



The School District of Jenkintown
Comprehensive Plan 2024-2027 Goals, Priorities, and Action Steps

Mission

The School District of Jenkintown cultivates a safe, inclusive, and dynamic learning community that embraces diversity, nurtures individual growth, and empowers students to excel academically and beyond the classroom while preparing them to thrive in an ever-evolving global society.

Vision

We are dedicated to advancing a culture of innovation, collaboration, and personal excellence, where every learner is inspired to reach their full potential and become productive citizens and lifelong contributors to their community and a changing world.

Values

Parents / Community
As parents, we are committed to facilitating community collaboration in a spirit of service, fostering creative solutions for all students and families. We hold ourselves accountable for supporting the mission and vision of JSD in an authentic way, ensuring inclusion and equality for future generations..
Students
As students, we support the mission of JSD through community, fun, sportsmanship, diversity, and tradition. We believe in fostering an inclusive and engaging environment where individuals can come together to build strong connections, embrace healthy competition, celebrate diversity, and honor the timeless traditions that unite us.
Teachers/ Staff
As teachers and staff, we are committed to the mission/vision of JSD by investing in our students and community to create opportunities for collaboration, inclusion, growth, and the pursuit of knowledge.
Administrators
The school district of Jenkintown is committed to fostering a culture of exemplary leadership, unwavering integrity, and collaborative teamwork. We believe that by instilling these core values in our educators, staff, and students, we are cultivating an environment that not only nurtures academic excellence but also prepares individuals for success in a globally interconnected world.



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Priority 1: Educational Programming

If we analyze our current educational programming through equitable and innovative lenses, then we will be able to expand our offerings to better meet the needs of our learners.

Goal 1: High-Quality Educational Programming

By the end of the **2026-2027** school year, our students will have equitable access to expanded high-quality educational programming based on the educational facilities and program evaluation review ensuring that students have the necessary skills post graduation.

Action Plan: Design and Implement Results of Program Analysis

Action Step: Complete curricula rewrites for English, Language Arts, and Reading K-5, Math K-6, Math 9-12, Science K-12, Special Areas K-12.

Anticipated Output: Meet anticipated completion dates. New curricula embedded in lesson plans 4-8 weeks post completion dates.

Monitoring/Evaluation (People, Frequency, and Method): Principals and Director of Special Services review lesson plans and conduct formal observations.

Action Plan: Structured Literacy Implementation

Action Step: Provide Structured Literacy Training for staff.

Action Step: Structured Literacy Elementary Pilot

Anticipated Output: Structured Literacy integration into lesson plans 4-8 weeks post-training sessions.

Monitoring/Evaluation (People, Frequency, and Method): Principals and Director of Special Services review lesson plans and conduct formal observations.

Action Plan: Science, Technology & Engineering, Environmental Literacy & Sustainability Standards (STEELS) Implementation

Action Step: STEELS Standards Implementation

Anticipated Output: STEELS integration into lesson plans 4-8 weeks post-training sessions.

Monitoring/Evaluation (People, Frequency, and Method) : Principals and Director of Special Services review lesson plans and conduct formal observations.



Priority 2: Extracurricular and Co-Curricular Programming

If we analyze our current extracurricular programming through equitable and innovative lenses, then we will be able to expand our offerings to better meet the needs of our learners.

Goal 1: Extracurricular and Co-Curricular Programming

By the end of the **2026-2027** school year, our students will have equitable access to expanded high-quality extracurricular programming based on the review and analysis of extra-curricular offerings that include athletics, clubs, and other activities to ensure that student interests/needs are being met both at the elementary and middle/high school levels. Strengthening and leveraging alumni connections will be an additional focus.

Action Plan: Design and Implement results of extracurricular review and analysis.

Action Step: Collection and Review of Data Concerning Participation Rates and Demographic Distribution in MS/HS extracurricular activities.

Action Step: Develop, implement, and review survey to determine interest areas for co-curricular activities at Jenkintown Elementary School. Data is then to be used to select new co-curricular activities for Jenkintown ES.

Anticipated Output: Increased Co-Curricular Offerings for Jenkintown Elementary Students

Monitoring/Evaluation (People, Frequency, and Method): District Administration - Annually through analysis of data from feedback surveys and reports provided to the School Board and Community Members

Action Plan: Strengthen Alumni and Community Connections

Action Step: Organization and Implementation of Career Day featuring Alumni Presenters, local business owners, and community members.

Action Step: Increase Recognition of Alumni at School Events and Partnerships to Bring Alumni into Schools.

Anticipated Output: Increased involvement of Alumni at school events.

Monitoring/Evaluation (People, Frequency, and Method): District Administration - Annually, Use of Survey Data, Participation Rates, Personal Discussion with Alumni, Sharing Experiences with the School Board and Community



Action Plan: Strengthen partnerships with local businesses through the 150th Celebration

Action Step: Invite Local Businesses to Participate in Jenkintown 150 Activities as Sponsors and Recognize their Community Contributions through advertisements, acknowledgments, and Thank you Cards.

Action Step: Recognize and Celebrate Partnerships By Highlighting Events and Encouraging the School Community to Support local Businesses.

Anticipated Output: Increased involvement of Alumni at school events.

Monitoring/Evaluation (People, Frequency, and Method): District Administration - Annually, Use of Survey Data, Participation Rates, Personal Discussion with Alumni, Sharing Experiences with the School Board and Community.



Priority 3: Data Collection and Analysis

If we strengthen our abilities to collect, analyze, utilize, and communicate data, then we will ensure more equitable and consistent opportunities for our learners and their families.

Goal 1: Data Collection and Analysis

By the end of the 2026-2027 school year, our strengthened analysis of common assessments and other valuable data will result in the sharing and leveraging of high-impact instructional practices to ensure that classroom learning experiences are equitably and consistently utilized to meet the individual needs of all learners.

Action Plan: Strengthened use of Common Assessments and Data Analysis

Action Step: Form a dedicated District Data Team consisting of educators and administrators. Determine what common assessments and other valuable data are available. This might include standardized test scores, teacher assessments, student surveys, etc. Ensure consistency in data collection methods. This includes timelines, formats, and tools for collecting and storing data.

Action Step: Analyze Data Effectively: Employ data analysis techniques to derive meaningful insights. Identify patterns, trends, and areas for improvement. Use statistical tools and methodologies as needed. Look for instructional practices that have demonstrated a positive impact on student learning outcomes.

Action Step: Engage Teachers and Administrators: Collaborate with educators and administrators to discuss findings. Seek their insights into the data and invite suggestions for high-impact instructional practices.

Anticipated Outputs: Enhanced data-driven decision-making, identified effective instructional practices, and fostered collaboration among stakeholders for continuous improvement in education outcomes. The success of these efforts would be reflected in improved educational practices, student performance, and overall educational outcomes.

Monitoring/Evaluation (People, Frequency, and Method): Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb.



Action Plan: Multi-Tiered Systems of Support (MTSS) Levelled Interventions to based on student needs.

Action Step: Enhance Data Collection and Analysis for MTSS Tiered Interventions

Action Step: Implement Data-Driven Decision-Making Protocols

Action Step: Develop Targeted Professional Development for Intervention Teams

Anticipated Outputs: Implementing these action steps should contribute to a more robust MTSS-tiered intervention system, with improved data collection, informed decision-making, and enhanced support for students at various levels of need.

Monitoring/Evaluation (People, Frequency, and Method): Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb.

Action Plan: Data Practices to Drive Instruction.

Action Step: Develop and Implement a Standardized Observation Protocol.

Action Step: Implement Formative Assessment Practices for Real-Time Data Collection

Action Step: Establish a Data-Driven Professional Learning Community (PLC)

Anticipated Outputs: A systematic approach to data collection and analysis, supported by appropriate materials and resources, ongoing professional development, and effective communication strategies to enhance the consistency and quality of instruction.

Monitoring/Evaluation (People, Frequency, and Method) : Administration, District Data Team, Annually, Use of District data from LinkIT and AIMSWeb.



Glossary of Terms:

Aimsweb- aimsweb is a benchmark (several times a year) and progress monitoring system (more frequently such as weekly/bi-weekly) based on direct, frequent, and continuous student assessment using brief, accurate measures of reading, math, spelling, and writing.

Co-curricular vs Extracurricular Activities- Co-curricular activities can be part of and/or aligned to curriculum and students often take part in them voluntarily. Extracurricular activities are often outside of the curriculum based on student interests.

Equitable and Innovative Lenses-

LinkIt!- LinkIT! Is a data warehouse that Jenkintown School District utilizes to house and analyze data to make decisions about teaching and learning.

MTSS (Multi-Tiered System of Supports): This is a way schools help students who need extra support in learning. It's like having different levels of help so each student gets the kind of support they specifically need. MTSS is often understood through the lens of offering multiple tiers of instruction as described below:

Tier 1, Tier 2, and Tier 3 Instruction: These are different levels of teaching and support in schools.

- Tier 1: This is regular instruction that all students receive.
- Tier 2: This is extra help for students who need a bit more support than what they get in the regular classroom.
- Tier 3: This is intensive, individualized support for students who need a lot of extra help.

Other language that is often associated with MTSS are interventions which are identified as an additional instructional resources or supports that goes beyond high-quality classroom instruction that all students receive, and that is aligned to a specific student's—or group of students'—needs. The appropriateness is dependent on groups of students and/or individual student needs.

PBIS (Positive Behavioral Interventions and Supports): This is a way schools help students behave better. It focuses on teaching and rewarding good behavior rather than just punishing bad behavior.

PLC (Professional Learning Community): A professional learning community (PLC) is a team of educators who share ideas to enhance their teaching practice and create a learning environment where all students can reach their fullest potential.

SAP (Student Assistance Program): The Pennsylvania Student Assistance Program (SAP) is a systematic team process used to mobilize school resources to remove barriers to learning. SAP is designed to assist in identifying issues including alcohol, tobacco, other drugs, and mental health issues which pose a barrier to a student's success.



STEELS Standards: Science, Technology & Engineering, Environmental Literacy & Sustainability Standards. These are newly revised standards by the Pennsylvania Department of Education that will be implemented in the 2025 school year.

Structured Literacy: Chapter 49 of the PA School Code defines structured literacy as systematic, explicit instruction that provides a strong core of foundational skills in the language systems of English, integrates listening, speaking, reading, spelling, and writing and emphasizes the structure of language across the speech sound system (phonology), the writing system (orthography), the structure of sentences (syntax), the meaningful parts of words (morphology), the relationships among words (semantics), and the organization of spoken and written discourse. Aside from establishing strong literacy practices, school districts are required to train 5 certifications of teachers in the framework: PK-4 educators, Grade 4-8 educators, K-12 Special Educators, K-12 Reading Specialists, and K-12 English as a Second Language Educators.