



Tredyffrin/Easttown School District

PA Comprehensive Plan | 2022 - 2025

Steering Committee

Name	Position/Role	Building/Group
Anthony DiLella	Administrator	TEAO
Shannon Downing	Administrator	TEAO
Rich Gusick	Administrator	TEAO
Amy Meisinger	Administrator	TEAO
Kim Morris	Administrator	TEAO
Andy Phillips	Administrator	TEMS
Horace Rooney	Administrator	TEAO
Michele Staves	Administrator	HES
Oscar Torres	Administrator	TEAO
Wendy Towle	Administrator	TEAO
Becky Wills	Administrator	VFES
Michele Burger	Board Member	Board Member
Roberta Hotinski	Board Member	Board Member
Noah Austin	Staff Member	CHS
Shawnette Brown	Staff Member	BES

Name	Position/Role	Building/Group
Marquis Weeks	Staff Member	VFMS
Kris Graham	Community Member	Community Member
Tory Stagnaro	Community Member	Community Member
Tori Hall	Staff Member	CHS
Alexandra Daly	Staff Member	NEES
Ryan Palmer	Staff Member	CHS
Travis Hartley	Staff Member	CHS
Kathy Steiner	Staff Member	VFES
Colleen O'Hara	Staff Member	VFMS
Lily-Marie Ukpere	Student	CHS
Nicole Tobin	Staff Member	TEMS
Karen Gately	Staff Member	CHS
Rongjun Yao	Community Member	Community Member
Julianne Kelly	Staff Member	HES

Name	Position/Role	Building/Group
Shannon DeGeorge	Staff Member	HES
Beth Adams	Staff Member	NEES
Liz Gallo	Staff Member	CHS
Liz DePascale	Staff Member	HES
Victoria Turner	Staff Member	TEMS
Liam Smith	Student	CHS
Lisa Lukens	Staff Member	TEAO
Wendy DiRico	Staff Member	CHS
Mary Simon	Community Member	Community Member
Dan McDermott	Staff Member	CHS
Will Mullin	Community Member	Community Member
Betsy Fadem	Community Member	Community Member
Seth Dixon	Staff Member	CHS
Stephanie Demming	Administrator	BES

LEA Profile

The Tredyffrin/Easttown School District serves the townships of Tredyffrin and Easttown, encompassing 38 square miles in eastern Chester County. The area primarily contains single-family homes and includes notable communities like Paoli, Devon, Berwyn, Daylesford, Chesterbrook, Strafford, and Wayne. More than 7,000 students attend T/E's eight schools: Conestoga High School, Tredyffrin/Easttown Middle School, Valley Forge Middle School, Beaumont, Devon, Hillside, New Eagle, and Valley Forge Elementary Schools.

The Tredyffrin/Easttown (T/E) School District and its 750+ staff members serve approximately 7,000 students in eight schools, supported by a central administration office, a maintenance/storage facility, and a network operations center.

As TESD becomes more diverse, the District strives to provide activities that include multiple perspectives, student voices, and culturally responsive experiences for all students to ensure that each has a sense of belonging. The Diversity Committee, formed in 1994, has monitored the change in student demographics throughout the years. TESD is home to students that report being American Indian/Alaskan Native, Asian, Black/African American, Multi-Racial, Pacific Islander/Native Hawaiian, White/Caucasian, and Hispanic. While the most significant number of students continues to be of the White/Caucasian race (59.53%), it has decreased from 80% over the last ten years. Students of Asian descent have doubled from 14% to 28.7% over the previous ten years. Another noteworthy change in the student population is the increase in Multi-Racial students from .93% to 5.57%.

The district maintains a budget that supports the T/E School District's solid educational program and services while complying with government mandates. Costs are driven upward by growing student enrollment, necessary special education services, and state-mandated contributions to the Public Employees' Retirement System (PERS). Enrollment projections indicate a total enrollment of approximately 6,986 in the 2021-22 school year, a 33.7% increase in enrollment since 1999. The District has commissioned additional enrollment projections reports to help with planning and space utilization. At Conestoga High School, student enrollment is projected to increase by approximately 176 students over the next six years. The District approved the Conestoga High School Expansion and Renovation project in 2019 to accommodate rising high school enrollment. The project was completed in 2021 and added classroom space, labs, an additional art room and kitchen, flexible space for meetings and group instruction, and expanded common areas throughout the school.

Elementary Schools: Beaumont, Devon, Hillside, New Eagle, and Valley Forge

Elementary School enrollment of almost 2,400 students in kindergarten through fourth grade is distributed among five schools. Each school strives to foster a warm, student-centered learning environment with recognition of unique talents, interests, differences, and learning experiences. Instructional programming meets the needs of all students by providing a rich curriculum with several support programs and enrichment opportunities.

All elementary schools engage in one or more programs to enhance the school climate by addressing social and interpersonal aspects of student behavior. The Olweus Bullying Prevention program helps children understand that bullying is intentional harm-doing repeated over time. PATHS is a science-based, social-emotional learning curriculum that promotes self-control, positive self-esteem, emotional awareness, and interpersonal problem-solving. Based on the understanding that internal language is the key to self-control, The Pro-Social Skills Program includes a five-step system that provides language to help children control impulses and make constructive choices. Every school plans collaboratively with its home and school association and staff to provide many school and community activities that enhance the educational program, such as cultural arts programs, fundraising opportunities, and many other in-school and after-school activities.

The goal of the TESD elementary schools is to educate and challenge each child through a program that:

- 1) Provides a firm foundation of basic skills, concepts, and experiences.
- 2) Stimulates intellectual curiosity.
- 3) Cultivates learning habits and perfects learning tools for independent, lifelong learning.
- 4) Addresses individual student strengths and needs.
- 5) Promotes healthy mental, physical, social, and emotional growth in a caring and nurturing learning community.

Middle Schools: Tredyffrin/Easttown and Valley Forge

With just over 2,000 students between the two middle schools, the schools provide a standard structure for students in the fifth through eighth grades.

TESD also provides a standard structure for both Tredyffrin/Easttown and Valley Forge Middle Schools. Consistencies in curriculum and instructional resources, educational goals, and initiatives provide an intentional horizontal alignment between both schools. For example, both middle schools share the same goal, which is “to educate and challenge students to fulfill their potential within a community where children are valued, empowering these emergent adolescents to discover and appreciate who they are, whom they have become, and what they can contribute to others.”

In addition to the continuation in and polishing of the basic skills of reading, writing, and computing, middle school students are encouraged to explore and expand interests in music, drama, sports, and art, find joy in the discovery of skills in a new language, take pride in creating in family and consumer sciences and technology education, become responsible citizens and treat others with respect, and to appreciate the uniqueness, characteristics, and personalities of others, and become increasingly independent, self-disciplined and appreciative of lifelong learning.

Conestoga High School:

With over 2300 students, Conestoga High School has been ranked among the best high schools nationally in numerous commercial publications, including Newsweek, The Washington Post, and Niche.com. Thirty Advanced Placement (AP) courses are offered, resulting in 900 Conestoga students demonstrating their knowledge on 1883 AP tests in May 2021, obtaining a mean score of 3.75 on 88% of exams taken. 62% of the most recent graduates, the Class of 2021, took at least one AP test during their high school careers, scoring a three or better. Seventy-seven students were named AP Scholars of Distinction with a mean score of 4.26. With a mean score of 3.6, 20 students placed as AP Scholars of Honor, and 33 students, with a mean score of 3.20, were recognized as AP Scholars.

With an annual graduation rate of 97% or greater, more than 75% of Conestoga graduates attend colleges listed in The Best 378 Colleges. The Class of 2021 boasted a total college attendance rate of 98%, with ACT and SAT scores exceeding State and National mean scores. Most recently, 39 Conestoga High School students in the Class of 2022 made the rank of National Merit Scholarship Semifinalists, the most extended list in Pennsylvania. Another 50 students were considered National Merit Commended Students, and five others were named National Hispanic Scholars.

Extra-curricular activities also bring accolades to Conestoga. The Pennsylvania Music Educators' Association recognized ten students in the Class of 2021 as All-Region Band, Orchestra, or Choir. During the four years of high school for the Class of 2021, sports teams brought home 29 Central League titles, five District One titles, and a Boys' Soccer State Title. Students also received recognition from the Pennsylvania School Press Association, Vex Robotics World Championships, Delaware Valley Science Fair, Pennsylvania's Math League Contest, and Chester County Art Association.

Mission and Vision

Mission

To empower students to pursue their individual and collective potential as global citizens by creating a safe and equitable community that fosters well-being, integrity, social responsibility, and a passion for learning.

Vision

The purpose of education in the District is to challenge and to assist each student to become a constructive member of our changing society. By providing experiences that develop intellectual excellence and promote a positive understanding of one's self, the school can effectively help each student to appreciate the contributions of our nation's heritage, the interdependence of individuals and the dignity of all. The focus of the educational program, therefore, is to help students to develop their maximum potential and to acquire skills in ways that stimulate curiosity and foster creativity. The vision for the District includes the responsibility, in conjunction with families and the community, to motivate and to assist each student:

- To acquire the knowledge, skills and experiences necessary to be productive in a global society
- To develop critical thinking skills
- To develop self-discipline
- To accept responsibility, acquire self-reliance and develop leadership skills
- To formulate social and ethical values consistent with living in a democratic society
- To appreciate the value of individual effort
- To learn to adapt to change
- To learn to collaborate with others
- To gain a fundamental knowledge that will serve as the basis for further development.

The goal of the District is to prepare students to be self-directed, creative life-long learners and responsible involved citizens.

Educational Value Statements

Students

Students will be active participants in classroom and schoolwide learning. There will be regular opportunities for students to collaborate with staff and administration to co-create experiences to support the mission and vision of the District.

Staff

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Administration

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Parents

Staff, students, administration and families will collaborate to design and implement opportunities leading to attainment of the District's mission and vision.

Community

On an on-going basis, the District will seek to partner with community members and resources to support attainment of the mission and vision.

Summary Of Strengths and Challenges

Strengths	Consideration In Plan
Statewide assessment measures for proficiency in all of our schools are well above the state average.	No
Percent of students with regular attendance in all of our schools are higher than the statewide average.	No
The percent career standards benchmark for our schools are all higher than the statewide average.	Yes
Graduation Rate is 97%	No
Strong counseling staff at every level	No
Robust career and college readiness curriculum	Yes
District has a well-constructed and well aligned standards-based curriculum K-12 to meet the needs of the students in the district	Yes
Our students continue to meet statewide Future Ready Index goals in ELA	No
Our students continue to meet statewide Future Ready Index goals in Math and Algebra.	No
Our students continue to meet statewide Future Ready Index goals in Science	No
English Learners have demonstrated progress as they acquire English Proficiency in Speaking, Listening, Reading, and Writing according to the 2021 WIDA ACCESS SCORES	No

Challenges	Consideration In Plan
Career Standards Benchmark: Continuing to ensure that all District students are college and career ready as determined by state standards.	Yes
Allocating time to continue to review, revise and implement curriculum on an ongoing basis	Yes
An increase in participation rate would impact our progress in meeting our mission, vision and Future Ready PA Index targets.	No

Other than English Learners receiving scores on the WIDA ACCESS State Proficiency Assessment, data by race is not available in English Language Arts due to Insufficient Testers in School Year 2020-2021.	No
TESD Students are well on their way to meeting Career Readiness Benchmarks, focusing on all schools reaching the statewide performance standard will meet this goal.	No

Analyzing Strengths and Challenges

Strengths
The percent career standards benchmark for our schools are all higher than the statewide average.
Robust career and college readiness curriculum
District has a well-constructed and well aligned standards-based curriculum K-12 to meet the needs of the students in the district

Challenges	Discussion Points	Priority For Planning	Priority Statement
Career Standards Benchmark: Continuing to ensure that all District students are college and career ready as determined by state standards.	The Career Standards Benchmark applies to three of our schools. Our two middle schools (grades 5-8) exceed the statewide average and the statewide performance standard for the Career Standards Benchmark with 100% and 99% completion rates. While our high school exceeded the statewide average with a 94.9% completion rate, it fell short of the statewide performance standard of 98%. Although all of our students exceed the statewide average, only two of our schools meet the statewide performance standard for Career Readiness. We would like to focus on all schools reaching the statewide performance standard.	Yes	Identify and implement a career planning and portfolio platform that does the following: - supports developmentally age-appropriate activities that meet the Pennsylvania's Academic Standards for Career Education and Work - allows for a systematic collection of artifacts - provides a comprehensive overview of students' K-12 experience in career readiness - Considers the impact of Covid-19 on the collection of artifacts and meeting the intended goal.
Allocating time to continue to review, revise and implement curriculum on an ongoing basis	As state and national standards continue to evolve, we need to ensure that curriculum remains aligned to standards and meets expectations of our teachers, students and families. Additionally, we want to ensure the resources used to support the curriculum provide a deep learning background conducive to critical and creative thinking.	Yes	Intentionally develop opportunities for faculty and staff to come together among and between teams to review and revise curriculum k-12 on a regular basis. Consider what students have learned during the transition to virtual and hybrid instruction due to Covid-19.

Goal Setting

Priority: Identify and implement a career planning and portfolio platform that does the following: - supports developmentally age-appropriate activities that meet the Pennsylvania’s Academic Standards for Career Education and Work - allows for a systematic collection of artifacts - provides a comprehensive overview of students’ K-12 experience in career readiness - Considers the impact of Covid-19 on the collection of artifacts and meeting the intended goal.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Career Standards Benchmark	Increasing the percentage of High School students submitting career readiness artifacts to 98%, including at least 90% of special education students.	Percent Career Standards Benchmark	Increasing the percentage of High School students submitting career readiness artifacts from 94.9% to 96%, including at least 88% of special education students.	Increasing the percentage of High School students submitting career readiness artifacts from 96% to 97%, including at least 89% of special education students.	Increasing the percentage of High School students submitting career readiness artifacts to 98%, including at least 90% of special education students.

Priority: Intentionally develop opportunities for faculty and staff to come together among and between teams to review and revise curriculum k-12 on a regular basis. Consider what students have learned during the transition to virtual and hybrid instruction due to Covid-19.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Essential Practices 1: Focus on Continuous Improvement of Instruction	To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices will also be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	Curriculum Review	Opportunities will be identified for some teachers to meet and review curriculum based on local and state assessment data. The data will be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	Opportunities will be identified for all teachers to meet and review curriculum based on local and state assessment data. The data will be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.	To provide opportunities for grade level or content area teams to meet together regularly to review and revise curriculum as needed based on standards assessment data and student needs. Data, resources, and instructional practices will also be analyzed with a lens that is inclusive of our linguistically and racially diverse learners.

Action Plan

Action Plan for: Data Inquiry Cycle						
Measurable Goals			Anticipated Output		Monitoring/Evaluation	
<ul style="list-style-type: none"> Percent Career Standards Benchmark 			Implementation of the portfolio platform selected		Ongoing monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.	08/29/2022	06/30/2025	Mr. Mark Cataldi, Director of Assessment and Accountability	Portfolio Platform	Yes	Yes

Action Plan for: Data Inquiry Cycle						
Measurable Goals		Anticipated Output			Monitoring/Evaluation	
<ul style="list-style-type: none"> Curriculum Review 		Updated Curriculum Documents			Ongoing monitoring	
Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Curriculum Review	08/29/2022	06/30/2025	Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development and Planning	Curriculum Documents and available Student Performance Data.	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Data Inquiry Cycle	<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.
Data Inquiry Cycle	<ul style="list-style-type: none"> Curriculum Review

Professional Development Activities

Career Portfolio platform implementation						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work. 	School Counselors	Career benchmark standards and career portfolio training	successful completion of training	Mr. Mark Cataldi, Director of Assessment and Accountability	08/29/2022	06/30/2023
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Inservice day	1 per semester					

Curricular Review						
Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Curriculum Review 	All Instructional Staff	Curriculum Development, Assessment Data, and Student Data	Review and Revise curriculum based on standards	Dr. Wendy Towle, Director of Curriculum, Instruction, Staff Development, and Planning	08/29/2022	06/30/2025
Learning Formats						
Type of Activities	Frequency		Choose Observation and Practice Framework		This Step Meets the Requirements of State Required Trainings	
Collaborative curriculum development	3 times per year				Teaching Diverse Learners in an Inclusive Setting	

Communications Action Steps

Evidence-based Strategy	Action Steps
Data Inquiry Cycle	<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work.
Data Inquiry Cycle	<ul style="list-style-type: none"> Curriculum Review

Communications Activities

Career Readiness Activities					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Identify a career planning and portfolio platform to systematically collect career artifacts that aligns with the Pennsylvania's Academic Standards for Career Education and Work. 	School Counselors	Career Readiness Platform	Mr. Mark Cataldi, Director of Assessment and Accountability	08/29/2022	06/30/2025
Communications					
Type of Communication			Frequency		
Presentation			4 times per year		