

---

# WILLIAM PENN SCHOOL DISTRICT

---

SIX BOROUGHES • TEN SCHOOLS • ONE DISTRICT WORKING TOGETHER

*Innovation. Opportunity. Success.*



*Our Strategic Plan: Focus Forward 2025*



**WILLIAM PENN SCHOOL DISTRICT**

Located in southeastern Delaware County, the William Penn School District (WPSD) serves approximately 5,000 students who reside in Aldan, Colwyn, Darby, East Lansdowne, Lansdowne, and Yeadon Boroughs.

**Six Boroughs**

**Ten Schools**

**One District Working Together**

*Innovation. Opportunity. Success.*

**William Penn School District**

Administration Building  
 100 Green Avenue  
 Lansdowne, PA 19050  
 610-284-8000  
 WilliamPennSD.org

**Table of Contents**

Letter from the Board of Directors .....1

Mission and Vision.....2

Core Values .....3

Message from the Superintendent ..... 4-5

Focus Forward: Listen, Learn and Lead.....6

Theory of Action.....7

Focus Forward: Academic Measures ..... 8-9

Continuous Improvement:  
 Our Monitoring and Evaluation Process .....10

Strategy: Our Three Primary Focus Forward Areas ..... 11

Our Focus Forward Components ..... 12-17

Acknowledgements ..... 18-19

Glossary of Terms.....20

References .....21

# William Penn School District Board of Directors

## To Members of the William Penn School District Community:

The William Penn School District Board of Directors applauds the administration's decision to engage all of our stakeholders in the development of Our Strategic Plan: Focus Forward 2025. The goal of the board is to provide the best opportunities for all students to succeed by adopting policies that ensure continual improvement for student achievement, safe learning environments, and effective, efficient operations. Focus Forward is just one example of the many ways the board promotes working together — with input from all stakeholders — to support the community we serve.

As we embark upon this journey, we will explore new territory, develop new partnerships, enhance existing partnerships, and strengthen our relationships with families. By collectively working to implement the action strategies set forth in this strategic plan, we will be able to achieve our stated goals. While financial concerns are ever present, making decisions through the lens of this strategic plan is essential to our success. The policies we establish will support the administration's focus to move the William Penn School District forward. Every student, family, and member of our school community is deserving of this work and the outcomes it will yield.

Nothing is impossible, and as a board, we stand in full solidarity in support of Our Strategic Plan: Focus Forward 2025. We look forward to what the future holds and expect nothing but the BEST for our students.

— The William Penn School District Board of Directors

## Board of Directors

Jennifer Hoff *President*  
Region 7 – Lansdowne

Joana Hopkins *Vice-President*  
Region 3 – Darby

Monique Boykins  
Region 2 – Colwyn

William Callahan  
Region 5 – East Lansdowne

Valerie Cook-Henry  
Region 9 – Yeadon

Wadiya Ivery  
Region 1 – Aldan

Louella Richardson  
Region 4 – Darby

Jan Tong  
Region 6 – Lansdowne

Robert E. Wright, Sr.  
Region 8 – Yeadon



# Mission and Vision



## Mission

The William Penn School District will:

- Support all staff in providing rigorous, data-driven, student centered, differentiated instruction aligned with the academic standards of the Commonwealth of Pennsylvania.
- Ensure all staff, in partnership with their communities, will create a positive, nurturing, and supportive school climate that encourages all students to discover and pursue their passion for learning.
- Secure and retain dedicated professionals committed to the academic success of all students.

## Vision

The William Penn School District will nurture and empower all students to become career and/or college ready.

“

*During the strategic planning process, many stakeholders participated in sessions that deeply discussed ideas of advancing the William Penn School District. These concepts will help drive the success of the students, teachers, administrators and the community. Under Dr. Becoats' leadership, we have seen the strength of partnerships and collaboration in the School District.*

*– Trish McFarland, President,  
Delaware County Chamber of Commerce*

# Core Values

“*Being a product of the William Penn School District, it is an honor, a blessing and a pleasure to be a part of the Strategic Planning Task Force. My college Track and Field coach, Coach Cyrus D. Jones would always say; “Look Good, Feel Good, Perform Good!!!” My hope is that when this plan is put into action and comes to pass, our students will embody and live out this saying to the fullest.*

*– Leon Howard, Yeadon Education Athletic Association,  
Penn Wood High School Alum-Class of 1990*

## Core Values

The William Penn School District believes:

- Every individual has worth
- Every individual can learn
- Education is a right as well as a privilege
- Students, parents, and community working in partnership promote lifelong learning
- Every individual in the learning community is entitled to a safe and healthy environment
- Every individual is entitled access to opportunities that develop one’s potential
- Our community’s diversity is a strength
- Knowledge is the result of active and purposeful learning
- Students have a responsibility for their learning
- Teachers have a responsibility for their students’ learning
- The community has a responsibility for educating its youth



# A Message From the Superintendent



Dr. Eric J. Becoats

The William Penn School District's Strategic Plan: Focus Forward 2025 has been developed with the input of students, parents, teachers, administrators, and elected officials. I thank each of you for your support, time and attention to this important endeavor. Focus Forward 2025 will guide our actions to improve outcomes for the students we serve. The Plan will not be a document on the shelf — it will be a living tool that will be used consistently to remind us of and lead us to our final objective — student success. The Plan is organized around three essential priorities — ***Academic Excellence, Cohesiveness, and Efficiency, Effectiveness and Equity***. One priority does not take precedence over another; instead, they work in conjunction with each other. Each priority contains ***SMART*** (Specific, Measurable, Attainable, Realistic and Time-bound) goals that were formed to address areas identified as in need of improvement. Under each goal are action strategies designed to accomplish those goals by the stated date.

The completion dates for each goal are targeted to the last month of each quarter based upon the school fiscal calendar (September, December, March and June). A continuous monitoring plan will be developed to support the ongoing assessment of our progress to make sure the strategies are implemented in a timely manner and are effective. Each goal will be assigned to a cabinet member who will have the primary responsibility of ensuring its successful completion. In some instances, work has already begun on the implementation of critical action strategies; however, our finalized operational framework will be shared publicly by July 1, 2021.

In order for this Plan to become a reality in 2025, we all must support the Theory of Action. This action simply states that we must: invest, align, expand, and engage to see the benefits of our labor. We must also reenvision and restructure our organization. This will allow us to better utilize our resources and personnel to achieve the goals as outlined.

I'm sure you can imagine there may be external forces that could impact our ability to achieve every one of our goals. Unforeseen obstacles, barriers, and circumstances arise; for instance, we may encounter societal issues and challenges that may force our attention to an area or problem that was not a consideration at the time of the Plan's creation. However, we

“

*Strategy is not a starting point, it's a process and a collaborative one at that. It is not written in stone, nor is it ever truly complete. It evolves over time, becomes stronger as it adapts to new challenges even as it remains true to its core principles. Good strategy is never being, it is always becoming.*

*(Billingham, 2021)*



are committed to communicating with stakeholders to ensure information about any delay or change in the goals and/or action strategies established in the Plan are made known. To that end, our plan is contingent upon all of us working collaboratively to benefit our students. At the very least, the time and energy we spent together establishing the strategic plan will be required to ensure its effective implementation.

I am excited about the future – let’s make Focus Forward 2025 a reality for every child we serve!

Dr. Eric J. Becoats

“ *In some ways, up until now, we have managed to get community engagement exactly backwards. We decide then we engage. We decide and then we defend. We tell and then we sell. We decide what the community wants for its children then we sell them the solutions. True community engagement is just the opposite. We engage the community in answering the question at hand and then, we, as part of the community, decide. That shift in language and in actions makes all the difference.* ”

(Billingham, 2021)

NOTE: Words appearing in grey italic and underlined are defined on the glossary on page 20.

## Focus Forward: Listen, Learn and Lead

The William Penn School District Board of Directors' unanimously voted to appoint Dr. Eric J. Becoats as Superintendent of Schools in February 2020. During a transition period that began in May 2020, Superintendent Becoats initiated his *Listen, Learn and Lead* plan. The purpose of the plan was to reach out to stakeholders to learn about the District, to honor the past, and to develop a course for the future.

During this time, Superintendent Becoats engaged with the community to discover more about the District. Over the course of seven months, Superintendent Becoats met with more than 500 District stakeholders, ranging from state and local elected officials to teachers, students, administrators, parents, library officials, law enforcement,

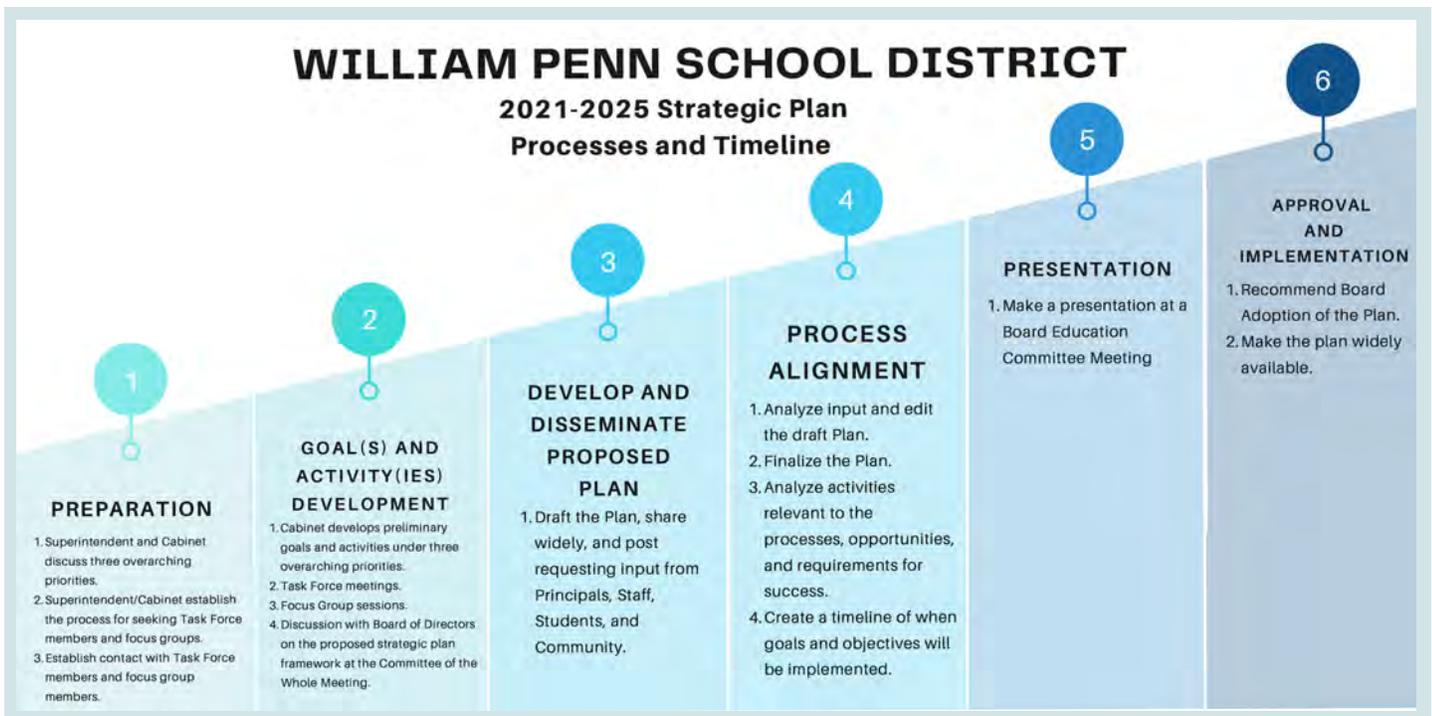
service agencies, and leaders of community organizations.

Superintendent Becoats' role during these sessions was not only to introduce himself to the community, but also to find out first-hand what stakeholders consider to be the District's greatest assets and its challenges. He sought to build upon existing relationships, create new ones, and even start to mend some that may have been fractured. This was an opportunity for a new beginning between individuals and groups who have a vested interest in the District's well-being and success.

The conversations and gatherings held during the course of the entry plan process provided Superintendent Becoats with insight into the thoughts, concerns, and beliefs stakeholders held

about the District. The information gained from these "face-to-face" interactions, combined with data previously collected through surveys and focus groups prior to Superintendent Becoats' arrival, confirmed the three priority areas for the strategic plan – *Academic Excellence, Cohesiveness, and Efficiency, Effectiveness and Equity*.

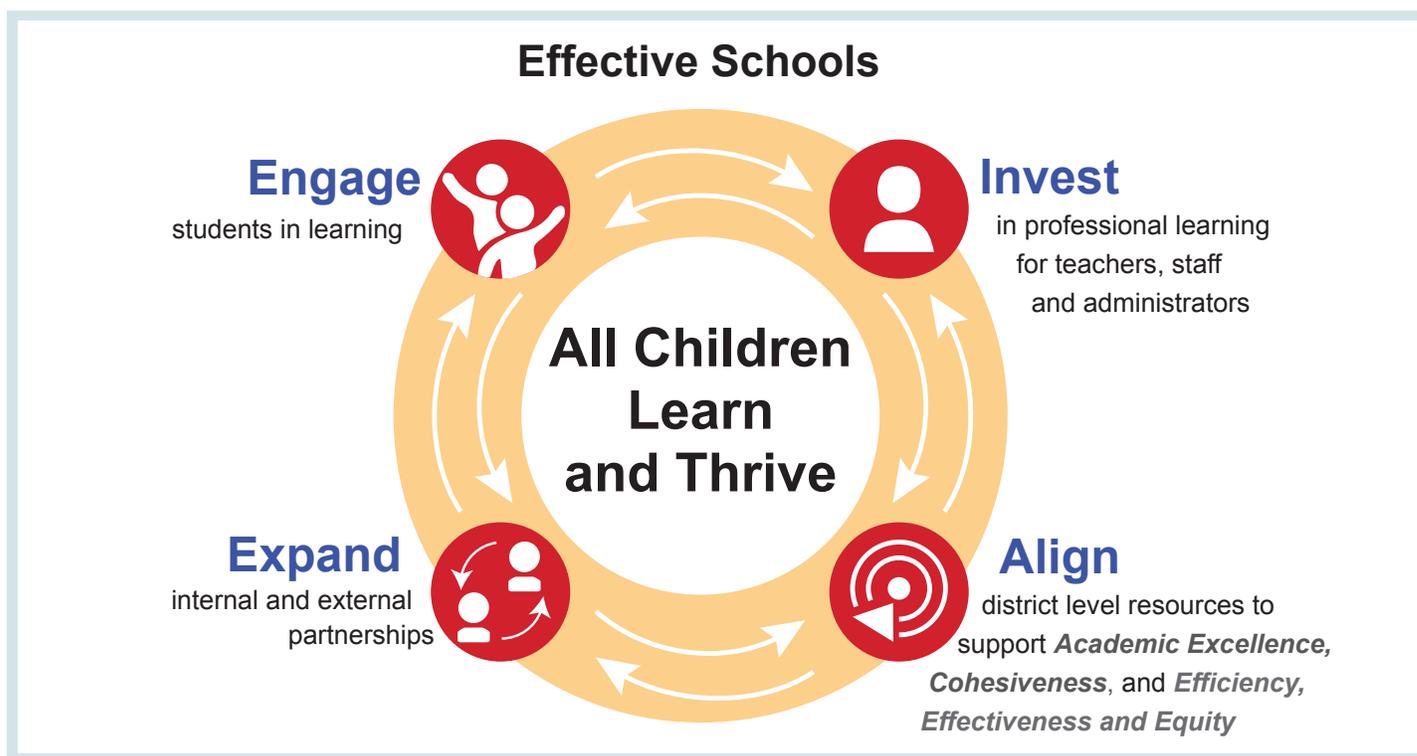
These priority areas have guided the development of this strategic plan. We continue to focus forward in this journey of all stakeholders working together to increase student achievement, build and maintain a healthy culture and climate, and ensure equity and efficiency of financial resources. The chart below provides an overview of the process and timeline for the development of this Strategic Plan.



## Theory of Action

A theory of action is a connected set of propositions, a logical chain of reasoning that explains how change will lead to improved practices. It “connects the dots” explaining in a straightforward way which features are expected to produce results that lead to the final desired outcome (Haertel, National Academy of Science, 2009).

The William Penn School District is committed to the goals and action strategies as outlined in this plan. The District will monitor the implementation of these improvement efforts to ensure goals are realized in 2025. Our theory of action is as follows:



If the William Penn School District

- engages our students in meaningful learning;
- invests in professional learning for teachers, staff and administrators;
- expands internal and external partnerships;
- and aligns district level resources to support *Academic Excellence, Cohesiveness, and Efficiency, Effectiveness and Equity,*

then students will achieve and be successful at higher levels as evidenced through

- annual surveys that measure satisfaction;
- school-based assessments;
- required state testing;
- participation in extracurricular activities;
- and post-secondary plans.

“*Teamwork makes the dream work. Remember to always keep your eyes on the prize.*

– Malik S. Mshinda, Parent

# Academic Measures

## Focus Forward: Academic Measures

One of the common items that was shared across all segments of the community was to improve academic outcomes for our students. As a result, the District reviewed our students' most recent academic data (2018-2019). The data review revealed that progress has been made to increase student growth; however, there is a need to increase the number of students who are considered proficient as measured by the Pennsylvania System of School Assessment (*PSSA*) and *Keystone* Exams. The Academic Measures Chart was developed to illustrate the District's 2025 goals by grade and content area. We realize that a student's success is measured by much more than a test score; however, this is the measure used by the state to evaluate the District and, thus, academic measures are used in this plan as a minimum target.

Academic measures are growth targets that we have developed by using PSSA baseline data from the 2018-2019 school year as well as guidance from the Pennsylvania Department of Education to help anticipate and project student growth. This guidance helped us determine how our students could perform in 2025 when rigorous teaching and appropriate interventions occur. The measures are meant to be ambitious yet attainable.

Note that we have also included targets for measures that the State does not include in its assessment system. We believe that these additional measures are as important as academic measures. Including the State's academic measures in addition to the District's measures will ensure we remain true to achieving our vision and mission.

## Academic Measures Chart

### Early Literacy and Reading Skill Development

Indicators	2018-19	2024-25
Kindergarten students at benchmark on end of year <i>DIBELS</i> NEXT Reading assessment.	N/A*	100%

### Math Development

Indicators	2018-19	2024-25
Kindergarten students at benchmark on end of year Math Screener and Diagnostic Mathematics Assessment ( <i>MDSA</i> ).	N/A	100%

### Students on Track for Success

Indicators	2018-19	2024-25
3rd graders proficient or advanced on the English Language Arts PSSA Exam	36%	66%
3rd graders proficient or advanced on the Mathematics PSSA Exam	22%	52%
4th graders proficient or advanced on the English Language Arts PSSA Exam	39%	69%
4th graders proficient or advanced on the Mathematics PSSA Exam	8%	38%
5th graders proficient or advanced on the English Language Arts PSSA Exam	35%	65%
5th graders proficient or advanced on the Mathematics PSSA Exam	9%	39%
7th graders proficient or advanced on the English Language Arts PSSA Exam	26%	56%
7th graders proficient or advanced on the Mathematics PSSA Exam	8%	38%

## 6th Graders Academic Readiness for Middle School

Indicators	2018-19	2024-25
6th graders proficient or advanced on the English Language Arts PSSA Exam	40%	70%
6th grade Special Education students proficient or advanced on the English Language Arts PSSA Exam	13%	43%
6th grade ELL students proficient or advanced on the English Language Arts PSSA Exam	11%	41%
6th graders proficient or advanced on the Mathematics PSSA Exam	12%	42%
6th grade Special Education students proficient or advanced on the Mathematics PSSA Exam	3%	33%
6th grade ELL students proficient or advanced on the Mathematics PSSA Exam	0%	30%

## 8th Graders Academic Readiness for High School

Indicators	2018-19	2024-25
8th graders proficient or advanced on the English Language Arts PSSA Exam	31%	61%
8th grade Special Education students proficient or advanced on the English Language Arts PSSA Exam	9%	39%
8th grade ELL students proficient or advanced on the English Language Arts PSSA Exam	0%	30%
8th graders proficient or advanced on the Mathematics PSSA Exam	6%	36%
8th grade Special Education students proficient or advanced on the Mathematics PSSA Exam	0%	30%
8th grade ELL students proficient or advanced on the Mathematics PSSA Exam	0%	30%
8th graders proficient or advanced on the Science PSSA Exam	25%	55%
8th grade Special Education students proficient or advanced on the Science PSSA Exam	1%	31%
8th grade ELL students proficient or advanced on the Mathematics PSSA Exam	4%	34%

## High School Students on Track for Graduation

Indicators	2018-19	2024-25
Students proficient or advanced on the Literature Keystone Exam	39%	69%
Students proficient or advanced on the Algebra I Keystone Exam	40%	70%
Students proficient or advanced on the Biology Keystone Exam	27%	57%

## Graduating High School Students

Indicators	2018-19	2024-25
Students graduating in four years	75%	90%
Special Education students graduating in four years	59%	79%
ELL students graduating in four years	75%	90%
Students graduating in five years	78%	93%
Special Education students graduating in five years	63%	78%
ELL students graduating in five years	IS	100%

NOTE: 1st and 2nd grades are not tested grade levels.

NA – There is no current baseline for kindergarten students.

Blue represents state assessments. Red represents district assessments.

IS means there is an insufficient sample.

ELL indicates an English Language Learner.

Words appearing in grey italics and underlined are defined in the glossary on page 20.

# Continuous Improvement

## Our Monitoring and Evaluation Process

Developing a strategic plan is beneficial to any organization; implementing the plan is more complex. In the William Penn School District, we will not shy away from what is complex. Therefore, we will have a continuous monitoring cycle that is used to track our progress. The *Listen, Plan, Act, Reflect* cycle is what we will use in the District. As indicated in the graphic, specific actions will take place within each of the four segments — each segment of the cycle will entail specific outcomes that will be achieved throughout the implementation process.

We will backwards plan each goal and its associated completion date as outlined in the plan. Backwards planning will allow us to identify specific actions to take on a daily basis. The cabinet member responsible for the successful implementation and completion of the goal will provide monthly updates to the cabinet\*. Updates will include information from the Goal Action Strategy Team as they work collaboratively to meet goals.

This process will continue throughout the implementation of the strategic plan. We will publicly share updates during scheduled Education Committee Meetings beginning in January 2022.

\* Cabinet members' names can be found on page 19.

“*Strategic planning is most effective when you step outside your comfort zone and find the courage to try something new.*”

– Dr. Harry J. Costigan, Chief of Staff and Vice President for Strategic Planning, Delaware County Community College

### William Penn School District Continuous Improvement Cycle





## Our Three Primary Focus Forward Areas—Priorities

To set the direction of the future of the William Penn School District, three essential priorities will guide our work.

### Priority 1 Academic Excellence

Continuously review and examine the District's academic programming to include processes, programs, protocols, and structures that promote academic growth for all students.

### Priority 2 Cohesiveness

Partner with families, communities, and external organizations to foster shared ownership of schools and collectively create opportunities for student success.

### Priority 3 Efficiency, Effectiveness, and Equity

Demonstrate financial accountability and resourcefulness with an ethic of care for students, staff and community.

# Our Focus Forward Components



## Academic Excellence

Continuously review and examine the District's academic programming to include processes, programs, protocols, and structures that promote academic growth for all students.

*“As Dr. Becoats shared with me, the 3 As, (Academics, Athletics and the Arts), an adage that I have continued to believe in and share with athletes and former players of my own, will be the norm in our school district.*

*– Leon Howard, President,  
Yeadon Education  
Athletic Association,  
Penn Wood High School  
Alum-Class of 1990*

### Overarching Goal 1

**WPSD will implement a Driven by Data methodology in all schools to support student learning in the areas of English Language Arts, Mathematics, Science, Social Studies, and elective course offerings by September 2022.**

**Action Strategy:** The district will use a driven by data approach to implement a standardized methodology for analyzing student work in support of academic achievement for all.

### Overarching Goal 2

**WPSD will provide innovative approaches to learning through the expansion of Science, Technology, Engineering, Arts and Mathematics (STEAM) offerings in every school within the district by March 2025.**

**Action Strategy:** The district will serve as a model for *interdisciplinary* academic collaboration with the development and implementation of a K-12 STEAM Initiative.

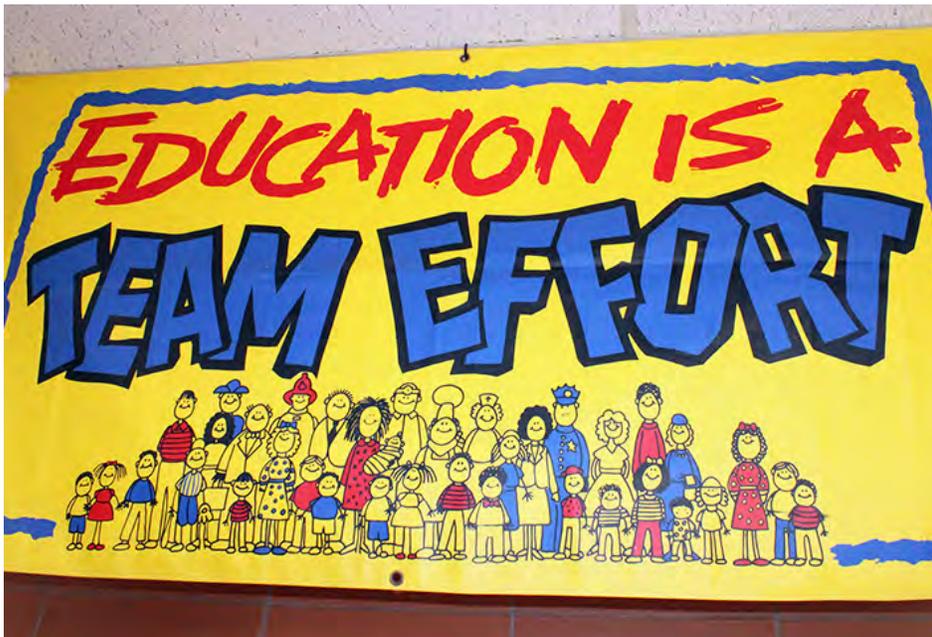
### Overarching Goal 3

WPSD will realize a 30 percentage point increase in the number of students who are proficient on the PSSA and Keystone Exams by March 2025. Annual Baseline developed based upon 2018-19 data.

**Action Strategy 1:** The district will create and implement a comprehensive system of instructional planning to optimize student performance and use feedback cycles to improve instruction.

**Action Strategy 2:** The district will establish a comprehensive assessment system based on multiple measures that will closely monitor each student's progress toward academic *proficiency*.

**Action Strategy 3:** The district will create a Multi-Tiered System of Supports (*MTSS*) framework that monitors, intervenes, and supports the elimination of barriers to student achievement.



*“A strategic plan is a roadmap to the future, but you have to be willing to walk on the path to find out what lies ahead.”*

*– Dr. Harry J. Costigan,  
Chief of Staff and Vice President for Strategic Planning,  
Delaware County Community College*





## Cohesiveness

Partner with families, communities, and public organizations to foster shared ownership of schools and collectively create opportunities for student success.

*“The Delaware County Chamber of Commerce is honored to be an integral part of the William Penn School District’s strategic planning process. Through thoughtful conversation and strong partnerships, tremendous opportunities for students will be created.”*

*– Trish McFarland,  
President,  
Delaware County Chamber of Commerce*

### Overarching Goal 1

**WPSD will explore and expand non-traditional opportunities for students to accelerate learning through external partnerships that foster resilience, excellence, and community by September 2023.**

**Action Strategy 1:** The district will conduct a program evaluation of the current personalized learning model and develop a framework that will support post-secondary education, dual enrollment, credit recovery, summer opportunities, and twilight programs.

**Action Strategy 2:** The district will develop an annual summer school academy experience for all students that will support achievement in academics, arts, and athletics.

**Action Strategy 3:** The district will enhance its current partnership with the Delaware County Community College and other local universities, and form at least two partnerships with area organizations and businesses to support pathways to postsecondary academic/ career opportunities for students and staff.

**Action Strategy 4:** The district will pursue grant opportunities to finance innovative initiatives and create sustainable options for educational programs.

**Action Strategy 5:** The district will create and find affinity group mentoring programs in support of students’ social and emotional well-being.

## Overarching Goal 2

**WPSD will review and enhance all external communication efforts to support community partnerships (business, alumni, etc.) by December 2022.**

*Action Strategy 1:* The district will sponsor a bi-annual Showcase of Schools that will highlight and honor student and community accomplishments.

*Action Strategy 2:* The district will implement and develop a consistent marketing and communication strategy to support unity of vision, mission, and goals.

## Overarching Goal 3

**WPSD will enhance internal communication efforts within and between schools and staff by September 2022.**

*Action Strategy 1:* The district will review its current use of communication processes and identify tools that will be used to ensure that all stakeholders are proactively informed.

*Action Strategy 2:* The district will develop a “Transition To Success” initiative that will support stakeholders as students move between elementary, middle, and high school.

## Overarching Goal 4

**WPSD will enhance and strengthen family engagement across all grade levels and communities by September 2024.**

*Action Strategy 1:* The district will develop an inclusive model for family involvement, including Home and School, to support the ongoing growth of families.

*Action Strategy 2:* The district will establish a Family Advisory Council to strengthen engagement and communication.

## Overarching Goal 5

**WPSD will annually assess the district’s responsiveness and efficacy around school culture, student engagement, family engagement, and community involvement beginning September 2022.**

*Action Strategy:* The district will develop a survey to assess its responsiveness and efficacy in order to improve school culture, student engagement, family engagement, and community involvement.



## Efficiency, Effectiveness, and Equity

Demonstrate financial accountability and resourcefulness with an ethic of care for students, staff and community.

“*Superintendent Becoats has brought a renewed enthusiasm that was much needed in the William Penn School District. His determination and dedication will help to ensure all students have the opportunity to succeed at all levels.*

*- Trish McFarland, President,  
Delaware County Chamber of Commerce*

### Overarching Goal 1

WPSD will develop a recruitment, retention, and compensation initiative to attract and retain high quality diverse staff by September 2022.

**Action Strategy 1:** The district will develop and implement the *Personalized Professional Learning Pathway* for teachers, principals, and support staff to grow professionally within the field of education.

**Action Strategy 2:** The district will partner with businesses, colleges, and universities to retain and recruit highly qualified candidates.

**Action Strategy 3:** The district will create an anonymous employee culture and engagement survey to administer annually.

## Overarching Goal 2

**WPSD will develop and implement an effective business model that promotes fiscal responsibility, the strategic use of technology, and effectively use of school buildings by June 2023.**

**Action Strategy 1:** The district will develop a multi-year plan projecting revenues and expenditures to illustrate what services can be purchased and sustained given economic conditions.

**Action Strategy 2:** The district will develop a *Facilities Master Plan* to determine the long-term utilization and maintenance of its real property assets.

**Action Strategy 3:** The district will review and audit its current technology infrastructure in order to provide innovative support to schools, staff and the community.

## Overarching Goal 3

**WPSD will research and develop an equity model for allocating resources and providing support services to schools by September 2022.**

**Action Strategy:** The district will analyze spending per student by building and classification to establish an equitable structure to effectively allocate resources.

## Overarching Goal 4

**WPSD will review K-12 programmatic offerings, grading procedures, standards-based reporting and graduation requirements to ensure equity among all students by September 2023.**

**Action Strategy:** The district will review and modify grading procedures, programmatic offerings, and the high school course selection guide in order to ensure its alignment with postsecondary education standards.



# Acknowledgements



*Thanks to the staff for accepting my input as an outsider peeking in. They [William Penn educators] are excellent in upholding the spirit of success for the students they serve. Their students, extensions of family, your educators, have engraved the example to return home, give back, and continuously seed the next generation for sustainability of community legacy!*

*– Bonnee Breese Bentum, Education Chair,  
Delaware County Black Caucus*

Special thanks to the William Penn School District Board of Directors for their support, careful consideration and approval of Our Strategic Plan: Focus Forward 2025.

## **School Board Directors**

**Jennifer Hoff** *President*  
Region 7 – Lansdowne

**Joana Hopkins** *Vice-President*  
Region 3 – Darby

**Monique Boykins**  
Region 2 – Colwyn

**William Callahan**  
Region 5 – East Lansdowne

**Valerie Cook-Henry**  
Region 9 – Yeadon

**Wadiya Ivery**  
Region 1 – Aldan

**Louella Richardson**  
Region 4 – Darby

**Jan Tong**  
Region 6 – Lansdowne

**Robert E. Wright, Sr.**  
Region 8 – Yeadon





We also thank all who have contributed to the development of Our Strategic Plan: Focus Forward 2025. Parents, teachers, students, staff, local officials, and other stakeholders provided their input in the development of our plan, as we continue the work that will lead to the District's success.

### **Community Contributors**

**Bonnee Breese Bentum**, Education Chair, Delaware County Black Caucus

**Dr. Harry Costigan**, Chief of Staff and Vice President for Strategic Planning, Delaware County Community College

**Leon Howard**, President, Yeadon Education Athletic Association, Penn Wood High School Alum-Class of 1990

**Trish McFarland**, President, Delaware County Chamber of Commerce

### **Superintendent and Cabinet**

**Dr. Eric J. Becoats**, Superintendent

**Pamela A. Bookman**, Public Relations Coordinator

**Sia Brown**, Executive Assistant to the Superintendent

**A. Jeffrey Cuff**, Business Administrator

**Warren Danenza**, Supervisor of Innovation, Personalized Learning, and the Cyber Academy

**Geana Germana**, Special Education Lead

**Timothy McKay**, Director of Curriculum/ Instructional Technology

**Danielle Seward**, Director of Student Services

### **Strategic Planning Task Force**

**Shawn Anthony**, Elementary Teacher

**Troy Brooks**, Secondary Teacher

**Randolph Carpenter**, Secondary Teacher

**Ashley Dawson**, Parent, Alum-Class of 2002

**Joseph Denelsbeck**, Principal

**Katherine Eichman**, Secondary Special Education Teacher

**Amy Hostetter**, Elementary Gifted Support Teacher

**Demetria Hurnton**, Parent

**Brittany Lawrence**, Elementary Teacher

**Dr. H. Judy Lee**, Principal

**Afia Lewis**, Elementary Teacher, Alum-Class of 1997

**Nicole Miller**, Elementary Teacher, Alum-Class of 1997

**Malik Mshinda**, Parent

**Javon Oates**, Principal

**Kevin Reilly**, Elementary Teacher

**Anthony Santoro**, Elementary Teacher

# Glossary of Terms

*Academic Excellence*: Academic excellence is a concept that supports the successful development of young people in our schools. Adult actions in WPSD must support the notion that all students who do well in school (academics, arts and athletics) are better able to make the transition into adulthood and achieve occupational and economic success.

*Backwards Planning*: The process by which the district ensures goals are achieved within a desired timeframe. WPSD will operate in the following manner: (1) Identify the desired results; (2) Identify evidence of learning/progress; and (3) Design the implementation plan.

*DIBELS*: The Dynamic Indicators of Basic Early Literacy Skills® (DIBELS) are a set of procedures and measures for assessing early literacy skills. They are short fluency tests used to regularly monitor the development of early literacy and reading skills.

*Facilities Master Plan*: A document that describes how our facilities will be utilized in accordance with the organization's strategic plan.

*Goal Action Strategy Team*: This is a collaborative group composed of district staff and community members responsible for ensuring that goals are met.

*Interdisciplinary*: A process that involves the combination of two or more academic disciplines into one activity. Relating to more than one content area (English Language Arts, Mathematics, Science, History, Art, Music, etc.)

*Keystone*: The Keystone Exams are end-of-course assessments designed to assess proficiency in the subject areas of Algebra I, Algebra II, Geometry, Literature, English Composition, Biology, Chemistry, U.S. History, World History, and Civics and Government.

*MTSS*: A Multi-Tiered System of Supports is a systemic, continuous improvement framework in which data-based problem solving and decision-making are practiced across all levels of the educational system for supporting students.

*MDSA*: The Math Screener and Diagnostic Mathematics Assessment is a test for grades K-8 used to diagnose and assess student needs.

*Personalized Professional Learning Pathway*: A forward-thinking process that is thoughtfully and intentionally designed to inspire the learner, encourage effective instructional practice, and support fluency with strategies for learner and staff success.

*Post-Secondary Opportunities*: Ways in which schools enable students to participate in coursework and other experiences that enhance their likelihood for success after high school.

*Proficiency*: This level represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

*PSSA*: The Pennsylvania System of School Assessment (PSSA) is a standardized test administered in public schools in the state of Pennsylvania. Students in grades 3-8 are assessed in English language arts skills and mathematics. Assessment Anchors specify what is considered eligible content for each grade level tested.

*SMART Goal*: SMART is an acronym that stands for Specific, Measurable, Achievable, Relevant and Time-bound. Each element of the SMART framework works together to create a goal that is carefully planned, clear, trackable, and high-impact.

# References



Baltimore City Public Schools. (2015). Excellence and Equity: Five-Year Strategic Plan 2016-2020. [https://www.baltimorecityschools.org/sites/default/files/inline-files/BoardOfCommissioners-2015StrategicPlan\\_Final.pdf](https://www.baltimorecityschools.org/sites/default/files/inline-files/BoardOfCommissioners-2015StrategicPlan_Final.pdf)

Billingham, J. (2021). Strategic planning in education - 3 keys to success. Thoughtexchange. <https://www.thoughtexchange.com/blog/strategic-planning-in-education-3-keys-to-success/>

Durham Public Schools. (2011). Strategic Plan: One Vision. One Durham.

ECRA Group. (2015). Creating the future: Strategic planning for schools [White paper]. [https://ecragroup.com/wp-content/uploads/dlm\\_uploads/2016/07/Strategic-Planning-White-Paper.pdf](https://ecragroup.com/wp-content/uploads/dlm_uploads/2016/07/Strategic-Planning-White-Paper.pdf)

Floyd, D.G. (2020, February 12). Importance of strategic planning in education-based athletics. National Federation of State High School Associations. <https://www.nfhs.org/articles/importance-of-strategic-planning-in-education-based-athletics/>

Guilford County Schools. (2020). Ignite learning: Strategic plan 2018-2022. <https://www.gcsnc.com/domain/239>

Kent School District. (2016). Blueprint: Leaning forward together 2016-2021. <https://www.kent.k12.wa.us/cms/lib/WA49000006/Centricity/Domain/1180/KSDBlueprint2016-2021.pdf>

Omaha Public Schools. (n.d.) Strategic plan of action 2020-2025. [https://district.ops.org/Portals/0/PUBLIC\\_INFORMATION/DC2020/Omaha%20Public%20Schools%202020-2025%20Strategic%20Plan%20of%20Action.pdf?ver=2020-02-06-100605-113](https://district.ops.org/Portals/0/PUBLIC_INFORMATION/DC2020/Omaha%20Public%20Schools%202020-2025%20Strategic%20Plan%20of%20Action.pdf?ver=2020-02-06-100605-113)

Pinellas County Schools. (2020). District Strategic Plan 2020-21. <https://www.pcsb.org/Page/1648>

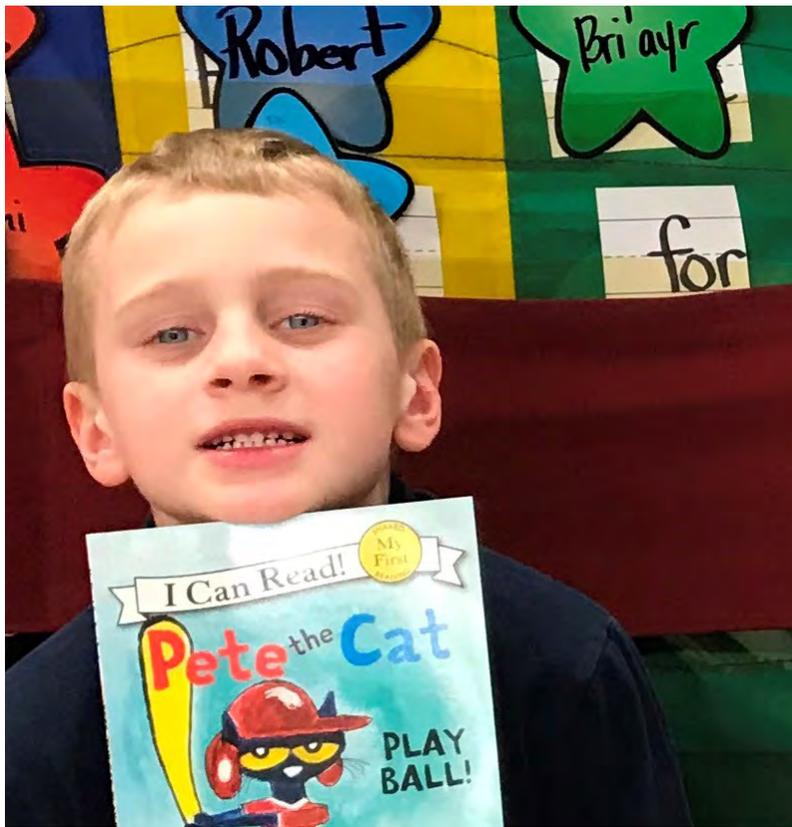
Reeves, D.B. (2007, December/2008, January). Leading to change/Making strategic planning work. Educational Leadership. <http://www.ascd.org/publications/educational-leadership/dec07/vol65/num04/Making-Strategic-Planning-Work.aspx>

Riverview School District. (2019). Strategic plan 2015-2020: Year five of the five-year plan 2019-2020.

Theory of Action. (n.d.) Education Development Center. Retrieved March 11, 2021 from <https://first10.org/theory-of-action/>

“*This strategic planning process has been a lot of work. Good work. It’s shown me that improvement only happens when we take the time to listen, understand and respect everyone’s point of view. The district’s willingness to be transparent and vulnerable during these planning stages will allow our community to move forward together. I am so proud to be part of this process.*”

– Ashley Dawson, Parent,  
Penn Wood High School Alum-Class of 2002



# WILLIAM PENN SCHOOL DISTRICT

SIX BOROUGHES • TEN SCHOOLS • ONE DISTRICT WORKING TOGETHER

*Innovation. Opportunity. Success.*

**William Penn School District**

100 Green Avenue, Lansdowne, PA 19050

610-284-8000 • [WilliamPennSD.org](http://WilliamPennSD.org)