MISSION STATEMENT

Support the personal and intellectual success and wellness of every student, every day.

VISION STATEMENT

Provide challenging, meaningful and engaging learning opportunities enabling all students to be responsible, healthy, productive citizens within their communities and in a diverse and competitive world.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Safety: Providing a physically and emotionally safe school environment is vital to learning. Diversity: Individuals excel in learning environments where diversity is celebrated. Learning: Learning is a lifelong process. Dignity & Honesty: Treatment of all individuals is conducted with honesty, care, concern, dignity and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Education is a partnership between family, school and community. Every Student: Everyone can learn, and learning is accomplished in different ways and at different rates. Future: All students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

STAFF

Safety: Providing a physically and emotionally safe school environment is vital to learning. Student-Centered: Curriculum and instructional practices should be student focused. Collaboration: Local and regional partnerships strengthen the school and the entire community. Diversity: Individuals excel in learning environments where diversity is celebrated. Learning: Learning is a lifelong process. Dignity & Honesty: Treatment of all individuals is conducted with honesty, care, concern, dignity and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Education is a partnership between family, school and community. Whole-Child: Each child's social, emotional and physical well-being impacts their ability to learn. Every Student: Everyone can learn, and learning is accomplished in different ways and at different rates. Future: All students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

ADMINISTRATION

Safety: Providing a physically and emotionally safe school environment is vital to learning. Student-Centered: Curriculum and instructional practices should be student focused. Collaboration: Local and regional partnerships strengthen the school and the entire community. Equity: All academic, athletic and co-curricular opportunities are available for all students. Diversity: Individuals excel in learning environments where diversity is celebrated. Learning: Learning is a lifelong process. Dignity & Honesty: Treatment of all individuals is conducted with honesty, care,

concern, dignity and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Education is a partnership between family, school and community. Whole-Child: Each child's social, emotional and physical well-being impacts their ability to learn. Every Student: Everyone can learn, and learning is accomplished in different ways and at different rates. Future: All students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

PARENTS

Safety: Providing a physically and emotionally safe school environment is vital to learning. Diversity: Individuals excel in learning environments where diversity is celebrated. Learning: Learning is a lifelong process. Dignity & Honesty: Treatment of all individuals is conducted with honesty, care, concern, dignity and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Education is a partnership between family, school and community. Whole-Child: Each child's social, emotional and physical well-being impacts their ability to learn. Every Student: Everyone can learn, and learning is accomplished in different ways and at different rates. Future: All students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

COMMUNITY

Collaboration: Local and regional partnerships strengthen the school and the entire community. Diversity: Individuals excel in learning environments where diversity is celebrated. Learning: Learning is a lifelong process. Dignity & Honesty: Treatment of all individuals is conducted with honesty, care, concern, dignity and respect. Partnership: Education is a partnership between family, school and community. Whole-Child: Each child's social, emotional and physical well-being impacts their ability to learn. Every Student: Everyone can learn, and learning is accomplished in different ways and at different rates. Future: All students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Amy Stewart	Superintendent	Warren County School District
Eric Mineweaser	Director of Curriculum, Instructioin, and Assessment	Warren County School District
Patty Hawley	Director of Pupil Services	Warren County School District
Lynn Shultz	Supervisor of Elementary Education	Warren County School District
Paul Mangione	School Board Member	Warren County School District
Elizabeth Huffman	School Board Member	Warren County School District
Jennifer Hobbs	Elementary Principal	Warren County School District
Glenn Smith	Secondary Principal	Warren County School District
Jennifer Dilks	Instructional Coach	Warren County School District
Lisa Franklin	Instructional Coach	Warren County School District
Medina Reynolds	Instructional Coach	Warren County School District
Lynette Swab	Instructional Coach	Warren County School District
Deborah Hasselman	Mathematics Curriculum Coordinator	Warren County School District

Name	Position	Building/Group
Tiffany Mandeville	Language Arts Curriculum Coordinator	Warren County School District
Wendy Gray	Science Curriculum Coordinator	Warren County School District
Megan Yeager	Elementary Language Arts Curriculum Coordinator	Warren County School District
Lacey Criswell	Teacher	Warren County School District
Clay Hayes	Teacher	Warren County School District

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The WCSD will design and implement a 3-year Professional Development Plan to assist with increasing student growth and achievement of Mathematics skills and content.	Mathematics
The WCSD will design a College Career Readiness Calendar to effectively communicate with all stakeholders the various required activities needed for completion at the end of each school year, while also designing procedures for faculty and administration to follow for student accountability and progress monitoring.	Career Standards Benchmark
The WCSD will design and implement a 3-year Professional Development Plan to assist with increasing student growth and achievement of English Language Arts skills and content.	English Language Arts

ACTION PLAN AND STEPS

Evidence-based Strategy
Meaningful Engagement in Career Educational Work Standards

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
College and Career	By the end of the 2022-2023 school year, the Warren County School District will improve their College and

Goal Nickname	Measurable Goal Statement (Smart Goal)
Readiness for Students	Career Readiness completion rate to the state targeted goal of 98.0%.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals.	2020-11-10 - 2023-10-09	School Administration School Counselor	Virtual Academy College Career Ready Course
Monthly report provided to Director of Curriculum, Instruction and Assessment regarding the completion rate of college career readiness activities within each school building of the district.	2020-11-02 - 2023-06-09	Building Administration School Counselor Director of Curriculum, Instruction, and Assessment	Virtual Academy College and Career Readiness CSV File

Anticipated Outcome

5th Grade: Completion of six (6) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards. 8th Grade: Completion of six (6) College and Career Readiness Activities by the

end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the student selection of a career pathway by the end of their 8th grade year. 11th Grade: Completion of eight (8) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the successful completion of two activities related to the student' selected career pathway.

Monitoring/Evaluation

Administration, School Counselors, Teachers/Advisors will progress monitor successful completion of all activities each marking period for all students. Staff will utilize the Virtual Academy platform, Naviance, and the WCSD College Career Readiness spreadsheet to evaluate the completion of tasks.

Evidence-based Strategy

PA Adopted Cycle of Improvement

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Increase Student Growth and Achievement in English Language Arts	By implementing a 3-year professional development plan that focuses on the achievement and growth level of Warren County students in the area of English Language Arts, the district average "all-student level" of 68.23% will be obtained through Keystone and PSSA testing by the end of the 2023 testing window.
Increase Student Growth and Achievement in Mathematics	Warren County School District mathematics teachers will analyze and utilize benchmark data to make instructional decisions on essential standards and learning progressions in order to increase student achievement in mathematics to at least 53.5% at the end of the 2023 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Upon completion of local benchmark assessments, collaboration between teachers will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	2021-01-26 - 2023-06-09	Building Administration Curriculum Coordinators Building Level Teachers Academic Coaches	Local Benchmark Data Curriculum Map(s) Data Analysis Tool
Grade level/content level plan will need provided to building administration and Director of Curriculum, Instruction, and Assessment.	2021-02-15 - 2023-06-09	Building Level Teachers Curriculum Coordinators Academic Coaches Building Administration Director of Curriculum, Instruction, and Assessment	Local Benchmark Data Curriculum Map(s) Data Analysis Tool
Progress Monitoring by means of building administration walkthroughs and observations will take place to ensure the implementation of the plan is leading to student growth and achievement.	2021-04-05 - 2023-06-09	Building Administration Building Level Teachers	PA-ETEP Observation Tool Teacher Lesson Plan(s) Curriculum Map(s)
Using data to adjust actions within the grade level/content level plan will take place within departments, as well as with building administration based on the analysis of the local benchmark data.	2021-08-26 - 2023-06-09	Building Level Teacher(s) Building Administration Curriculum Coordinators	Local Benchmark Data Data Analysis Tool

Anticipated Outcome

English Language Arts targeted student achievement goal by end of 2023 is 68.23% Mathematics targeted student achievement goal by

end of 2023 is 53.5%

Monitoring/Evaluation

Administration; Curriculum Coordinators; Building Level Teachers; Academic Coaches; Director of Curriculum, Instruction, and Assessment

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or	11/10/2020 - 10/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		connection to a student's broader interests, skills, and goals.	

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By implementing a 3-year professional development plan that focuses on the achievement and growth level of Warren County students in the area of English Language Arts, the district average "all-student level" of 68.23% will be obtained through Keystone and PSSA testing by the end of the 2023 testing window. (Increase Student Growth and Achievement in English Language Arts) Warren County School District mathematics teachers will analyze and utilize benchmark data to make instructional decisions on essential standards and learning progressions in order to increase student achievement in mathematics to at least 53.5% at the end of the 2023 school year. (Increase Student Growth and Achievement in Mathematics)	PA Adopted Cycle of Improvement	Upon completion of local benchmark assessments, collaboration between teachers will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	01/26/2021 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the	11/10/2020 - 10/09/2023

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals.	

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Monthly report provided to Director of Curriculum, Instruction and Assessment regarding the completion rate of college career readiness activities within each school building of the district.	11/02/2020 - 06/09/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By implementing a 3-year professional development plan that focuses on the achievement and growth level of Warren County students in the area of English Language Arts, the district average "all-student level" of 68.23% will be obtained through Keystone and PSSA testing by the end of the 2023 testing window. (Increase Student Growth and Achievement in English Language Arts) Warren County School District mathematics teachers will analyze and utilize benchmark data to make instructional decisions on essential standards and learning progressions in order to increase student achievement in mathematics to at least 53.5% at the end of the 2023 school year. (Increase Student Growth and Achievement in Mathematics)	PA Adopted Cycle of Improvement	Upon completion of local benchmark assessments, collaboration between teachers will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	01/26/2021 - 06/09/2023

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum or 28 days prior to approval by the board or governing body and submission to the Department.

School Board Minutes or Affirmation Statement   ;

Signature (Entered Electronically and must have access to web application).

Superintendent/Chief Executive Officer

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Ensure effective, standards-aligned curriculum and assessment

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

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

WCSD ELA Keystone (2019) Grade Levels that Met or Exceeded State Average - Grade 6 ELA PSSA (Green - 0.5) ELA Keystones (Light Blue - 2.7)

In relation to the local benchmark assessment, Acadience Reading, over 2/3 of the elementary grade levels K-5th were considered at the Core Level by semesters. Percentage of students at benchmark in January: K: 70%, 1: 67%, 2: 67% 3: 70%, 4: 67%, 5: 66%

According to the PA Future Ready Index, the District average for PSSA/Keystones in mathematics had a slight increase from the previous year of 1.3% (District Average of 42.3% Increased from previous year 41.0% to 42.3%)

PVAAS indicates the district met the All Student Group Average

Challenges

According to PA Future Ready Index, the district ELA scores in PSSA and Keystones did not meet the state average in several areas. (WCSD 2019 District Average: 59.5%) All Student Group Decreased Previous Year's Score (61.1% down to 59.5%) All Student Group Did Not Meet or Exceed State Average (63.0%) All Student Group Did Not Meet or Exceed Interim 2030 Target (60.8%) All Student Group Did Not Meet 2030 Target (81.1%)

According to PVAAS, grades 4, 5, 7, and 8 did not show growth in English Language Arts. WCSD Grade 4 PSSA (-2.0 - Red) WCSD Grade 6 PSSA (0.5 - Green) WCSD Grade 7 PSSA (-1.8 - Red) WCSD Grade 8 PSSA (-2.8 - Red)

Local Benchmark ELA CDTs indicated grades 3rd through 8th did not master performance level skills at grade level by mid-year. December: Grade 3: 27% Proficient, Grade 4: 34% Proficient, Grade 5: 50% Proficient, Grade 6: 35% Proficient; Grade 7: 39% Proficient, Grade 8: 37% Proficient; Literature: 35% Proficient

According to the PA Future Ready Index, the All Student Groups Did Not Meet or Exceed State Average of 45.2% in mathematics. All Student Groups Did Not Meet or Exceed Interim 2030 Target of 43.2%; All Student Groups Did Not Meet 2030 Target of 71.8%

Strengths	Challenges
of 70% in mathematics. (District Average of 72.3%) All student group 2030 target 70.0%)	December Mathematics CDTS: Grade 3: 9.4% Proficient, Grade 4: 16.5% Proficient, Grade 5: 25% Proficient, Grade 6: 16.3% Proficient; Grade 7: 15.6% Proficient, Grade 8: 7.8% Proficient; Algebra: 20.1% Proficient
PA Future Ready Index indicates District Average: 73.2% in science. All Student Group Met or Exceeded 2030 Target (70.0%)	According to Acadience Math, the percentage of students at benchmark in January: K: 59%, 1: 51%, 2: 50% (This is only half of the population in each grade level.)
December Science CDTs displayed the following as a strength: Proficient, Biology: Grade 9: 84.1%	According to PA Future Ready Index in science, the District Average: 67.3% All Student Group Did Not Meet 2030 Target (83.0%)
High School Graduation 4 and 5-year cohorts remain above the state average. The WCSD 4-year cohort graduation percentage is 90.6% while the 5-year WCSD cohort average is 93.4%. This compares to the state averages of 85.8% and 88.5%.	PVAAS indicates the following grade levels as a weakness in science: December Grade 4: 59.9% Proficient, Grade 8: 36.1% Proficient, Biology Grade 10: 32% Proficient, Grade 11: 8.5% Proficient
Industry-Based Learning Numbers continue to improve each year with students scoring Advanced/Competent on the NOCTI.	Foster a vision and culture of high expectations for success for all students, educators, and families
Five of eight schools met the College and Career Readiness State Average of 89.8% (EES - 98.3%; SAMHS - 95.1%; SAES - 100%; YMHS - 96.2%; YES - 90.4%) Two of the eight schools met or exceeded the State Standard Performance of 98.0% (SAES - 100%; EES - 98.3%)	Establish and maintain a focused system for continuous improvement and ensure organizational coherence
4-Year Graduation Rate (State Average is 85.8%) 5-Year Graduation Rate (State Average is 88.5%) 4-Year Graduation Rate (EMHS -93.2%; SAMHS 91.7%; YMHS 85.8%) 5-Year Graduation Rate (WAHS 90.3%; EMHS; 97.4%; SAMHS 95.7%)	Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district

Strengths

Industry-Based Learning (State Average 29.1%) Industry-Based Competency Advanced (State Average is 5.8%) Industry-Based Learning (WAHS 32.8%; EMHS 30.5%) Industry-Based Competency Advanced (WAHS 11.5%; EMHS 15.9%; SAMHS 13.2%)

Rigorous Course of Study (State Average 57.5%) Rigorous Course of Study (WAHS 59.6%)

Across the nine school buildings, students with disabilities are ranging from evidence to significant evidence that they exceeded the standard for PA Academic Growth for math with an average of 79.17. This subgroup showed more growth than the all student group for math with an average of 71.83. For ELA, the average for PA Academic Growth is 72.33. In comparison to the all student group is an average 56.17, which would indicate interventions implemented are successful. For science, the majority of the school's population of student's with disabilities have evidence that they met the Standard for Academic Growth with an average of 69.33.

CDT scores for all students taking Biology Grade 9 were 84.1% Proficient December CDT scores for Students Considered Economically Disadvantaged Science taking Biology Grade 9 were 83%.

Percentage of all students taking the Acadience benchmark in January ELA was K: 70%, 1: 67%, 2: 67% 3: 70%, 4: 67%, 5: 66%

Challenges

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction

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

The College and Career Readiness benchmark scores need to improve for the WCSD. Each of the reporting grade levels are below the state average of 89.8%, and well below the 2030 target of 98.0%. Currently the WCSD scores are 89.1% (5th grade); 82.1% (8th grade); 73.5% (11th grade)

Grade 7 Mathematics scores remain low for the WCSD. All students were at 28.1% proficient/advanced while our subgroups scored at 3.6% (students with disabilities) and 17.8% (economically disadvantaged).

Rigorous Courses of Study has decreased in many of the schools in WCSD. This past year economically disadvantaged students taking rigorous courses of study dropped in each of the high schools.

Attendance – All Economically Disadvantaged and most of the Students with Disabilities attendance went down from 2017-2018 to 2018-2019.

Strengths

Percentage of students taking the Acadience benchmark considered economically disadvantaged at benchmark in January in ELA was K: 62%, 3: 63%,

CTC Program Keystone Algebra State Expectation: 46 WCCC Performance: 53 Graduation Rate State Expectation: 99 WCCC Performance: 100

Challenges

Three of eight schools did not meet the College and Career Readiness State Average of 89.8% (EMHS - 80.3%; BWMS - 87.8%; WAHS - 56.5%) Six of the eight schools did not meet the State Standard Performance of 98.0% (EMHS - 80.3%; BWMS - 87.8%; WAHS 56.5%; SAMHS - 95.1%; YMHS - 96.2%; YES - 90.4%)

4-Year Graduation Rate (State Average is 85.8%) 5-Year Graduation Rate (State Average is 88.5%) 4-Year Graduation Rate (WAHS 84.2%)

Industry-Based Learning (State Average 29.1%) Industry-Based Competency Advanced (State Average is 5.8%) Industry-Based Learning (SAMHS 18.4%; YMHS N/A) Industry-Based Competency Advanced (YMHS N/A)

Rigorous Course of Study (State Average 57.5%) Rigorous Course of Study (WAHS 59.6%;YMHS N/A)

According to CDT benchmark scores in December the following groups present challenges in regards to attaining proficiency; All Student Group ELA: Grade 3: 27% Proficient, Grade 4: 34% Proficient, Grade 5: 50% Proficient, Grade 6: 35% Proficient; Grade 7: 39% Proficient, Grade 8: 37% Proficient; Literature: 35% Proficient December Students Considered Economically Disadvantaged ELA: Grade 3: 29% Proficient, Grade 4: 29% Proficient, Grade 5: 31% Proficient, Grade 6: 30% Proficient; Grade

Challenges

7: 29% Proficient, Grade 8: 20% Proficient; Literature: 21% Proficient December All Student Group Math: Grade 3: 4% Proficient, Grade 4: 12% Proficient, Grade 5: 13% Proficient, Grade 6: 12% Proficient; Grade 7: 6% Proficient, Grade 8: 4% Proficient; Algebra: 14% Proficient December Students Students Considered Economically Disadvantaged Math:: Grade 3: 7.2% Proficient, Grade 4: 7% Proficient, Grade 5: 13.3% Proficient, Grade 6: 0% Proficient; Grade 7: 5.1% Proficient, Grade 8: 0% Proficient; Algebra: 3% Proficient December All Student Group Science: Grade 4: 59.9% Proficient, Grade 8: 36.1% Proficient, Biology: Grade 10: 32% Proficient, Grade 11: 8.5% Proficient December Students Considered Economically Disadvantaged Science: Grade 4: 48% Proficient, Grade 8: 24% Proficient, Biology: Grade 10: 30% Proficient, Grade 11: 9% Proficient

According to Acadience scores at mid-year assessment, the percentage of students considered economically disadvantaged at benchmark scored core in ELA: 1: 56%, 2: 52% 4: 57%, 5: 55% Percentage of all students at benchmark in January math: K: 59%, 1: 51%, 2: 50% Percentage of students considered economically disadvantaged at benchmark in January math: K: 54%, 1: 61%, 2: 38%

CTC Program Nontraditional Participation State Expectation: 18.1 WCCC Performance: 12.5 Nontraditional Completion State Expectations: 13.1 WCCC Performance: 12.5

Most Notable Observations/Patterns

Overall, ineffective monitoring of College and Career Readiness completion of activities took place over the course of the last school year. This had a direct impact on not meeting or exceeding the state average of College and Career Readiness completion. Additionally, teachers need time to have students complete the activities and sufficient time to assess those activities upon completion. A district calendar needs designed and ways to catch up students who were behind or missed particular days of school where time was dedicated to CCR. A need for better communication to parents of which activities are completed for their child should be developed at least quarterly. There should be consideration of an 8th grade "Career Pathway Day" when students make their selection of a career pathway upon entering the high school level. A credit tracker form needs developed that indicates a student's career pathway. The district should designate a core team to analyze the district's college and career activities to ensure the assignments are effective and meaningful for life after high school. More focus should be put on student's career choice such as a celebration day (college recognition wall), military day, job fairs, college fairs, and additional student choice from the specific career choice. Elementary ELA should revise the core curriculum of Wonders, Fundations, and Haggerty to ensure the fidelity and use of these programs. The district should prioritize the essential skills, standards, and content within the ELA curriculum K-5th. Professional development on instructional best practices, including small group instruction and TDA's needs to occur. ELA block components in elementary need defined and communicated with teachers. Teachers need trained in the usage of data to generate skill-based lessons. Administration should also be trained on observational tools regarding what they should see on skill-based lessons within the ELA block. The district needs to identify an appropriate target for consistent and effective lesson planning for the following: diary mapping; small-group lesson planning; and "WIN" lesson planning. A TDA writing plan needs developed and implemented with fidelity. There should be collaboration time to build common and effective TDA pieces for instructional delivery. Teachers should be trained for teaching best practices (within writing). Secondary ELA needs professional development on what an effective constructive response looks like, along with professional development writing and ELA core instruction. A TDA writing plan for grades 6-8 needs developed and implemented with fidelity. There should be collaboration time to build common and effective TDA pieces for instructional delivery. Teachers should be trained for teaching best practices (within writing). Writing should be occurring on a regular basis. Multiple revisions should be allowed and encouraged for students until mastery is developed. Both elementary and secondary ELA curriculum maps need reviewed and finalized. Time for collaboration and planning needs to take place at professional development opportunities within the departments, at the building and district-level. Planning needs to be systematic. Collaboration should take place to

Most Notable Observations/Patterns

create a written document that details 'non-negotiables,' expectations, and accountability pieces for K-12th. Avoidance of moving teachers with TDA and literacy training if it leaves a qualified teacher void in that particular grade level. Collaboration should take place to create a progression of skills and content taught across grade levels. Administrative 'look fors' need provided in both reading and writing. In relation to K-12th mathematics, the ST Mathematics Program should continue in grades K-5th but also add in 6th through 8th grade. Tier II Mathematics Intervention should be analyzed and considered for implementation in the near future to assist in student performance and growth measures. Paraprofessionals and assistants should be utilized to assist in tiered model of MTSS Mathematics K-5th. Specific professional development in mathematical best practices need to take place for K-12th. A Parent-Night should be considered for parents to learn how to support their child academically, emotionally, and socially. Common department planning should be considered for K-12th, as best as possible. Incorporate critical thinking activities within the instructional delivery of mathematics teachers. An increased to level manipulatives in the secondary level should take place. Professional development use of manipulatives should be provided so mathematics teachers understand how it can be used within in the classroom.

Challenges	Discussion Point	Priority for Planning
According to PA Future Ready Index, the district ELA scores in PSSA and Keystones did not meet the state average in several areas. (WCSD 2019 District Average: 59.5%) All Student Group Decreased Previous Year's Score (61.1% down to 59.5%) All Student Group Did Not Meet or Exceed State Average (63.0%) All Student Group Did Not Meet or Exceed Interim 2030 Target (60.8%) All Student Group Did Not Meet 2030 Target (81.1%)	Additional Professional Development in Best Practices, Small Group Instruction, TDAs, and Constructed Responses Lack of Accountability for following Curriculum Maps Lack of Formative Assessments to Check for Understanding	✔
The College and Career Readiness benchmark scores need to improve for the WCSD. Each of the reporting grade levels are below the state average of 89.8%, and well below the 2030 target of 98.0%. Currently the WCSD scores are 89.1% (5th grade); 82.1% (8th grade); 73.5% (11th grade)	Lack of Student Accountability Lack of Progress Monitoring of CCR Completion Lack of Communication of Importance to Various Stakeholders (Students, Staff, Parents) Structure and Procedures for Completion of CCR Activities	✔
According to the PA Future Ready Index, the All Student Groups Did Not Meet or Exceed State Average of 45.2% in mathematics. All Student Groups Did Not Meet or Exceed Interim 2030 Target of 43.2%; All Student Groups Did Not Meet 2030 Target of 71.8%	Additional Professional Development in Best Practices Lack of Accountability for following Curriculum Maps Lack of Formative Assessments to Check for Understanding Need for Tiered-Based Instruction / MTSS for K-5th	✔

ADDENDUM B: ACTION PLAN

Action Plan: Meaningful Engagement in Career Educational Work Standards

Action Steps	Anticipated Start/Completion Date
Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or connection to a student's broader interests, skills, and goals.	11/10/2020 - 10/09/2023

Monitoring/Evaluation	Anticipated Output
Administration, School Counselors, Teachers/Advisors will progress monitor successful completion of all activities each marking period for all students. Staff will utilize the Virtual Academy platform, Naviance, and the WCSD College Career Readiness spreadsheet to evaluate the completion of tasks.	5th Grade: Completion of six (6) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards. 8th Grade: Completion of six (6) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the student selection of a career pathway by the end of their 8th grade year. 11th Grade: Completion of eight (8) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the successful completion of two activities related to the student' selected career pathway.

Material/Resources/Supports Needed	PD Step	Comm Step
Virtual Academy College Career Ready Course	yes	yes

Action Steps	Anticipated Start/Completion Date
Monthly report provided to Director of Curriculum, Instruction and Assessment regarding the completion rate of college career readiness activities within each school building of the district.	11/02/2020 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Administration, School Counselors, Teachers/Advisors will progress monitor successful completion of all activities each marking period for all students. Staff will utilize the Virtual Academy platform, Naviance, and the WCSD College Career Readiness spreadsheet to evaluate the completion of tasks.	5th Grade: Completion of six (6) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards. 8th Grade: Completion of six (6) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the student selection of a career pathway by the end of their 8th grade year. 11th Grade: Completion of eight (8) College and Career Readiness Activities by the end of each school calendar year that demonstrates a satisfactory mark within each of the four CEW standards, as well as the successful completion of two activities related to the student' selected career pathway.

Material/Resources/Supports Needed	PD Step	Comm Step
Virtual Academy College and Career Readiness CSV File	no	yes

Action Plan: PA Adopted Cycle of Improvement

Action Steps	Anticipated Start/Completion Date
Upon completion of local benchmark assessments, collaboration between teachers will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	01/26/2021 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Administration; Curriculum Coordinators; Building Level Teachers; Academic Coaches; Director of Curriculum, Instruction, and Assessment	English Language Arts targeted student achievement goal by end of 2023 is 68.23% Mathematics targeted student achievement goal by end of 2023 is 53.5%

Material/Resources/Supports Needed	PD Step	Comm Step
Local Benchmark Data Curriculum Map(s) Data Analysis Tool	yes	yes

Action Steps	Anticipated Start/Completion Date
Grade level/content level plan will need provided to building administration and Director of Curriculum, Instruction, and Assessment.	02/15/2021 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Administration; Curriculum Coordinators; Building Level Teachers; Academic Coaches; Director of Curriculum, Instruction, and Assessment	English Language Arts targeted student achievement goal by end of 2023 is 68.23% Mathematics targeted student achievement goal by end of 2023 is 53.5%

Material/Resources/Supports Needed	PD Step	Comm Step
Local Benchmark Data Curriculum Map(s) Data Analysis Tool	no	no

Action Steps	Anticipated Start/Completion Date
Progress Monitoring by means of building administration walkthroughs and observations will take place to ensure the implementation of the plan is leading to student growth and achievement.	04/05/2021 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Administration; Curriculum Coordinators; Building Level Teachers; Academic Coaches; Director of Curriculum, Instruction, and Assessment	English Language Arts targeted student achievement goal by end of 2023 is 68.23% Mathematics targeted student achievement goal by end of 2023 is 53.5%

Material/Resources/Supports Needed	PD Step	Comm Step
PA-ETEP Observation Tool Teacher Lesson Plan(s) Curriculum Map(s)	no	no

Action Steps	Anticipated Start/Completion Date
Using data to adjust actions within the grade level/content level plan will take place within departments, as well as with building administration based on the analysis of the local benchmark data.	08/26/2021 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
Administration; Curriculum Coordinators; Building Level Teachers; Academic Coaches; Director of Curriculum, Instruction, and Assessment	English Language Arts targeted student achievement goal by end of 2023 is 68.23% Mathematics targeted student achievement goal by end of 2023 is 53.5%

Material/Resources/Supports Needed	PD Step	Comm Step
Local Benchmark Data Data Analysis Tool	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or	11/10/2020 - 10/09/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		connection to a student's broader interests, skills, and goals.	
By implementing a 3-year professional development plan that focuses on the achievement and growth level of Warren County students in the area of English Language Arts, the district average "all-student level" of 68.23% will be obtained through Keystone and PSSA testing by the end of the 2023 testing window. (Increase Student Growth and Achievement in English Language Arts) Warren County School District mathematics teachers will analyze and utilize benchmark data to make instructional decisions on essential standards and learning progressions in order to increase student achievement in mathematics to at least 53.5% at the end of the 2023 school year. (Increase Student Growth and Achievement in Mathematics)	PA Adopted Cycle of Improvement	Upon completion of local benchmark assessments, collaboration between teachers will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	01/26/2021 - 06/09/2023

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
College and Career Readiness	All Professional Staff	College and Career Readiness Indicators Virtual Academy platform Naviance Progress Monitoring of Completed Activities College and Career Readiness Calendar

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of Virtual Academy platform training, including the assessing student assignments Teachers will have assessments graded at each mid-nine and nine-week reporting date	10/12/2020 - 06/09/2023	School Counselors Building Administration

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:

Professional Development Step	Audience	Topics of Prof. Dev
Cycle of Improvement for Student Achievement and Growth	K-8th ELA Teachers K-8th Mathematics Teachers English 10 Teachers Algebra I Teachers	PA Cycle of Improvement Evidence based strategies (small group instruction, MTSS, formative assessment) Data analysis tool Essential standards Learning progressions

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student achievement data Positive impact of student progress	01/26/2021 - 06/09/2023	Building level teachers Curriculum coordinators Academic coaches Building level administration

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Teachers will receive training on the expectations to implement and evaluate all activities counted towards the Career Readiness Indicator with fidelity and rigor, as demonstrated by alignment to CEW standards, demonstration of meaningful engagement in activities that will increase the likelihood of postsecondary success, and/or	2020-11-10 - 2023-10-09

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
		connection to a student's broader interests, skills, and goals.	
By the end of the 2022-2023 school year, the Warren County School District will improve their College and Career Readiness completion rate to the state targeted goal of 98.0%. (College and Career Readiness for Students)	Meaningful Engagement in Career Educational Work Standards	Monthly report provided to Director of Curriculum, Instruction and Assessment regarding the completion rate of college career readiness activities within each school building of the district.	2020-11-02 - 2023-06-09
By implementing a 3-year professional development plan that focuses on the achievement and growth level of Warren County students in the area of English Language Arts, the district average "all-student level" of 68.23% will be obtained through Keystone and PSSA testing by the end of the 2023 testing window. (Increase Student Growth and Achievement in English Language Arts)	PA Adopted Cycle of Improvement	Upon completion of local benchmark assessments, collaboration between teachers	2021-01-26 - 2023-06-09

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Warren County School District mathematics teachers will analyze and utilize benchmark data to make instructional decisions on essential standards and learning progressions in order to increase student achievement in mathematics to at least 53.5% at the end of the 2023 school year. (Increase Student Growth and Achievement in Mathematics)		will take place to develop a grade level/content level plan with targeted instructional strategies and actions that will occur in their classroom setting.	

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
WCSD College and Career Readiness Awareness	WCSD School Board, staff ,students, parents, community members, and administration.	Understanding and purpose of Career Education Work Standards (CEW) Student expectations regarding CEW

Anticipated Timeframe	Frequency	Delivery Method
10/12/2020 - 06/09/2023	Once per year	Letter Presentation Posting on district website Public service announcement

Lead Person/Position
Director of Curriculum, Instruction, and Assessment Building level administration

Communication Step	Audience	Topics/Message of Communication
WCSD College and Career Readiness Monthly Report	Director of Curriculum, Instruction, and Assessment Building level administration School Counselors Building level teachers	Data regarding College and Career Readiness student completion rate

Anticipated Timeframe	Frequency	Delivery Method
11/10/2020 - 06/09/2023	9 times per year	Email

Lead Person/Position
Virtual Academy Principal Director of Curriculum, Instruction, and Assessment

Communication Step	Audience	Topics/Message of Communication
WCSD Comprehensive Professional Development Plan	School Board Building Level Administration Staff	PA Cycle of Improvement Purpose of local benchmarks and standardized testing Interpretation and analysis of benchmark and standardized testing data Development and implementation of action plan Progress monitoring Instructional adjustments

Anticipated Timeframe	Frequency	Delivery Method
02/15/2021 - 06/09/2023	Three times per year	Presentation Email

Lead Person/Position
Director of Curriculum, Instruction, and Assessment Building level administrators Academic coaches Staff

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Information is dileaniated from the WCSD Board of Directors, through building level administration, to all stakeholders.	Student achievement and growth in ELA/Math	Email, social media, meetings, professional development, and website.	WCSD Board of Directors Central Office Administration Building level administration Staff	2020-2023
Information is dileaniated from the WCSD Board of Directors, through building level administration, to all stakeholders.	College and Career Readiness	Email, social media, meetings, professional development, and website.	WCSD Board of Directors Central Office Administration Building level administration Staff	2020-2023