,672	553,418	439,919		
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Board Approved: 10.28.2019

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			<p><i>COVID-19 PD Data</i></p> <p><u><i>K-12 Library of Resources developed</i></u></p> <p><i>-Professional Learning March 24-25: 562 views since 3/20/2020</i></p> <p><i>-PD at your Fingertips (Video Repository during COVID): 459 views since 3/21/2020</i></p> <p><i>-Paraprofessional Access Training: 72 views since 3/31/20</i></p>	
4.	Every Board member will participate in school programs and visits such as Education Foundation activities, PTO sponsored activities, commencement, and classroom visits.	Each Board member will attend at least two functions in schools.	<i>Two board visits were canceled due to shut down.</i>	1
5.	The Board will support new board members.	School Board Retreats will be held in fall and winter to update board members on operations, goals, protocol of the school board, and trauma informed training.	<i>All board members completed trauma training.</i>	1,2,3,4

Accountability - The Board will hold itself accountable for its role as a school board official by acting in an ethical and responsible manner.

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1.	The Board will continue to	Each board committee will review	<i>Policies reviewed included wellness, health</i>	1,2

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	review Board Policies through respective committees to maintain an up-to-date policy manual.	policies as needed throughout the year, including polices affected by school code changes, text book adoptions, etc.	<i>examinations/screenings, enrollment of students, attendance, discipline, graduation requirements, student safety, building and school security, among others as part of the regular committee meeting agendas.</i>																						
2.	The Board will support the process to recruit and retain candidates of color for teaching and administrative positions.	<p>The percent of certified staff members of color will continue to increase.</p> <p>An analysis will be conducted of reasons for retirement or resignations of candidates of color from the WCASD during the past eight to ten years.</p> <p>The demographics of the staff will parallel the racial composition of the student population.</p>	<p><i>*2018-2019: 4 minority hires/48 total hires. (8%)</i> <i>*2019-2020: 7 minority hires/52 total hired. (13%)</i> <i>*2020-2021: 5 minority hires/13 applicants. (from 5/1/2020-5/30/2020)</i></p> <p><i>In the last 5 years, there were 122 teacher resignations, 12 were educators of color. Reasons for resignations were: 2 moved, 1 left for a better salary, 4 become administrators in other districts (2 of these returned to WCASD), 1 left to become a professor, 3 resigned.</i></p> <table border="1"> <thead> <tr> <th><i>Demographics</i></th> <th><i>Professional Staff</i></th> <th><i>Students</i></th> </tr> </thead> <tbody> <tr> <td><i>African American</i></td> <td><i>5.25</i></td> <td><i>4.33</i></td> </tr> <tr> <td><i>Hispanic</i></td> <td><i>.49</i></td> <td><i>8.69</i></td> </tr> <tr> <td><i>Asian/Pacific Islander</i></td> <td><i>.58</i></td> <td><i>8.59</i></td> </tr> <tr> <td><i>White</i></td> <td><i>93.17</i></td> <td><i>75.14</i></td> </tr> <tr> <td><i>Multi-racial</i></td> <td><i>.49</i></td> <td><i>3.19</i></td> </tr> <tr> <td><i>American Indian</i></td> <td></td> <td><i>.06</i></td> </tr> </tbody> </table>	<i>Demographics</i>	<i>Professional Staff</i>	<i>Students</i>	<i>African American</i>	<i>5.25</i>	<i>4.33</i>	<i>Hispanic</i>	<i>.49</i>	<i>8.69</i>	<i>Asian/Pacific Islander</i>	<i>.58</i>	<i>8.59</i>	<i>White</i>	<i>93.17</i>	<i>75.14</i>	<i>Multi-racial</i>	<i>.49</i>	<i>3.19</i>	<i>American Indian</i>		<i>.06</i>	1
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3.	The Board will support a redistricting plan to balance enrollment in schools as it prepares to open a new elementary school in fall, 2021.	The Board will approve a redistricting plan by the end of the 2019-20 school year in order to begin to enroll new students in buildings where there is space.	<i>Two board members served on the redistricting committee. The plan was presented and approved by the board at its June 22 meeting.</i>	4																					

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	GOALS	ASSESSMENT	PROGRESS	Comp Plan Goal
4.	The Board will support initiatives in the comprehensive plan including innovative teaching, secondary scheduling, access to programs, and fiscal and capital planning.	The Board will consider approval of a secondary master schedule, redistricting timeline, later start times, equity initiatives for access to programs, and a capital plan to address enrollment growth.	<i>The Board adopted a new capital plan which included a 6 classroom addition to Westtown Thornbury Elementary School and elimination of the Penn Wood Elementary 2 classroom addition. This will allow us to create capacity and save resources as work will occur on only one site.</i>	1,2,3,4
5.	The board will conduct a review of annual goals with new board members to include new state mandate for trauma informed training.	A board retreat will be held sometime after January 1, 2020 to review the progress and goals of the board.	<i>Annual goals were reviewed in summer, 2019. New goals were established and approved in September 2019. One new board member was elected and took office in January. The superintendent reviewed goal areas with the new board member.</i>	1,2,3,4
6.	The Board will support a communication plan for critical goal areas, including a review of the safe schools plan.	<p>A communications plan will be written to include capital planning, safety plan update, redistricting, and later start time task force information.</p> <p>The safety incident response structure will be updated with new administrative responsibilities.</p> <p>Staff and parent survey data will show an 80% satisfaction rate on communication with initiatives for the year.</p>	<p><i>Webpages continued to be updated; including capital plan, safety plan, redistricting, and the later start time task force.</i></p> <p><i>Safe2Say-There have been 256 tips this year and 109 have been considered life safety, involving the police. The top tips include:</i></p> <ul style="list-style-type: none"> <i>34 suicide/suicide ideation</i> <i>30 depression/anxiety</i> <i>27 cutting/self-harm</i> <i>24 bullying/cyber bullying</i> <i>15 drug use/distribution/possession</i> <p><i>Since the COVID 19 closure, there have been 11 tips and 2 were life safety. We will continue to focus on mental health services.</i></p> <p><i>An updated safety report was presented to the Board in</i></p>	1,4

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			<p><i>June 2020.</i></p> <p><i>Survey data for district communications indicated a 91% satisfaction rate for staff and 85% for parents.</i></p>	

Innovation - The Board will support innovative programs to foster student achievement.

GOALS		ASSESSMENT	PROGRESS	Comp Plan Goal
1.	The Board will review and monitor the use of technology to provide alternative ways to improve student learning, including the implementation of the 1:1 laptop learning in 6 th grade.	<p>Students will indicate via the Bright Bytes survey that teacher use of collaboration, communication, critical thinking, and creativity increased to the proficient level.</p> <p>5% more students will be enrolled in blended learning classes at the high schools from the 2018-19 school year to the 2019-20 year.</p>	<p><i>No survey data due to shut down.</i></p> <p><i>14.9% more students enrolled in blended class in 2019-20 as compared to 2018-19 school year (3659 to 3812).</i></p>	1,2
2.	The Board will review and monitor dual enrollment opportunities for students.	Survey data will show an 88% satisfaction rate on dual enrollment classes. There will be a 4% increase in students enrolled in dual enrollment courses compared to the 2019-20 school year.	<p><i>Survey data from the fall semester courses revealed that 92% of dual enrollment students were satisfied with their dual enrollment classes.</i></p> <p><i>The percentage of juniors and seniors registered for dual enrollment courses has increased from 5.08% to 7.09%.</i></p> <p><i>The percentage of minority juniors and seniors registered for dual enrollment courses has increased from 2.91% to 3.67%.</i></p> <p><i>The district provided 11.5 scholarships for FRL and</i></p>	1,2

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			<i>hardship students through Title 4 funding.</i>	
3.	The Board will review and monitor the use of technology for professional development.	The scaled score for the Bright Bytes survey will remain at least 20 points above state and national averages in the areas of quality of instruction, access to technology, skills, and learning environment.	<p><i>Survey was not administered due to the shutdown.</i></p> <p><i>COVID-related data:</i></p> <ul style="list-style-type: none"> • <i>960 iPad devices distributed to elementary families in need of technology.</i> • <i>112 mobile WIFI devices distributed to families K-12 in need of Internet access.</i> • <i>Technical support expanded to assist parents available by both phone and email.</i> • <i>100% district network up and running during emergency remote learning.</i> 	1,2
4.	The Board will support the design of a cyber-school program to attract cyber charter school students back from charter schools.	The board will consider approval of a diploma awarding cyber school program operated by the school district.	<p><i>The school board approved the Cyber Program beginning the 2020-21 school year. As a result of the pandemic, we are now preparing to offer grades K-12 in year one of the Cyber Program.</i></p> <p><i>Approximately 70 teachers participated in the development of our Cyber Program.</i></p>	1,2,4
5.	The Board will support the pilot program for flexible seating in the classrooms.	The board will consider expanding the flexible seating pilot to continue in 2020-21.	<i>Presentation was made but plan is on hold due to COVID-19.</i>	1,2

Fiscal Responsibility - The Board will pass a balanced budget without compromising the quality of education for students.				
	GOALS	ASSESSMENT	PROGRESS	Comp Plan Goal
1.	The Board will pass a balanced budget without adversely impacting the quality of education.	The Board will pass a budget with a minimal tax impact while maintaining the quality of education.	<i>The School Board approved a 2020-21 budget with a zero % tax increase for Chester County residents. There were no cuts to educational programs in the 2020-21 budget. The budget included the introduction of a Cyber school option for grades 6-12 as well as a new in-house Special Education transition program (18-21 yr. old program).</i>	4
2.	The Board will prioritize goals and funding for areas in the comprehensive plan.	Budget will reflect funding in the priority areas as outlined in the comprehensive plan.	<i>The 2020-21 budget includes adequate funding for all priority areas listed in the comprehensive plan including: equity, recruitment and hiring, student learning and engagement, on-line classes, technology, master schedule changes/flexibility, annual budget with zero% tax increase with no programmatic cuts, approval of capital plan to address enrollment and building needs.</i>	4
3.	The Board will support the development of a short-term and long-term plan to address enrollment growth in the district.	A plan and fiscal analysis will be communicated to address short-term classroom space needs due to increased enrollment. The Board will approve bids for the new Greystone Elementary School.	<i>A capital plan was presented and approved by the Board that addresses the short-term and long-term enrollment needs of the District. The Board approved the bids for the contracts associated with the Greystone Elementary School.</i>	4
4.	The Board will negotiate contracts with the support staff, adhering to Act 1 limitations.	The Board will successfully negotiate an agreement with the support staff.	<i>School Board approved a contract with the support staff on November 7, 2019. The contract included the introduction of the HD health plan and salaries and benefits were in accordance with Act 1.</i>	4
5.	The Board will support the administration seeking alternative funding sources to offset expenses.	The Board will support alternative methods of funding that includes grant application requests to increase funding.	<i>School Safety and Security Grant Part B - \$400,050.00 STEM Grant - \$19,999.99 WCU Grant - \$4,000.00 Bocce Coaches Grant - \$2,000.00 Improving Elementary Student and Staff Safety- \$45,000.00</i>	4

Equity - The Board will support programs that promote and ensure equity for all students.

GOALS		ASSESSMENT	PROGRESS	Comp Plan Goal
1.	The Board will monitor the Beyond Diversity (BD) training programs in the district.	Staff satisfaction rates for Beyond Diversity training will be 85% or higher.	<p><i>98% of BD participants Strongly Agree/Agree for satisfaction rate.</i></p> <p><i>100% of DELT participants Strongly Agree/Agree for satisfaction rate.</i></p> <p><i>98% of District E-Team participants Strongly Agree/Agree for satisfaction rate.</i></p> <p><i>99% of Tyrone Howard participants (elementary) Strongly Agree/Agree for satisfaction rate.</i></p> <p><i>95% of Tyrone Howard participants (secondary) Strongly Agree/Agree for satisfaction rate.</i></p>	1,2
2.	The Board will support an external evaluation of the district's work with equity to identify strengths and areas to consider in the future.	An Excellence Through Equity Quality Program Review will be conducted by Delaware Valley Consortium for Excellence and Equity (DVCEE).	<i>The board approved an Equity Review that was conducted in January 2020 by members of the Delaware Valley Consortium for Equity and Excellence.</i>	1,2

Comprehensive Plan Goals

- Goal One: Access to District Programming
- Goal Two: Innovative Teaching and Learning
- Goal Three: Secondary Master Scheduling
- Goal Four: Fiscal and Capital Planning