

Twin Valley SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type	AUN	
School District	114068103	
Address 1		
4851 N. Twin Valley Road		
Address 2		
City	State	Zip Code
Elverson	PA	19520
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Single Point of Contact Name		
Amy Anders		
Single Point of Contact Email		
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Ashley Dulin	Student	Twin Valley School District	
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Adrianna Hall	Student	Twin Valley School District	
Noah Petrowsky	Student	Twin Valley School District	
Ashley Siv	Student	Twin Valley School District	
Kate Munn	Parent	Twin Valley School District	
Tasha Gallagher	Parent	Twin Valley School District	
Pat O'Brien	Parent	Twin Valley School District	
Nicole Rosella	Parent	Twin Valley School District	
Sal DiGiacomo	Parent	Twin Valley School District	
Kristin Inman	Parent	Twin Valley School District	
Andrea Bumbulsky	Parent	Twin Valley School District	

Nicole Hiestand	Parent	Twin Valley School District	
Donna Larson	Community Member	Twin Valley School District	
Megan Roswick	Parent	Twin Valley School District	
KC Trost	Parent	Twin Valley School District	
Maureen Vita	Parent	Twin Valley School District	
Donna DiGiacomo	Parent	Twin Valley School District	
Christopher Koller	Parent	Twin Valley School District	
Elizabeth Hoffman	Parent	Twin Valley School District	
Blair Petersheim	Parent	Twin Valley School District	
Sarah McMahan	Parent	Twin Valley School District	
Tina Dymond	Parent	Twin Valley School District	
Andrew Hoffman	Parent	Twin Valley School District	
Jason Shugar	Parent	Twin Valley School District	
Virginia Thorpe	Parent	Twin Valley School District	
Lauren Longenecker	Parent	Twin Valley School District	

LEA Profile

The Twin Valley School District is located in both Berks and Chester Counties. Seven municipalities in two counties combine to form the District: Honey Brook and Elverson Boroughs, Honey Brook and West Nantmeal Townships in Chester County, New Morgan Borough, and Caernarvon and Robeson Townships in Berks County. The Twin Valley School District is composed of three elementary centers (K-4), one middle school (Grades 5-8), and one high school (Grades 9-12). The Twin Valley High School, Twin Valley Middle School, Twin Valley Elementary Center, and the District Administrative Offices are located close to the geographic center of the District near Route 23 and close to the towns of Elverson and Morgantown. Honey Brook Elementary Center is located on Walnut Road off of Route 10 South in Honey Brook Township. Robeson Elementary Center is located on White Bear Road in Robeson Township.

There are many local organizations with diverse activities within the District. Berks, Chester, and nearby Lancaster County are well known for their many cultural centers, museums, historical re-enactments, fairs, festivals, and recreational facilities. Locally, there are community-based service organizations such as the Twin Valley Community Education Foundation, Lions Club, and Twin Valley Rotary Club. Many scholarships are available to qualified students from a variety of sources on the local, county, and state levels. The District has and continues to have a rich agricultural heritage as well as a continued focus on student internships and positive interactions and partnerships with local businesses. Approximately 17% of our students attend the Berks County Career & Technology Center (BCTC) or the Technical College High School - Brandywine (TCHS). In addition, about 77% of our students attend a four-year or two-year post-secondary institution of higher learning and/or join a branch of the armed services. The District also places a high premium on school involvement at all levels for all students.

Mission and Vision

Mission

Twin Valley School District will cultivate a supportive, engaging educational community for all students by designing learning opportunities that are personalized, meaningful, career-oriented and enhance lifelong learning.

Vision

Every Student. Every Day.

Educational Values

Students

TVSD students value the following: *Improving extracurricular programs, bullying prevention efforts, and academic growth and achievement. *Strengthening art, health/PE, and technology & engineering curriculum *Measuring graduation rate, post-secondary opportunities (internships, CTE, dual enrollment), and SAT/ACT scores. *Prioritizing funding for career-based experiences, extracurricular activities and opportunities, and safety and security enhancement.

Staff

TVSD staff value the following: *Improving the ability to attract and retain talented staff members, the integration of social and emotional supports for students and staff, and the promotion of a safe and orderly learning environment. *Strengthening financial literacy, English, and technology & engineering curriculum. *Measuring graduation rate, absenteeism and dropout rates, and postsecondary opportunities. *Prioritizing funding for social/emotional resources and programming, career-based education for students, and safety and security enhancements.

Administration

TVSD staff value the following: *Improving the ability to attract and retain talented staff members, the integration of social and emotional supports for students and staff, and the promotion of a safe and orderly learning environment. *Strengthening financial literacy, English, and technology & engineering curriculum. *Measuring graduation rate, absenteeism and dropout rates, and postsecondary opportunities. *Prioritizing funding for social/emotional resources and programming, career-based education for students, and safety and security enhancements.

Parents

TVSD parents and guardians value the following: *Improving the ability to attract and retain talented staff members, the focus on bullying prevention and resiliency, and the promotion of a safe and orderly learning environment. *Strengthening the financial literacy, technology & engineering, and business and computer technology curriculum. *Measuring the graduation rate, post-secondary opportunities, and the number of disciplinary issues. *Prioritizing funding for career-based experiences for students, safety and security enhancements, and social/emotional resources and programming.

Community

The greater TVSD community values the following: *Improving the promotion of a safe and orderly learning environment, the ability to attract and retain talented staff members, and the focus on bullying prevention and resiliency. *Strengthening the financial literacy, technology & engineering, and business and computer technology curriculum. *Measuring the graduation rate, post-secondary opportunities, and the number of disciplinary issues. *Prioritizing funding for career-based experiences for students, social/emotional resources and programming, and safety and security enhancements.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
College and Career Measures	Secondary students met or exceeded the career standards benchmark performance standards and the four-year cohort graduation interim goal/improvement target.
College and Career Measures	TVHS students exceeded the performance standard for Industry-Based Learning for All Student Groups.
On Track Measures	All TVSD buildings met or exceeded the regular attendance performance standard.
State Assessment Measures	Elementary students exceeded the statewide average for Percent Advanced in both Math and Science PSSA's
State Assessment Measures	TVSD students exceeded the statewide proficiency average in all areas except biology.
State Assessment Measures	TVMS students exceeded the statewide average for Percent Advanced in ELA, Math, and Science PSSA's.
State Assessment Measures	TVMS students met or exceeded the Academic Growth Expectations (PVAAS) for ELA, Math, and Science PSSA's.
State Assessment Measures	HBEC students exceeded the Standard Demonstrating Growth on the Science PSSA.
State Assessment Measures	REC students met the Standard Demonstrating Growth on the Math PSSA.
College and Career Measures	TVHS students exceeded the statewide average for Rigorous Courses of Study and Post Secondary Transition.

Challenges

Indicator	Comments/Notable Observations
State Assessment Measures	TVHS students did not meet interim proficiency goal targets in Literature, Algebra I, and Biology Keystones exams.
State Assessment Measures	TVHS students did not meet the Standard Demonstrating Growth (PVAAS) in Literature, Algebra I, and Biology Keystones exams.
State Assessment Measures	TVHS students did not exceed the Statewide Average for Percent Advanced on Literature, Algebra I, and Biology Keystones exams.

State Assessment Measures	TVMS students did not meet interim proficiency goal targets in ELA, Math, and Science PSSA.
State Assessment Measures	Elementary students did not meet interim proficiency goal targets in ELA PSSA.
State Assessment Measures	TVEC students did not meet the Standard Demonstrating Growth (PVAAS) in ELA, Math, and Science PSSA.
State Assessment Measures	HBEC students did not meet the Standard Demonstrating Growth (PVAAS) in ELA and Math PSSA.
State Assessment Measures	REC students did not meet the Standard Demonstrating Growth (PVAAS) in ELA and Science PSSA's.

Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White Student Group	Comments/Notable Observations TVHS subgroup students met or exceeded Interim Target in proficiency on Literature Keystone.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Combined Ethnicity Student Group	Comments/Notable Observations TVHS subgroup students met or exceeded Interim Target in growth expectations (PVAAS) on Literature Keystone.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Hispanic and Combined Ethnicity Student Group	Comments/Notable Observations TVHS subgroup students met or exceeded Interim Target in growth expectations (PVAAS) on Biology Keystone.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White Student Group	Comments/Notable Observations TVMS subgroup students met or exceeded Interim Target in proficiency on Science PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White, Hispanic, Economically Disadvantaged, and Students with	Comments/Notable Observations TVMS subgroup students met or exceeded Interim Target in growth expectations (PVAAS) on ELA PSSA.

disabilities student groups.	
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White, Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups.	Comments/Notable Observations TVMS subgroup students met or exceeded Interim Target in growth expectations (PVAAS) on Math and Science PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White Student Group	Comments/Notable Observations Elementary subgroup students met or exceeded Interim Target in proficiency on Math and Science PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Students with disabilities student group	Comments/Notable Observations TVEC subgroup students met or exceeded Interim Target in growth expectations (PVAAS) on ELA and Science PSSA.

Challenges

Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantaged, Students with disabilities, and Combined Ethnicity student groups.	Comments/Notable Observations TVHS subgroup students did not meet interim goal for proficiency in Literature Keystones.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White, Hispanic, Economically Disadvantaged, Students with disabilities, and Combined Ethnicity student groups.	Comments/Notable Observations TVHS subgroup students did not meet interim goal for proficiency in Algebra I or Biology Keystones.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantaged, Students with disabilities, and Combined Ethnicity student groups.	Comments/Notable Observations TVHS subgroup students did not meet the Standard Demonstrating Growth (PVAAS) in Algebra I Keystones.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s)	Comments/Notable Observations TVHS subgroup students did not meet the Standard Demonstrating Growth (PVAAS) in Literature and Biology Keystones.

White, Economically Disadvantaged, and Students with disabilities student groups.	
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White, Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups.	Comments/Notable Observations TVMS subgroup students did not meet interim goal for proficiency in ELA or Math PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups.	Comments/Notable Observations TVMS subgroup students did not meet interim goal for proficiency in Science PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Combined Ethnicity student group	Comments/Notable Observations TVMS subgroup students did not meet the Standard Demonstrating Growth (PVAAS) in ELA PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White, Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups.	Comments/Notable Observations TVMS subgroup students did not meet the Standard Demonstrating Growth (PVAAS) in Math and Science PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) White Student Group	Comments/Notable Observations Elementary subgroup students did not meet the Standard Demonstrating Growth (PVAAS) in ELA PSSA.
Indicator State Assessment Measures Grade Level(s) and/or Student Group(s) Students with disabilities student group	Comments/Notable Observations HBEC & TVEC subgroup students did not meet interim goal for proficiency in ELA, Math, and Science PSSA.

Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Secondary students met or exceeded the career standards benchmark performance standards and the four-year cohort graduation interim goal/improvement target.
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TVHS students exceeded the performance standard for Industry-Based Learning for All Student Groups.

All TVSD buildings met or exceeded the regular attendance performance standard.

TVMS students met or exceeded the Academic Growth Expectations (PVAAS) for ELA, Math, and Science PSSA's.

Elementary subgroup students, white student group, met or exceeded Interim Target in proficiency on Math and Science PSSA.
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Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

TVHS students did not meet interim proficiency goal targets in Literature, Algebra I, and Biology Keystones exams.
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TVMS students did not meet interim proficiency goal targets in ELA, Math, and Science PSSA.

Elementary students did not meet interim proficiency goal targets in ELA PSSA.
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TVMS subgroup students, White, Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups, did not meet interim goal for proficiency in ELA or Math PSSA.

TVHS subgroup students, Hispanic, Economically Disadvantaged, Students with disabilities, and Combined Ethnicity student groups, did not meet interim goal for proficiency in Literature, Algebra I, and Biology Keystones.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
aimswEBPlus	Benchmark Assessments
Diagnostic Reading Assessment (DRA)	This diagnostic data helps to develop Intervention Groups to support students in areas of need. All students who score below benchmark are given the DRA to identify specific gap areas.
CommonLit & NWEA	Diagnostic Assessments

English Language Arts Summary

Strengths

aimswEBPlus, a Benchmark Assessment, helps to determine intervention groups that target gap areas.
Based on student performance data, Elementary and Middle Schools students, who are not meeting English Language Arts proficiency, receive additional instruction through intervention groups.

Challenges

English Language Arts Proficiency and Growth are areas that need to improve across a majority of our buildings.
Proficiency in English 11 Keystone Exams needs to improve. Currently, only 63.9% of students taking the English 11 Keystone Exam are Proficient.

Mathematics

Data	Comments/Notable Observations
aimswEBPlus (Benchmark Assessment)	Grades K-3 and Grade 6 had more than 25% of the students below benchmark. Grades 4-5 and Grades 7-8 had less than 20% of their students below benchmark.
CDT (Classroom Diagnostic Tools)	The CDT is given to students in Algebra I at the High School level.
Edia	Grades 5-12 Diagnostic tool.

Mathematics Summary

Strengths

Based on student performance data, Middle Schools students, who are not meeting Mathematics proficiency, receive additional instruction through intervention groups.
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Teachers use formative assessment data from the Algebra 1 Classroom Diagnostic Tool (CDT) to adjust their lessons and differentiate their instruction.

Challenges

Math Growth in all schools is not meeting desired level of performance.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT	Students in Biology take the CDT.

Science, Technology, and Engineering Education Summary

Strengths

Teachers use formative assessment data from the Biology Classroom Diagnostic Tool (CDT) to adjust their lessons and differentiate their instruction.

Challenges

Students are not meeting proficiency targets in Biology, as assessed by the Biology Keystone Exam.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Portfolios	Prior to edInsight (Student Data Platform), portfolios were used to house career documents.
edInsight (Student Data Platform)	edInsight gives teachers and school counselors the ability to quickly identify if there are students who have not completed a Career Readiness item.

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

Social Studies (Civics and Government, Economics, Geography, History)

True Social Studies (Civics and Government, Economics, Geography, History) Omit

Articulation Agreements

True We do not have any articulation agreements because we do not have high school students, or ALL current agreements have been uploaded to other FRCPP plans.

Summary

Strengths

Review the comments and notable observations listed previously and record 2-5 strengths which have had the most impact in improving your most pressing challenges.

edInsight (Student Data Platform) has improved our data tracking abilities to support teachers and school counselors in identifying students who may not have completed an artifact.
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The articulation agreement with Reading Area Community College (RACC) supports our students who may wish to earn dual credit.

Challenges

Review the comments and notable observations listed previously and record 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Professional development time needs to be set aside for schools to evaluate their Career Readiness documents and ensure that the necessary individuals know how to teach them.
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An evaluation can be done to determine if additional articulation agreements with other higher education institutions would benefit our students.

Equity Considerations

English Learners

True This student group is not a focus in this plan.

Students with Disabilities

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
FutureReadyPA Proficiency	ELA: Lower proficiency than the All Student Group. Math: Lower proficiency than All Student Group. Science: Lower proficiency than All Student Group.
FutureReadyPA Growth	ELA: Higher growth than All Student Group. Math: Higher growth than All Student Group. Science: Higher growth than All Student Group.

Students Considered Economically Disadvantaged

False This student group is not a focus in this plan.

Data	Comments/Notable Observations
FutureReadyPA Proficiency	ELA: Lower proficiency than All Student Group. Math: Lower proficiency than All Student Group. Science: Lower proficiency than All Student Group.
FutureReadyPA Growth	ELA: Lower growth than All Student Group. Math: Same growth as All Student Group. Science: Higher growth than All Student Group.

Student Groups by Race/Ethnicity

False This student group is not a focus in this plan.

Student Groups	Comments/Notable Observations
White	ELA: Higher proficiency than All Student Group. Math: Higher proficiency than All Student Group. Science: Higher proficiency than All Student Group. ELA: Lower growth than All Student Group. Math: Same growth as All Student Group. Science: Same growth as All Student Group.

Summary

Strengths

Review the comments and notable observations listed previously and record the 2-5 strengths which have had the most impact in improving your most pressing challenges.

ELA, Math, and Science growth Students with Disabilities Subgroups higher than the All Student Group on State assessments.
Science growth was higher for the Economically Disadvantaged Subgroup compared to the All Student Group on State assessments.
ELA, Math, and Science growth White Race/Ethnicity Subgroup higher than the All Student Group on State assessments.

Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

Low proficiency scores for students in the Economically Disadvantaged and Students with Disabilities Subgroups on the State assessments in English Language Arts, Mathematics, and Science.
Low growth for students in the Economically Disadvantaged and White Race/Ethnicity Subgroup on State assessments in English Language Arts.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
TSI Plan	
K-12 Guidance Plan (339 Plan)	
Technology Plan	

Strengths

Review the comments and notable observations listed and record those which have had the most impact in improving your most pressing challenges.

Challenges

Review the comments and notable observations listed previously and record the 2-5 challenges which if improved would have the most impact in achieving your Mission and Vision.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Emerging

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Operational

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities	Operational

Summary

Strengths

With your vision and goals in mind, identify and record which essential practices are currently Operational or Exemplary and could be leveraged to improve your most pressing concerns.

Foster a vision and culture of high expectations for success for all students, educators, and families.

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.

Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Ensure effective, standards-aligned curriculum and assessment.

Coordinate and monitor supports aligned with students' and families' needs.

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

Summary of Strengths and Challenges from the Needs Assessment

Strengths

Examine the Summary of Strengths. Identify the strengths that are most positively contributing to achievement of your mission and vision. Check the box to the right of these identified strength(s).

Strength	Check for Consideration in Plan
Secondary students met or exceeded the career standards benchmark performance standards and the four-year cohort graduation interim goal/improvement target.	True
TVHS students exceeded the performance standard for Industry-Based Learning for All Student Groups.	True
All TVSD buildings met or exceeded the regular attendance performance standard.	False
TVMS students met or exceeded the Academic Growth Expectations (PVAAS) for ELA, Math, and Science PSSA's.	True
Elementary subgroup students, white student group, met or exceeded Interim Target in proficiency on Math and Science PSSA.	True
edInsight (Student Data Platform) has improved our data tracking abilities to support teachers and school counselors in identifying students who may not have completed an artifact.	False
The articulation agreement with Reading Area Community College (RACC) supports our students who may wish to earn dual credit.	False
ELA, Math, and Science growth Students with Disabilities Subgroups higher than the All Student Group on State assessments.	False
Science growth was higher for the Economically Disadvantaged Subgroup compared to the All Student Group on State assessments.	False
ELA, Math, and Science growth White Race/Ethnicity Subgroup higher than the All Student Group on State assessments.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	True
aimswebPlus, a Benchmark Assessment, helps to determine intervention groups that target gap areas.	False
Based on student performance data, Elementary and Middle Schools students, who are not meeting English Language Arts proficiency, receive additional instruction through intervention groups.	False
Based on student performance data, Middle Schools students, who are not meeting Mathematics proficiency, receive additional instruction through intervention groups.	True

Teachers use formative assessment data from the Algebra 1 Classroom Diagnostic Tool (CDT) to adjust their lessons and differentiate their instruction.	False
Teachers use formative assessment data from the Biology Classroom Diagnostic Tool (CDT) to adjust their lessons and differentiate their instruction.	False
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	True

Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
TVHS students did not meet interim proficiency goal targets in Literature, Algebra I, and Biology Keystones exams.	False
TVMS students did not meet interim proficiency goal targets in ELA, Math, and Science PSSA.	False
Elementary students did not meet interim proficiency goal targets in ELA PSSA.	False
TVMS subgroup students, White, Hispanic, Economically Disadvantaged, Students with disabilities and Combined Ethnicity student groups, did not meet interim goal for proficiency in ELA or Math PSSA.	False
TVHS subgroup students, Hispanic, Economically Disadvantaged, Students with disabilities, and Combined Ethnicity student groups, did not meet interim goal for proficiency in Literature, Algebra I, and Biology Keystones.	False
Professional development time needs to be set aside for schools to evaluate their Career Readiness documents and ensure that the necessary individuals know how to teach them.	False
An evaluation can be done to determine if additional articulation agreements with other higher education institutions would benefit our students.	False
Low proficiency scores for students in the Economically Disadvantaged and Students with Disabilities Subgroups on the State assessments in English Language Arts, Mathematics, and Science.	False
Low growth for students in the Economically Disadvantaged and White Race/Ethnicity Subgroup on State assessments in English Language Arts.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	True
English Language Arts Proficiency and Growth are areas that need to improve across a majority of our buildings.	False
Proficiency in English 11 Keystone Exams needs to improve. Currently, only 63.9% of students taking the English 11 Keystone Exam are Proficient.	False

Math Growth in all schools is not meeting desired level of performance.	False
Students are not meeting proficiency targets in Biology, as assessed by the Biology Keystone Exam.	False
Ensure effective, standards-aligned curriculum and assessment.	True
Coordinate and monitor supports aligned with students' and families' needs.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	A stronger communication plan will foster increased participation and academic, extracurricular, and community-based activities.	True
Ensure effective, standards-aligned curriculum and assessment.	Effective, standards-aligned curriculum and assessment will help to identify targeted interventions and supports that will help to improve academic outcomes for all students.	True
Coordinate and monitor supports aligned with students' and families' needs.	A closer coordination of supports aligned to students' and families' needs will help to ensure that all students can learn in a safe, supportive, and inclusive school environment.	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Student services data will help to inform the allocation of resources and staff to enhance support for students with diverse needs.	True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Secondary students met or exceeded the career standards benchmark performance standards and the four-year cohort graduation interim goal/improvement target.	
TVHS students exceeded the performance standard for Industry-Based Learning for All Student Groups.	
TVMS students met or exceeded the Academic Growth Expectations (PVAAS) for ELA, Math, and Science PSSA's.	
Elementary subgroup students, white student group, met or exceeded Interim Target in proficiency on Math and Science PSSA.	
Foster a vision and culture of high expectations for success for all students, educators, and families.	
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	
Based on student performance data, Middle Schools students, who are not meeting Mathematics proficiency, receive additional instruction through intervention groups.	
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Focus Area 4 - Increasing Student Engagement Through Enhanced Communication
	Focus Area 3 - Student Achievement: Improving academic outcomes for all students.
	Focus Area 2 - Student Services & Special Education: Enhancing support for students with diverse needs.
	Focus Area 1 - Safe & Supportive Schools: Ensuring that all students can learn in a safe and inclusive school environment.

Goal Setting

Priority: Focus Area 4 - Increasing Student Engagement Through Enhanced Communication

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
Increase student engagement in academic, extracurricular, and community-based activities by 20% over three years through enhanced communication and equitable access.		
Measurable Goal Nickname (35 Character Max)		
Improve communication		
Target Year 1	Target Year 2	Target Year 3
Establish a Communication Committee and baseline participation data. Implement targeted outreach and conduct engagement surveys. Develop a system to track student participation.	Increase student participation by 10% from baseline. Launch an engagement dashboard to improve access to opportunities. Address key barriers and expand communication efforts.	Increase student engagement in academic, extracurricular, and community-based activities by 20% over three years through enhanced communication and equitable access.

Priority: Focus Area 3 - Student Achievement: Improving academic outcomes for all students.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Increase academic performance in English and Mathematics on grade-level benchmarks by 10% for all students through the implementation of data-driven differentiated instruction, targeted interventions, and professional development, demonstrating continuous growth in student achievement.		
Measurable Goal Nickname (35 Character Max)		
Achievement		
Target Year 1	Target Year 2	Target Year 3
Analyze student performance data to identify gaps and begin implementing data-driven instructional adjustments in ELA and Math. Deliver small group interventions for students in need of additional support in targeted subjects.	Achieve a 5% improvement in student performance in ELA and Math, with continuous adjustments based on data analysis. Expand and refine small group interventions to further address identified learning gaps.	Increase academic performance in English and Mathematics on grade-level benchmarks by 10% for all students through the implementation of data-driven differentiated instruction, targeted interventions, and professional development, demonstrating continuous growth in student achievement.

Priority: Focus Area 2 - Student Services & Special Education: Enhancing support for students with diverse needs.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Improve the recognition, identification, and support for students with diverse needs, ensuring consistent program delivery across grade levels and enhancing collaboration with external partners like the Berks County Intermediate Unit (BCIU).		
Measurable Goal Nickname (35 Character Max)		
Student Services		
Target Year 1	Target Year 2	Target Year 3
Evaluate and refine district identification procedures and review referral processes for Special Education and Gifted services. Collaborate with BCIU to develop a comprehensive Action Plan for program improvements and staff training.	Increase program consistency across all grade levels with the introduction of one new program at the elementary level and improvement of team-teaching practices. Achieve an increase in engagement and awareness through parent education events and a more robust support system for students with diverse needs.	Improve the recognition, identification, and support for students with diverse needs, ensuring consistent program delivery across grade levels and enhancing collaboration with external partners like the Berks County Intermediate Unit (BCIU).

Priority: Focus Area 1 - Safe & Supportive Schools: Ensuring that all students can learn in a safe and inclusive school environment.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Create and implement a comprehensive and sustainable mental health program that ensures all students K-12 receive age-appropriate, accessible support for their social, emotional, and behavioral needs, increasing engagement with mental health education and resources across the district.		
Measurable Goal Nickname (35 Character Max)		
Safe & Supportive Schools		
Target Year 1	Target Year 2	Target Year 3
Develop an Action Plan based on PAYS Taskforce recommendations, outlining district initiatives, timelines, and key areas for student support. Conduct a curriculum review for mental health education, with an emphasis on creating a K-12 tiered social-emotional learning curriculum.	Implement tiered mental health education across K-12, with a focus on low-cost programming and developmentally appropriate curriculum for health-related education. Enhance communications through a revamped website hub and regular parent education events on mental health and	Create and implement a comprehensive and sustainable mental health program that ensures all students K-12 receive age-appropriate, accessible support for their social, emotional, and behavioral needs, increasing engagement with mental health education and resources across the

	available resources.	district.
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Action Plan

Measurable Goals

Improve communication	
Achievement	Student Services
Safe & Supportive Schools	

Action Plan For: Enhance communication & engagement accessibility

Measurable Goals:
<ul style="list-style-type: none"> Increase student engagement in academic, extracurricular, and community-based activities by 20% over three years through enhanced communication and equitable access.

Action Step		Anticipated Start/Completion Date	
Form and implement a Communication Committee to oversee engagement efforts, identify and promote effective communication channels such as the website, app, newsletters, and social media, and leverage Berks County Intermediate Unit (BCIU) resources to enhance communication tools.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Communications specialist	Committee, communication tools	No	Yes
Action Step		Anticipated Start/Completion Date	
Develop targeted strategies that emphasize the value of engagement, establish clear guidelines for promoting both school-sponsored and non-school-sponsored activities, and launch an engagement dashboard to provide real-time updates on available opportunities.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building & District Administration	Committee, communication tools	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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Improved awareness and access to engagement opportunities, increased student participation in academic, extracurricular, and community activities, and a more effective, data-driven communication system that ensures equitable outreach to all students and families.	The Communication Committee, including school administrators and staff, will monitor and evaluate engagement efforts by conducting surveys of students, families, and staff, analyzing participation data annually, and reviewing digital engagement analytics monthly to assess communication effectiveness and make data-driven adjustments.
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Action Plan For: Remove barriers and expand opportunities

Measurable Goals:
<ul style="list-style-type: none"> Increase student engagement in academic, extracurricular, and community-based activities by 20% over three years through enhanced communication and equitable access.

Action Step		Anticipated Start/Completion Date	
Collect and analyze data on participation barriers, such as transportation, scheduling conflicts, and financial constraints, and implement solutions like flex time and additional participation windows.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	Survey tools, participation data	No	No
Action Step		Anticipated Start/Completion Date	
Develop a system to monitor student participation, identify disengaged students, and implement targeted interventions to increase engagement across multiple activities.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building principals	Survey tools, participation data	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased student participation across various activities, with reduced obstacles to engagement and targeted interventions leading to improved overall involvement.	Building administrators and staff will monitor and evaluate participation data on a quarterly basis, using participation tracking systems and feedback surveys to assess barriers and the effectiveness of interventions.

Action Plan For: Data-driven instruction and targeted interventions

Measurable Goals:
<ul style="list-style-type: none"> Increase academic performance in English and Mathematics on grade-level benchmarks by 10% for all students through the implementation of data-driven differentiated instruction, targeted interventions, and professional development, demonstrating continuous growth in student achievement.

Action Step		Anticipated Start/Completion Date	
Analyze student performance data to identify learning gaps in English and Math and adjust instructional approaches.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Data sources: AIMSWEB, CommonLIT, EDIA, PVAAS	No	No
Action Step		Anticipated Start/Completion Date	
Implement small group interventions targeting students who require additional support.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principal	Schedules, data sources	No	No
Action Step		Anticipated Start/Completion Date	
Track progress		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Data sources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved student performance in English and Math through data-informed instruction and targeted interventions aimed at closing learning gaps.	Principals and teachers will monitor and evaluate student performance quarterly by reviewing assessment data, tracking progress in small group interventions, and adjusting instruction as needed.

Action Plan For: Professional development and classroom culture

Measurable Goals:

- Increase academic performance in English and Mathematics on grade-level benchmarks by 10% for all students through the implementation of data-driven differentiated instruction, targeted interventions, and professional development, demonstrating continuous growth in student achievement.

Action Step		Anticipated Start/Completion Date	
Provide targeted professional development for teachers on best practices in differentiated instruction and intervention strategies.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	PD resources	Yes	No
Action Step		Anticipated Start/Completion Date	
Monitor teacher application of training by conducting regular classroom observations and providing feedback for growth.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	Observation templates	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Stronger classroom culture and improved teacher effectiveness in implementing best practices for differentiated instruction and intervention techniques.	Building and District Administrators will monitor and evaluate teacher progress semesterly through classroom observations, and assessment results.

Action Plan For: Refine student identification and support systems

Measurable Goals:
<ul style="list-style-type: none"> • Improve the recognition, identification, and support for students with diverse needs, ensuring consistent program delivery across grade levels and enhancing collaboration with external partners like the Berks County Intermediate Unit (BCIU).

Action Step	Anticipated Start/Completion Date	
Evaluate and refine district identification procedures for Special Education and Gifted services to ensure	2025-07-01	2028-06-30

consistency across all grade levels.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Student data	No	No
Action Step		Anticipated Start/Completion Date	
Collaborate with BCIU to deliver professional development for co-teaching practices and early identification strategies for students.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	BCIU	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A more efficient and consistent identification process for students with special needs and exceptional abilities, leading to better alignment of services and interventions across all grade levels.	The Student Services department will monitor and evaluate the identification and referral processes annually, reviewing data on student placements and outcomes, and providing regular feedback to staff.

Action Plan For: Strengthen programs and increase parent engagement

Measurable Goals:
<ul style="list-style-type: none"> Improve the recognition, identification, and support for students with diverse needs, ensuring consistent program delivery across grade levels and enhancing collaboration with external partners like the Berks County Intermediate Unit (BCIU).

Action Step	Anticipated Start/Completion Date		
Develop a continuum of services to address student needs across all levels, starting with one program at the elementary level.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Curriculum and program resources	No	No
Action Step	Anticipated Start/Completion Date		
Increase stakeholder awareness by hosting parent education events and promoting available resources	2025-07-01	2028-06-30	

on the TVSD website.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Communication tools	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
An increase in student engagement and success for those placed in TVSD programs, including the development of a continuum of services tailored to students' specific needs.	The Student Services Department will monitor and evaluate program effectiveness through student outcomes, feedback from parents and staff, and a review of participation rates at parent education events.

Action Plan For: Program improvement and mental health curriculum alignment

Measurable Goals:
<ul style="list-style-type: none"> Create and implement a comprehensive and sustainable mental health program that ensures all students K-12 receive age-appropriate, accessible support for their social, emotional, and behavioral needs, increasing engagement with mental health education and resources across the district.

Action Step	Anticipated Start/Completion Date		
Create and implement an Action Plan that includes strategies for addressing mental health needs, resiliency/bullying prevention, and staff training.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Social-emotional learning resources	Yes	No
Action Step	Anticipated Start/Completion Date		
Review and align the curriculum to provide age-appropriate mental health education, including social-emotional learning and health-related topics like drug abuse.	2025-07-01	2028-06-30	
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant Superintendent	Curriculum resources	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The development and implementation of a coherent, tiered mental	Administration will monitor and evaluate progress annually by

health curriculum for all grade levels, ensuring that all students have access to appropriate mental health education and support.	reviewing curriculum implementation data, engagement levels, and feedback from staff, students, and parents.
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Action Plan For: Strengthen communication and support services

Measurable Goals:
<ul style="list-style-type: none"> • Create and implement a comprehensive and sustainable mental health program that ensures all students K-12 receive age-appropriate, accessible support for their social, emotional, and behavioral needs, increasing engagement with mental health education and resources across the district.

Action Step		Anticipated Start/Completion Date	
Revamp and strengthen communications by creating a comprehensive mental health resource hub on the district website and offering regular parent education events.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Communication tools	No	Yes
Action Step		Anticipated Start/Completion Date	
Research best practices from other districts and strengthen the district’s mental health outreach and collaboration with outside experts and resources.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Student Services	Network meetings/BCIU	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
A well-connected system that ensures students, parents, and staff have clear access to mental health resources and support services, improving district-wide engagement with mental health initiatives.	Administration will monitor and evaluate the effectiveness of communications and parent engagement through surveys, website analytics, and participation in educational events.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Professional development and classroom culture	Provide targeted professional development for teachers on best practices in differentiated instruction and intervention strategies.
Refine student identification and support systems	Collaborate with BCIU to deliver professional development for co-teaching practices and early identification strategies for students.
Program improvement and mental health curriculum alignment	Create and implement an Action Plan that includes strategies for addressing mental health needs, resiliency/bullying prevention, and staff training.

Differentiated Instruction

Action Step		
<ul style="list-style-type: none"> Provide targeted professional development for teachers on best practices in differentiated instruction and intervention strategies. 		
Audience		
K-12 Teachers		
Topics to be Included		
data-driven instruction, tiered intervention strategies, differentiation techniques		
Evidence of Learning		
Teachers will demonstrate effective differentiated instruction by analyzing student data to adjust lessons, implementing tiered interventions, and modifying instruction based on individual student needs, as measured by classroom observations and student progress data.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1d: Demonstrating Knowledge of Resources 4e: Growing and Developing Professionally 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 	

- 1e: Designing Coherent Instruction
- 3e: Demonstrating Flexibility and Responsiveness

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Collaborate with BCIU to deliver professional development for co-teaching practices and early identification strategies for students.

Action Step		
<ul style="list-style-type: none"> • Collaborate with BCIU to deliver professional development for co-teaching practices and early identification strategies for students. 		
Audience		
K-12 teachers		
Topics to be Included		
Effective team-teaching models, team-teaching expectations		
Evidence of Learning		
Teachers will demonstrate effective team-teaching practices by implementing collaborative instruction models and adhering to team-teaching expectations, as measured by classroom observations.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1d: Demonstrating Knowledge of Resources • 3e: Demonstrating Flexibility and Responsiveness • 1e: Designing Coherent Instruction • 4a: Reflecting on Teaching • 3b: Using Questioning and Discussion Techniques • 2b: Establishing a Culture for Learning • 4e: Growing and Developing Professionally • 1b: Demonstrating Knowledge of Students • 3c: Engaging Students in Learning • 2d: Managing Student Behavior 	
This Step Meets the Requirements of State Required Trainings	

Teaching Diverse Learners in Inclusive Settings

Resiliency and Bullying Prevention

Action Step		
<ul style="list-style-type: none"> Create and implement an Action Plan that includes strategies for addressing mental health needs, resiliency/bullying prevention, and staff training. 		
Audience		
K-12 teachers		
Topics to be Included		
Building student resilience and coping skills, identifying and addressing bullying behaviors		
Evidence of Learning		
Students will demonstrate increased resilience through improved problem-solving, emotional regulation, and peer interactions. Staff will effectively identify, prevent, and respond to bullying using intervention strategies.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent	2025-07-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Annually
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 2d: Managing Student Behavior 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 3e: Demonstrating Flexibility and Responsiveness 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 2b: Establishing a Culture for Learning 4d: Participating in a Professional Community 1b: Demonstrating Knowledge of Students 3c: Engaging Students in Learning 2a: Creating an Environment of Respect and Rapport 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Communications Activities

Communication Committee					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form and implement a Communication Committee to oversee engagement efforts, identify and promote effective communication channels such as the website, app, newsletters, and social media, and leverage Berks County Intermediate Unit (BCIU) resources to enhance communication tools. Develop targeted strategies that emphasize the value of engagement, establish clear guidelines for promoting both school-sponsored and non-school-sponsored activities, and launch an engagement dashboard to provide real-time updates on available opportunities. Increase stakeholder awareness by hosting parent education events and promoting available resources on the TVSD website. Revamp and strengthen communications by creating a comprehensive mental health resource hub on the district website and offering regular parent education events. 	All TVSD Community	The Communication Committee will develop a comprehensive communication plan that outlines clear, consistent messaging strategies for engaging students, families, and staff, ensuring transparency and accessibility across all district initiatives. This plan will include targeted outreach for student engagement, mental health resources, bullying prevention, professional development opportunities, and special education programs, utilizing the platforms identified by the committee to maximize awareness and participation.	Communications specialist	07/01/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Other			Regularly, as planned by the committee.		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date