



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

## 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.

**Change** - We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff and community.

- To gather and organize information about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders.
- To create a framework for application of lessons learned from COVID-19 for future growth and innovation in teaching and learning.
- To develop a culture of pioneering that enhances TESDs capacity to anticipate evolutionary or disruptive changes, so that TESD is better able to take advantage of opportunities and minimize negative impacts.

**Curriculum** - We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

- To promote a growth-focused instructional model that engages every student.
- To create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.
- To support students to develop academic skills that express growth in effective learning and study habits and critical thinking promoted by connections across the curriculum while maintaining a healthy balance of interests and rigor.
- To develop a capacity for growth by cultivating self-awareness, resilience, and empathy.

**Engagement** - We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

- To expand opportunities for stakeholders' engagement.
- To improve clarity around opportunities for clear and concise two-way communication between stakeholders and the school board.

**Equity** - We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.

- To continuously foster harmony and build a safe community where all members belong by cultivating and celebrating our individuality and respecting each other and our differences.
- To provide opportunities for stakeholders, including marginalized communities, to actively work together to identify and eliminate barriers in order to increase equity and belonging so that all students are encouraged and empowered to participate in experiences that are related to their personal and academic interests and passions.
- To ensure that school district information is easily accessible and transparent to all members of our community and communication by the school district is shared in an equitable manner so that all members of the community are given agency to be successful.

**Faculty Support** - We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the District forward.

- To provide opportunities for focused, professional development that forwards the mission through broadened, intentionally driven collaboration both vertically and horizontally across levels and disciplines.
- To ensure a supportive environment for faculty and staff that values work-life-balance, stress management, and encourages teachers to demonstrate professional artistry in the classroom.
- To enhance outreach initiatives and build internal capacity to diversify staff.

**Mental Health & Well-being** - We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

- To improve communication and collaboration with all stakeholders by working proactively in partnership with students, families, and staff to educate them about well-being, stressors and systemic pressures, and mental health resources.
- To create an integrated and aligned mental health and well-being curriculum for grades K-12 in an effort to continue to build a positive District-wide and school-wide climate and community.
- To enhance professional development for staff as it relates to supporting students' mental health and well-being as well as their own mental health and well-being.

**Safety** - We will vigilantly ensure all students, families, staff, and members of the community are safe in our schools, feel a sense of belonging, and are informed as active partners in safeguarding psychological and physical safety.

- To communicate around psychological and physical safety in a timely, transparent, trusted, reciprocal and inclusive manner.
- To enable all members of the TE community to feel welcome and comfortable in expressing themselves while in our schools.
- To strive to create an environment of empathy that leverages the connections between students, teachers, counselors, families, and community members.

**Sustainability** - We will plan for and provide infrastructure and sustainable resources to accommodate the District's evolving needs.

- To develop a robust process to pursue various avenues and consider innovative solutions to accommodate the growth of our student body.
- To ensure that the space we provide meets the evolving teaching, learning, and community needs in order to advance our tradition of excellence.
- To explore opportunities for green schools and district programs that provide access to educational resources, funding, and public-private partnerships.
- To implement innovative funding models to support our facilities and green initiatives plan.



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***Change*** - We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff and community.

- To gather and organize information about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders.
- To create a framework for application of lessons learned from COVID-19 for future growth and innovation in teaching and learning.
- To develop a culture of pioneering that enhances TESDs capacity to anticipate evolutionary or disruptive changes, so that TESD is better able to take advantage of opportunities and minimize negative impacts.

**Facilitator: Todd Parker**

**Members:**

Amy Lange	— Parent
Kelley Peck	— TESD Staff
Kimberly Rayer	— Parent
Melanie Symms	— Parent
Brian Winter	— Parent
Darren Brown	— Parent
Paul Drucker	— Community Member
Karen Huang	— Parent



## Plan of Action

**Strategy:** We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff, and community.

**Strategy #: 1**

**Action Plan #: 1**

**End Result:** To gather and organize information about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders.

**Specific Steps to Achieve End Result:**

1. Design and implement methods (e.g. workshops, surveys, interviews) to gather and document lessons from COVID-19. Consider the following stakeholders to guide the collection of COVID lessons: School Board, School Board committees, administrators, administrative staff, Strategic Planning committee, District-wide standing committees, teachers at each school, staff at each school, students, PTOs, parents, community members.
2. Conduct a review of academic and research findings about the impact of COVID-19 on education and communities.
3. Organize the findings into key themes that each group should prioritize as strategies are developed and assessed. Consider sorting information as it pertains to strategic action groups.



## Plan of Action

**Strategy:** We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff, and community.

Strategy #: 1

Action Plan #: 2

**End Result:** To create a framework for application of lessons learned from COVID-19 for future growth and innovation in teaching and learning.

**Specific Steps to Achieve End Result:**

1. Identify lessons learned according to themes to inform other strategic plan action groups. Focus on student performance and engagement with school and community.
2. Organize knowledge for most effective use in reflection, reference, and future planning.
3. Create a visible, organized, and accessible knowledge base about the impacts and lessons learned from the COVID-19 pandemic for TESD and its community stakeholders. Utilize an electronic space where information can be readily created, organized, searched, accessed, and shared.
4. Marshal the positive lessons, including changes during COVID for future innovation.
5. Empower a team to maintain and grow this knowledge to incorporate emergent lessons in actionable ways.



## Plan of Action

**Strategy:** We will engage in a process of inquiry by capturing, exchanging, and memorializing lessons evolving from COVID-19 and harness the opportunities for continued growth and development of students, staff, and community.

**Strategy #: 1**

**Action Plan #: 3**

**End Result:** To develop a culture of pioneering that enhances TESDs capacity to anticipate evolutionary or disruptive changes, so that TESD is better able to take advantage of opportunities and minimize negative impacts.

**Specific Steps to Achieve End Result:**

1. Support teachers and staff in seeking out and participating in innovative, change-focused professional development and sharing with colleagues.
2. Create annual programs to recognize, celebrate, and reward grass-roots innovation from teachers and staff.
3. Create annual programs to identify current and future challenges faced by TESD and its community and invite stakeholder teams to propose responses and solutions.
4. Empower a team of motivated stakeholders to annually assess trends that impact education and present recommended actions to TESD leadership.



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

**Curriculum** - We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

- To promote a growth-focused instructional model that engages every student.
- To create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.
- To support students to develop academic skills that express growth in effective learning and study habits and critical thinking promoted by connections across the curriculum while maintaining a healthy balance of interests and rigor.
- To develop a capacity for growth by cultivating self-awareness, resilience, and empathy.

**Facilitator: Stephanie Demming**

## Members:

George Ballas	— Parent
Mike Blank	— Community Member
Wendy Brooks	— Community Member
Christopher Brown	— TESD Staff
Annie Davis	— TESD Staff
Merri Gardner	— TESD Staff
Virginia Langloss	— Parent
John MacDonald	— Parent
Sarah Marvin	— Parent
Patrick McHugh	— Parent
Anuja Mitra	— Parent
Michele Moscariello	— Parent
Kelly Myers	— Parent
Mackenzie Nagel	— Student
Daniel Fan	— Community Member

Tom Nagel	— Parent
Yang Kyoung Nam	— Parent
Najah Naylor	— TESD Staff
Ashka Pandya	— Parent
Archana Parthasarathi	— Parent
Gwendolyn Ponder	— Parent
Sarah Prout	— Parent
Jim Reilly	— Parent
Tara Ryan	— Parent
Christina Shackelford	— Parent
Monica Smith	— Parent
Roy Wu	— Student
Michael Zodda	— Parent
Evan Lu	— Student
Lex Shah	— Student



## Plan of Action

**Strategy:** We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

**Strategy #: 1**

**Action Plan #: 1**

**End Result:** To promote a growth-focused instructional model that engages every student.

**Specific Steps to Achieve End Result:**

1. Consider learning frameworks and programs that best serve the broad, diverse student population in our community.
2. Keep abreast of effective and scientifically based curriculum programs that are accessible and challenging for all.
3. Reduce barriers and maximize learning opportunities according to specific learning goals.
4. Teach skills for respectful and open discourse at all grade levels that drive intercultural understanding, empathy, and mutual respect for all.
5. Expand and enhance the framework for independent self-study to empower students to explore and access a full spectrum of interests.



# Plan of Action

**Strategy:** We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

**Strategy #: 1**

**Action Plan #: 2**

**End Result:** To support students to develop academic skills that express growth in effective learning and study habits and critical thinking promoted by connections across the curriculum while maintaining a healthy balance of interests and rigor.

**Specific Steps to Achieve End Result:**

1. Review the grading and evaluation systems to promote balance and equity so students pursue their interests as well as their grades.
2. Encourage the development of enhanced study and learning habits, especially in elementary and middle school, to teach effective time management, organization and self-discipline in preparation for success at all levels.
3. Foster inter-departmental and cross-curricular strategies to promote students' greater knowledge and ability to synthesize information and make connections in pursuit of ongoing critical thinking skills.
4. Investigate the dynamic of offering AP classes to students at CHS.
  - Limiting AP classes to freshmen to a specific number
  - Offering pre-AP classes to freshmen in specific subjects
  - Reconsider how AP courses are offered and in what order/grades
  - Consider dual enrollment program in regard to college experiences
  - Assessing the rigor of the AP classes offered to underclassmen



## Plan of Action

**Strategy:** We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

**Strategy #: 1**

**Action Plan #: 3**

**End Result:** To develop a capacity for growth by cultivating self-awareness, resilience, and empathy.

**Specific Steps to Achieve End Result:**

1. Continue to provide opportunities for self-reflection in coursework while also encouraging learning, understanding, and synthesizing differing perspectives.
2. Create systems of peer access and support (mentors, small groups/orientation groups at all school levels).
3. Encourage experiences that expand individual comfort zones and allow students to take risks through activities such as team building, orienteering, ropes courses, and practicing social skills in varied environments.
4. Begin to expand and facilitate opportunities for service in the community.
5. Explore additions to the curriculum that help students not only identify emotions, but also accept those emotions and learn to move forward with awareness and resiliency.



## Plan of Action

**Strategy:** We will create an inclusive learning culture that promotes academic and social emotional skills while valuing multiple pathways to student success.

**Strategy #: 1**

**Action Plan #:  
4**

**End Result:** To create a learning environment that exposes students to multiple pathways and encourages them to explore their individual interests and goals.

**Specific Steps to Achieve End Result:**

1. Consider including elective classes (business tech, visual performing arts, family consumer sciences) into GPA calculation. Our artists, musicians, entrepreneurs, and engineers should feel as equally valued as our scientists, mathematicians, and writers.
2. Consider implementing a new grade system that encourages students to select classes based on interest, not the maximization of GPA.
  - Shift from 5.0 to 4.0 scale
  - Review the weighting system. Reduce/limit the weight differential between academic/accelerated/honors/AP
  - Shift from percentage grades to an A+/A/A-/B+... system
3. Consider adding elective classes that represent alternate disciplines (hospitality, communications) in middle and high school.
4. Consider offering dual enrollment in regard to college experiences.
5. Increase education, awareness, and perceived value of alternatives to four-year college.
6. Consider ways to integrate multiple pathways into the middle schools and elementary schools.
  - Recognition systems for music, art, service, and technical skills (not just academic honor roll)
  - Expand self-directed and inquiry learning programs
  - Plan and implement choice in instructional activities and assessments



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

**Engagement** - We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

- To expand opportunities for stakeholders' engagement.
- To improve clarity and opportunity for clear and concise two-way communication between stakeholders and school board members.

**Facilitator: Horace Rooney, Nicole Roy**

**Members:**

Maureen Aneser	— Parent
Jennifer Bachman	— Parent
Kimberly Conrad	— Parent
Nese Foster	— Parent
Julie Hess	— Parent

Donna Holland	— Community Member
Linda Nelsen	— Community Member
Erich Sizelove	— Parent
Jessica Lee Tinneny	— Parent
George Yu	— Parent



## Plan of Action

**Strategy:** We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

**Strategy #: 3**

**Action Plan #: 1**

**End Result:** To expand opportunities for stakeholders' engagement.

**Specific Steps to Achieve End Result:**

1. Survey and gather information from stakeholders regarding their experiences with and use of current communication tools to assess preferences and efficacy (e.g. weekly email blasts, website, etc.) and determine possible new vehicles to engage (e.g. social media groups, push notifications, etc.).
2. Reevaluate the layout of information on the TESD website. Once completed, create a video tutorial or FAQ page to assist with website navigation.
3. Incorporate a 'Ways to Engage' page on the website which would include a list of school district topics and events that stakeholders could review and opt in for push notifications supporting areas of interest.
4. Ensure that the TESD mission statement is prominently featured on the website and all district calendars include time, location, and agenda for all district events.
5. Generate occasions for all stakeholders to interact as equals.
6. Establish opportunities for collaborative partnerships between school and community members (e.g. community service, project-based learning activities, alumni relations, and senior experiences portfolios).



## Plan of Action

**Strategy:** We will pursue effective and authentic engagement to maximize communications and connections with stakeholders within the community and beyond to develop partnerships that support and advance our District mission.

Strategy #: 3

Action Plan #: 2

**End Result:** To improve clarity and opportunity for clear and concise two-way communication between stakeholders and school board members.

**Specific Steps to Achieve End Result:**

1. Provide stakeholders with an introduction (e.g. open house) to the school board every school year to explain the school board's mission, role, and processes and delineate effective, timely, and appropriate means of communication.
2. Generate a visual to explain the hierarchical communication channels of engagement with the school board.
3. Make information available regarding the structure and function of school board committees and how to participate/communicate with them.
4. Create opportunities for safe, informal interactions between stakeholders and school board members.
5. Investigate adding a live streaming option to school board meetings.



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

**Equity** - We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff and families.

- To continuously foster harmony and build a safe community where all members belong by cultivating and celebrating our individuality and respecting each other and our differences.
- To provide opportunities for stakeholders, including marginalized communities, to actively work together to identify and eliminate barriers in order to increase equity and belonging so that all students are encouraged and empowered to participate in experiences that are related to their personal and academic interests and passions.
- To ensure that information is easily accessible and transparent to all members of our community and communication by the school district is shared in an equitable manner so that all members of the community are given agency to be successful.

**Facilitator: Oscar Torres**

## **Members:**

Martha Adler	— Community Member
Ross Antonacci	— Parent
Maggie Gaines	— Parent
Andrew Cvitanov	— Parent
Paul Eisenberg	— Parent
Jean Faber	— Community Member
Colleen Gilmartin	— Parent
Senae Harris	— Student
Tara Hedlund	— Parent
Megan Kissinger	— TESD Staff

Kusuma Muglurmath	— Parent
Marisol Perez	— Parent
Maya Shah	— Student
Ben Shapiro	— Student
Ana Vargas-Manners	— Parent
Katie Walter	— TESD Staff
David Yancoskie	— Parent
Heidi Zeng	— Parent
Lian Li	— Parent



## Plan of Action

**Strategy:** We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community, including all students, faculty, staff, and families.

**Strategy #: 4**

**Action Plan #: 1**

**End Result:** To continuously foster harmony and build a safe community where all members belong by cultivating and celebrating our individuality and respecting each other and our differences.

**Specific Steps to Achieve End Result:**

1. Consider providing additional cultural awareness events across the district.
2. Consider developing Character building events across all schools.
3. Ensure that we engage all members of the community, especially through outreach to marginalized communities.
4. Review and revise curricular resources, practices, activities to ensure multiple perspectives are represented.



# Plan of Action

**Strategy:** We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community, including all students, faculty, staff, and families.

Strategy #: 4

Action Plan #:2

**End Result:** To provide opportunities for stakeholders, including marginalized communities, to actively work together to identify and eliminate barriers in order to increase equity and belonging so that all students are encouraged and empowered to participate in experiences that are related to their personal and academic interests and passions.

**Specific Steps to Achieve End Result:**

1. Consider redefining the District Diversity Committee to focus on belonging and equity across the district.
2. Develop and implement a mentor program for families and students.
3. Empower school district personnel to act as advocates for students who need assistance.
4. Implement a process of direct outreach to members of marginalized communities so that their feedback and perspective is included in the district's equity work.
5. Create a centralized process to surface, evaluate, and implement ideas to improve equity from members of the student body, TESD staff, and community.
6. Require that all new policies to be adopted within TESD are reviewed to ensure that each new policy is optimally crafted to increase equity whenever possible.
7. Teacher recruitment strategy is broadened to begin attracting talent from beyond the traditional talent pool.



## Plan of Action

**Strategy:** Equity - We will foster an atmosphere where all voices are heard, respected, and valued by critically evaluating systems, policies, and practices through a lens of equity, examining our decisions for both impact on and opportunity for our community including all students, faculty, staff, and families.

**Strategy #: 4**

**Action Plan #: 3**

**End Result:** To ensure that information is easily accessible and transparent to all members of our community and communication by the school district is shared in an equitable manner so that all members of the community are given agency to be successful.

**Specific Steps to Achieve End Result:**

1. Maintain community awareness of all systems, policies, practices, and curriculum that are evaluated through a lens of equity.
2. Provide a summary of academic paths to all families and identify possible gatekeeping practices.
3. Provide opportunities that support academic excellence for all students including summer, acceleration opportunities at no cost to students.
4. Consider including the PDE definition of equity as a resource for understanding the District's equity work.
5. As appropriate share building level equity team goals with families and community.
6. Teacher recruitment strategy is broadened to attract talent from beyond the traditional talent pool.
7. Implement a process of direct outreach to members of marginalized communities so that their feedback and perspective is included in the district's communication plan.



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

**Faculty Support** - We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the District forward.

- To provide opportunities for focused, professional development that forwards the mission through broadened, intentionally driven collaboration both vertically and horizontally across levels and disciplines.
- To ensure a supportive environment for faculty and staff that values work-life-balance, stress management, and encourages teachers to demonstrate professional artistry in the classroom.
- To enhance outreach initiatives and build internal capacity to diversify staff.

**Facilitator: Matt Gibson**

**Members:**

Jennifer Drass	— Parent
Stephen Eberly	— Community Member
James Goldbach	— Parent
Kirsten Larson	— Parent
Katie Lavelle	— Parent
Branimir Ljubic	— Parent
Jennifer Roessler	— Parent
Amy Romani	— TESD Staff
Rosemarie Ruby	— Parent
Parthasarathy Sudharsan	— Parent
Rebecca Wills	— TESD Staff



# Plan of Action

**Strategy:** We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the district forward.

**Strategy #:** 5

**Action Plan #:** 1

**End Result:** To provide opportunities for focused, professional development that forwards the mission through broadened, intentionally driven collaboration both vertically and horizontally across levels and disciplines.

**Specific Steps to Achieve End Result:**

1. Conduct periodic surveys of faculty and staff to establish and measure perception of district culture, sense of belonging, curriculum development processes, professional development processes, collaborative opportunities, and perceived workload. Utilize survey results to inform and guide implementation of steps.
2. Enhance existing professional development by developing faculty-led and guest speaker programs, offering multiple sessions of workshops to give more available options, providing options for online faculty development courses using the learning management system (courses can be offered either synchronously or asynchronously), and encouraging self-directed opportunities as selected by individuals.
3. Allocate time and opportunities for teachers to collaborate vertically and horizontally to ensure curriculum alignment and to discuss innovative instructional practices and materials that establish, through equity and inclusion models, social responsibility.
4. Encourage or develop Professional Learning Communities (PLDs) and/or Affinity Groups vertically and horizontally focused on topics such as technology, productivity, time management, academic disciplines, innovative teaching/learning methods, social responsibility, equity, mindfulness, well-being, problem-based learning, etc.
5. Establish formal and informal structures for students to exercise agency in their school experience that create co-learning experiences for students and staff.



# Plan of Action

**Strategy:** We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the district forward.

Strategy #: 5

Action Plan #: 2

**End Result:** To ensure a supportive environment for faculty and staff that values work-life balance, stress management, and encourages teachers to demonstrate professional artistry in the classroom.

**Specific Steps to Achieve End Result:**

1. Conduct and maintain ongoing surveys of faculty and staff to establish and monitor perception of district culture, overall sense of belonging, perceived workload inequities, and main contributors of stress.
2. Develop a broader mentorship program to facilitate faculty growth throughout their career.
3. Create a formal process to address perceived inequities of workload as identified by the faculty survey.
4. Provide training and resources to increase the efficiency of teaching responsibilities.
5. Encourage innovation through the expansion of partnerships, for example: community, academia, and business.
6. Help faculty to prospectively develop tools to discuss challenging topics and create a supportive network to address potential adversity and/or diverse perspectives.
7. Develop multiple opportunities to recognize faculty for educational excellence, innovation and artistry.



# Plan of Action

**Strategy:** We will empower, support, and nurture faculty and staff as valued individuals, collaborative innovators, and essential catalysts for propelling the district forward.

**Strategy #: 5**

**Action Plan #: 3**

**End Result:** To enhance outreach initiatives and build internal capacity to diversify staff.

**Specific Steps to Achieve End Result:**

1. Develop intentionally designed opportunities for exposure to diverse perspectives for faculty, staff, and students.
2. Expand diverse representation of underrepresented groups through the creation of additional affinity groups.
3. Explore the collaborating with colleges and industry to enhance options and opportunities for discussions and the sharing of best practices about topics such as equity, diversity, and inclusion.
4. Develop opportunities for students and staff to exercise agency in their school experience through the expansion of community partnerships that support the opportunity to explore diverse perspectives.
5. Explore avenues to build community among faculty and staff to increase retention of underrepresented groups.



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

***Mental Health & Wellbeing*** - We will proactively work in partnership with families to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

- To improve communication and collaboration with all stakeholders by working proactively in partnership with students, families, and staff to educate them about well-being, stressors and systemic pressures, and mental health resources.
- To create an integrated and aligned mental health and well-being curriculum for grades K-12 in an effort to continue to build a positive District-wide and school-wide climate and community.
- To enhance professional development for staff as it relates to supporting students' mental health and well-being as well as their own mental health and well-being.

**Facilitator: Pat Gately**

## **Members:**

Jacqueline Corcoran	— Community Member
Mary Guyer	— Community Member
Neeladri Nag	— Student
Chloe Brooks	— Student
Soumya Sathyanarayana	— Student
Angela Brubaker	— Parent
Bobbi Campbell	— Parent
Nicole Scherer	— Parent
Rashika Senapathy	— Parent
Lilly Vassileva	— Student

Cary Schockemoehl	— Parent
Marie-Pierre Jdanoff Crowe	— Parent
Kimberly Zahlaway	— Parent
Marian Nalitt	— Parent
Malia Gordon	— TESD Staff
Beth Adams	— TESD Staff
Brian Samson	— TESD Staff
Caryn Brooks	— Parent
Phyllis Rohn	— TESD Staff



# Plan of Action

**Strategy:** We will proactively work in partnership with students, families, and staff to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

**Strategy #:** 5

**Action Plan #:** 1

**End Result:** To improve communication and collaboration with all stakeholders by working proactively in partnership with students, families, and staff to educate them about well-being, stressors and systemic pressures, and mental health resources.

**Specific Steps to Achieve End Result:**

1. Audit the content of the District website and Schoology to ensure students, families, and staff have user-friendly access to mental health emergency services and comprehensive, step-by-step resources for those in crisis (including tutorial videos, emergency contact information, and access to school and community resources).
2. Improve accessibility to mental health and well-being resources on the District website and Schoology by providing a prominent "Mental Health Resources" link/tab on the District's and each school's website, and Schoology, with consolidated resources. Ensure consistency and uniformity across various school and grade level websites.
3. Identify deficits in communication of information and improve communication to students, families, and staff when there are mental health and well-being activities/programs through email blasts, Schoology updates, new family orientation, curriculum nights, newsletters, PTO meetings, and parent meetings.
4. Identify the District-wide and school-wide stressors and systemic pressures (for example, the impact of the weighted GPA at the high school) through student, family, and staff surveys and develop and provide both solutions and strategies to help students, families, and staff better cope with the stressors and systemic pressures.
5. Enhance transitions between schools, especially from eighth to ninth grade, to enable students, families, and staff to understand and determine appropriate course load, course levels, and college/career choices.



# Plan of Action

**Strategy:** We will proactively work in partnership with students, families, and staff to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

**Strategy #:** 5

**Action Plan #:** 2

**End Result:** To create an integrated and aligned mental health and well-being curriculum for grades K-12 in an effort to continue to build a positive District-wide and school-wide climate and community.

## **Specific Steps to Achieve End Result:**

1. Audit existing K-12 mental health and well-being programs and curriculum and identify gaps and opportunities to enhance existing programs and curriculum while considering available curriculum tools, including digital resources for students, families, and staff.
2. Survey students, families, and staff to identify gaps and opportunities to enhance existing programs and curriculum.
3. Ensure that an integrated K-12 mental health and well-being curriculum is aligned to include regular (for example, at least one time per six-day cycle) opportunities, spiraling lessons and/or strategies with similar terminology.
4. Determine appropriate delivery options for K-12 mental health and well-being curriculum through an examination of the existing curriculum and the schedules (elementary, middle, and high school) to develop and enhance protective factors and the following:
  - Opportunities for peer discussion and support
  - Opportunities for teacher/student conferencing and relationship-building
  - Building identity, community, personal well-being tools and strategies for students
  - Normalize discussions about mental health and well-being
  - Collaboration time for teachers and counselors to support students and identify student needs
  - Help students to identify positive behaviors and helpful tools (mindfulness, growth mindset, for example) to cope with stressors
  - Examine how students are recognized across the spectrum of achievement (for example, recognizing individual student growth, character, and value)



## Plan of Action

**Strategy:** We will proactively work in partnership with students, families, and staff to prioritize mental health and social-emotional well-being as fundamental to learning and teaching.

Strategy #: 5

Action Plan #: 3

**End Result:** To enhance professional development for staff as it relates to supporting students' mental health and well-being as well as their own mental health and well-being.

**Specific Steps to Achieve End Result:**

1. Develop representative, intersectional student-run panels and presentations for staff throughout the school year to help them better understand and support student needs (include students with mental health needs, high achieving students, students with learning needs, culture/race/gender diverse students, etc.). Conduct panels and presentations both proactively (to educate) and reactively (after specific incidents or events).
2. Examine methods to present District-wide and school-wide mental health and well-being data in a timely fashion in order to improve programs and supports for students.
3. Create a professional development database (for example, courses on Schoology) / library of mental health and well-being resources for students (for example, mindfulness strategies and classroom strategies for stress management).
4. Consider the establishment of a Mental Health and Well-being District Committee, either as a part of the District Safety Committee or as a separate entity, open to students, families, staff, and community members.
5. Dedicate staff inservice time to updating staff on the prevalence, presentation of, learning needs, and social-emotional needs of students (for example, students with anxiety, depression, ADHD, learning differences) and how best to support them in the classroom with strategies that benefit all students. Dedicate staff inservice time to addressing the mental health and well-being of staff members, as well.



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

**Safety** - We will vigilantly ensure all students, families, staff, and members of the community are safe in our schools, feel a sense of belonging, and are informed as active partners in safeguarding psychological and physical safety.

- Communication around psychological and physical safety will be timely, transparent, trusted, reciprocal and inclusive manner.
- To enable all members of the TE community to feel welcome and comfortable in expressing themselves while in our schools.
- Strive to create an environment of empathy that leverages the connections b/w students, teachers, counselors, families, and community members.

**Facilitator: Chris Groppe**

**Members:**

Cherie Arabia	— Parent
Diana Breziner	— Parent
Earl Gordon	— Parent
Bryan Humbarger	— Parent
Farzad Irani	— Parent
Mary Garrett Itin	— Parent
Marcella Lally	— Parent
Claire LaTorraca	— Parent
Georgia Scherer	— Student
Katy Uhrich	— Parent
Mikhail Bezruchko	— Parent



# Plan of Action

<b>Strategy:</b> We will vigilantly ensure all students, families and staff are safe in our schools, feel a sense of belonging and are informed as active partners in safeguarding psychological and physical safety.	<b>Strategy #: 6</b> <b>Action Plan #:1</b>
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<b>End Result:</b> To communicate around psychological and physical safety will be timely, transparent, trusted, reciprocal and inclusive.
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<p><b>Specific Steps to Achieve End Result:</b></p> <ol style="list-style-type: none"><li>1. A convenient and accessible communication system will be developed and advertised to all T/E stakeholders. The main purpose of this system (i.e. website) will be to keep everyone in the T/E community informed and up-to-date of developments on any safety related cases, to the extent that is permitted by legal requirements. The system will have the following features:<ul style="list-style-type: none"><li>○ Organized by school in the district</li><li>○ Open cases will be listed with relevant information such as developments, closures etc.</li></ul></li><li>2. Due to the importance of safety in the T/E community, an initiative will be created to keep T/E stakeholders engaged in a two-way communication related to the welfare, well-being, and protection of students</li><li>3. School communications will be strategically prioritized and distributed using different channels/platforms depending on the level of urgency. A document with instructions on the different tiers of messaging and the platforms that will be used for the distribution of such communications will be developed, distributed, and advertised</li><li>4. Using the already existing tools to report bullying, a communication and collaboration program will be put in place where students, teachers and parents are engaged to prevent and resolve bullying cases</li></ol>
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# Plan of Action

**Strategy:** We will vigilantly ensure all students, families and staff are safe in our schools, feel a sense of belonging and are informed as active partners in safeguarding psychological and physical safety.

**Strategy #: 5**

**Action Plan #:2**

**End Result:** To enable all members of the TE community to feel welcome and comfortable in expressing themselves while in our schools.

## **Specific Steps to Achieve End Result:**

1. The existing transition program will be enhanced for students who are moving up from Elementary to Middle School (4<sup>th</sup> to 5<sup>th</sup> grades) and then from Middle School to High School (8<sup>th</sup> to 9<sup>th</sup> grades). This program will include the following:
  - a. Monitoring, assessment and surveying the students moving up.
  - b. Strengthening of relationships by using tools and strategies such as the creation of a "Write-On" Pen Pal initiative where upcoming middle and high schools' students can communicate via email/letter with current middle school and high school students 2-4 times during the last four months of the school year. Communications should address the questions and concerns of the transitioning student through the eyes of the current student.
  - c. The transition process should be taking place for the full school year prior to the move to the middle school and high school. Middle school and high school administrators/counselors/facilitators of transitioning students should plan regularly scheduled visits to elementary and middle schools at least once each term of the school year. These visits will provide opportunities for transitioning students to ask pertinent questions and to become familiar and create long lasting relationships with some people they will be encountering at the middle school and high school.
  - d. Prior to each visit, transitioning students will be surveyed to determine the issues that most concern them. The results of the survey should be used to plan agendas for future visits thereby providing the information that is most relevant to transitioning students.
2. To increase the sense of belonging, multi-grade level cohorts will be created. Students will be able to join and meet at least once a month for a couple of hours and will work on diverse entertaining and educating activities. The groups should be kept at a manageable size.
3. The use of homeroom time will be optimized, extended, and scheduled with more frequency. Leading teachers will be assigned to groups of students and will meet regularly to have conversation about school events, concerns and/or discussions of current happenings in the school.
4. A program for families of transitioning students will be implemented. This initiative will provide the opportunity for families of transitioning students to meet and connect with current students and their families, administrators, teachers, counselors and facilitators who will help address questions and concerns, and will give them the chance to become familiar with the T/E community and create long lasting relationships with its members.



# Plan of Action

**Strategy:** We will vigilantly ensure all students, families and staff are safe in our schools, feel a sense of belonging and are informed as active partners in safeguarding psychological and physical safety.

**Strategy #:** 5

**Action Plan #:** 3

**End Result:** To strive to create an environment of empathy that leverages the connections between students, teachers, counselors, families, and community members.

## Specific Steps to Achieve End Result:

1. Safe space, time and guidance will be provided to students with the purpose of allowing them to increase their own mental health literacy, understand their own feelings enabling them to create empathetic connections and relationships with others in the community. Proposed activities include:
  - a. Teaching students active listening skills and good and respectful communication skills
  - b. During homeroom time students will be given time to think about their personal experiences and emotions which will help giving them self-awareness that leads to empathy
  - c. Students will be encouraged to write on a reflection journal once or twice a week about a topic related to empathy
  - d. Discussions about their emotions and actions and how those impact others in the community will be held
  - e. Conversations that promote students to think about the needs and struggles of others in the community will be encouraged
  - f. Creating the opportunity for students to speak about their own emotions and helping them connect with others in the community who share the same emotions and/or can support them.
2. Speaking opportunities and events will be developed for members of the community to share their stories and life experiences. Students will be encouraged to attend these activities which will provide them with the chance to learn from a diverse range of people in the community enabling them to become more empathetic and will provide them the possibility to become their allies.
3. Volunteering/community service opportunities will be created affording students the chance to learn and serve others outside their community, giving them possibilities to see similarities and differences with individuals and cultures outside their own and giving them diverse perspectives of the world.
4. Opportunities to engage with families on mental health literacy and trauma informed instructional practices will be created, encouraged, and advertised, suggested activities include:
  - Planned meetings where student families can engage with other parents/families in the community and they can take part on significant conversations about shared goals, hear students' perspectives, create initiatives to support students and/or community families
  - Presentations about relevant mental health topics followed by small breakout groups where parents can participate in informal discussions, have deeper conversations and/or create defined goals and action items



# TREDYFFRIN/EASTTOWN SCHOOL DISTRICT STRATEGIC PLAN 2022

***Sustainability*** - We will plan for and provide infrastructure and sustainable resources to accommodate the District's evolving needs.

- To develop a robust process to pursue various avenues and consider innovative solutions to accommodate the growth of our student body.
- To ensure that the space we provide meets the evolving teaching, learning, and community needs in order to advance our tradition of excellence.
- To explore opportunities for green schools and district programs that provide access to educational resources, funding, and public-private partnerships.
- To implement innovative funding models to support our facilities and green initiatives plan.

## **Facilitator: Jacqui Rothera**

### **Members:**

Rebecca Aichele	— TESD Staff
Lucy Bennett	— Parent
Doug Carlson	— Parent
Ethan Fleegler	— Parent
Shawn Goff	— TESD Staff
Anna Kurpiewska	— Parent
Octavia Litvinov	— Parent

Joann Mayo	— Parent
Maura Redmond	— Parent
Angela Specht	— Parent
Deana Wang	— Parent
Trip Lukens	— Parent
Mary Hashemi	— Parent



## Plan of Action

**Strategy:** We will plan for and provide sustainable infrastructure and resources to accommodate the District's evolving needs.

**Strategy #: 8**

**Action Plan #: 1**

**End Result:** To develop a robust process to pursue various avenues and consider innovative solutions to accommodate the growth of our student body

**Specific Steps to Achieve End Result:**

1. Develop criteria and metrics to assess capacity-expanding solutions, while incorporating impact to all stakeholders (students, families, community, staff, faculty, logistics, etc.).
2. Research and benchmark potential capacity solutions and assess them against these criteria.
3. Perform a 'Build, Buy, Repurpose' assessment of the lead solutions to determine the best way to implement the chosen solution(s).



## Plan of Action

**Strategy:** We will plan for and provide sustainable infrastructure and resources to accommodate the District's evolving needs.

**Strategy #:** 8

**Action Plan #:** 2

**End Result:** To ensure that the space we provide meets the evolving teaching, learning, and community needs in order to advance our tradition of excellence.

**Specific Steps to Achieve End Result:**

1. Research and benchmark the potential future needs for teaching, learning and community engagement to consider the types of enhancements included in the space (e.g., student and community surveys).
2. Incorporate the strategies from other Action Teams into the thinking:
  - Curriculum (e.g., science labs, technology, small group instructional spaces)
  - Change (e.g., outdoor teaching space, virtual instruction, inclusive play spaces)
  - Engagement (e.g., encouraging involvement from community, teachers, etc.)



## Plan of Action

**Strategy:** We will plan for and provide sustainable infrastructure and resources to accommodate the District's evolving needs.

**Strategy #:** 8

**Action Plan #:** 3

**End Result:** To explore opportunities for green schools and district programs that provide access to educational resources, funding, and public-private partnerships.

**Specific Steps to Achieve End Result:**

1. Create building-level and District-level environmental teams that engage school and community stakeholders.
2. Conduct a baseline resource audit, prioritizing transportation/traffic, waste, energy consumption, stormwater management, and purchasing.
3. Use the resource audit to create an environmental action plan to achieve the three Pillars from the U.S. Department of Education Green Ribbon Schools Program:
  - Reduce environmental impact and costs
  - Improve the health and wellness of schools, students, and staff
  - Provide effective environmental and sustainability education



## Plan of Action

**Strategy:** We will plan for and provide sustainable infrastructure and resources to accommodate the District's evolving needs .

**Strategy #: 8**

**Action Plan #: 4**

**End Result:** To implement innovative funding models to support our facilities and green initiatives plan.

**Specific Steps to Achieve End Result:**

1. Establish goals for non-property-tax funding of facilities and green initiatives (e.g., fund 5-15% of efforts through non-property-tax sources).
2. Assess funding sources (particularly non-tax-based sources) implemented by other PA school districts and determine what is applicable for sustainability efforts (e.g., 'buy a brick' fundraiser, green booster club).
3. Inventory and update available grants at the federal, state, and local level for new facilities development, green initiatives (e.g., power consumption, infrastructure), and innovative workspaces.
4. Engage with the private sector and other local stakeholders to develop public-private partnerships for innovative workspaces, job training, and green initiatives.
5. Expand and maximize commercial arrangements to monetize existing spaces (e.g., facilities rentals) and promote the availability of school facilities as rental spaces (e.g., language school, athletic tournaments).
6. Incorporate projected cost savings and risk mitigation from green initiatives in project evaluation and district budgeting.