# WARREN COUNTY SD

6820 Market Street

Comprehensive Plan | 2023 - 2026

# Steering Committee

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| --- | --- | --- | --- |
| **Name** | **Position/Role** | **Building/Group/Organization** | **Email** |
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# LEA Profile

Warren County School District is in Northwestern Pennsylvania. The Warren County School District serves students across a 788 square mile area, which makes the district the second largest in the state in terms of geography. The district operates nine buildings in four attendance areas (North, Central, East, and West) and the Warren County Career Center to support the educational needs of students in each community. Warren County School District is committed to developing a culture of accountability and promoting equitable learning opportunities for students. The district offers a wide range of programs and services including individualized learning, physical therapy, occupational therapy, speech and language therapy, transition planning, and behavioral interventions. The Warren County School District will continue the long-term continuous improvement plan for academic excellence through focused efforts on improved staff effectiveness, improved student-centered support and services, improved curriculum, instruction, and assessment, and lastly, will develop and implement framework for efficient program delivery.

# Mission and Vision

## Mission

The mission of the Warren County School District is to support the personal and intellectual success and wellness of every student, every day.

## Vision

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: Support a physically and emotionally safe school environment because is vital to learning. Diversity: Understand that 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)

# Summary Of Strengths and Challenges

## Strengths

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| **Strength** | **Consideration In Plan** |
| PA Future Ready Index State Assessment Participation: ELA/Literature - The District's All Student Group has a high participation rate for ELA/Literature State Assessments: EES All Student Group= 97.8 EMHS All Student Group= 98.8 WAEC All Student Group= 97.3 BWMS All Student Group= 96 WAHS All Student Group= 95.5 SAES All Student Group= 100 SMHS All Student Group= 99.2 YES All Student Group= 100 YMHS All Student Group= 97.5 | Yes |
| PA Future Ready Index State Assessment Participation: Math/Algebra - The District's All Student Group has a high participation rate for Math/Algebra State Assessments: EES All Student Group= 97.2 EMHS All Student Group= 98.6 WAEC All Student Group= 96.5 BWMS All Student Group= 96.4 WAHS All Student Group= 88.2 SAES All Student Group= 100.0 SMHS All Student Group= 99.1 YES All Student Group= 100.0 YMHS All Student Group= 97.3 | Yes |
| In relation to the local benchmark assessment, Classroom Diagnostic Tools, grades maintained or improved scores from Spring 2021 to Spring 2022 CDT Scores: Gr 3 maintained the same proficiency Gr 4 increased proficiency by 3% Gr 5 increased proficiency by 5% Gr 7 increased proficiency by 6% | No |
| According to PVAAS, WCSD ELA Grade Levels that Met or Exceeded State Levels for Growth Standards for 2022: Gr 4 PSSA (0.29 Met) Gr 6 PSSA (0.45 Met) Gr 7 (-0.95 Met) Gr 8 (-0.94 Met) | No |
| In relation to the local benchmark assessment Acadience test for 2022, 60% or more of the elementary grade levels K-5 were considered at Core Level by End of Year. | No |
| COLLEGE AND CAREER READINESS STRENGTHS: Grade 5 and Grade 8 at Beaty-Warren Middle School, Grade 8 at Sheffield Area Middle High School and Grade 5 at Youngsville Elementary School met the state requirement level of 98% or higher on the College and Career Readiness required reporting. 2021-2022 CCR Scores (STATE REQUIREMENT is 98%): BWMS: 5th Grade - 100% ; 8th Grade - 98% SAMHS: 8th Grade - 100% YES: 5th Grade - 100%  | No |
| In relation to the local benchmark assessment, Classroom Diagnostic Tools, grades maintained or improved scores from Spring 2021 to Spring 2022 CDT Scores: Spring 2021 Spring 2022 Grade 3 21% 30% Grade 4 16% 20% Grade 7 13% 18% Grade 8 5% 8% | No |
| All Student Scores increased in PSSAs from (2021) to 46.9% (2022) All Student Scores increased in Keystones from 47% (2021) to 54% (2022). State Results: All Student Group Keystone Literature (54%) compared closely to the State Average (54.7%). | No |
| In relation to the local benchmark assessment Acadience test for 2022, 60% or more of the elementary grade levels K-1 were considered at Core Level by End of Year. | No |
| According to PVAAS, the following grade levels met or exceeded the growth standard: Gr 5 PSSA (2.60 Well Above) Gr 6 PSSA (-0.68 Meets) Keystone Algebra (4.51 Well Above) | No |
| PA Future Ready Index: State Assessment Participation: Science/Biology - The District's All Student Group has a high participation rate for Science/Biology State Assessments: EES All Student Group= 98.0 EMHS All Student Group= 98.4 WAEC All Student Group= 96.9 BWMS All Student Group= 95.3 WAHS All Student Group= 94.1 SAES All Student Group= 100.0 SMHS All Student Group= 100.0 YES All Student Group= 100.0 YMHS All Student Group= 96.0 | Yes |
| PA Future Ready Index State Assessment Participation: ELA/Literature - The District's Students with Disabilities subgroup has a high participation rate for State Assessments: EES Economically Disadvantaged ELA= 98.6 EMHS Economically Disadvantaged ELA= 98.8 WAEC Economically Disadvantaged ELA= 95.8 BWMS Economically Disadvantaged ELA= 95.7 WAHS Economically Disadvantaged ELA= 92.5 SAES Economically Disadvantaged ELA= 100.0 SMHS Economically Disadvantaged ELA= 98.4 YES Economically Disadvantaged ELA= 100.0 YMHS Economically Disadvantaged ELA= 96.5 EES Economically Disadvantaged Math= 98.6 EMHS Economically Disadvantaged Math= 98.7 WAEC Economically Disadvantaged Math= 94.4 BWMS Economically Disadvantaged Math= 96.3 WAHS Economically Disadvantaged Math= 84.6 SAES Economically Disadvantaged Math= 100.0 SMHS Economically Disadvantaged Math= 98.3 YES Economically Disadvantaged Math= 100.0 YMHS Economically Disadvantaged Math= 96.3 EES Economically Disadvantaged Science= 100.0 EMHS Economically Disadvantaged Science= 100.0 WAEC Economically Disadvantaged Science= 95.4 BWMS Economically Disadvantaged Science= 96.6 WAHS Economically Disadvantaged Science= 92.0 SAES Economically Disadvantaged Science= IS SMHS Economically Disadvantaged Science= 100.0 YES Economically Disadvantaged Science= 100.0 YMHS Economically Disadvantaged Science= 94.9 | No |
| PA Future Ready Index State Assessment Participation: ELA/Literature - The District's Economically Disadvantaged subgroup has a high participation rate for State Assessments: EES Students with Disabilities ELA= 91.7 EMHS Students with Disabilities ELA= 100.0 WAEC Students with Disabilities ELA= 96.2 BWMS Students with Disabilities ELA= 93.4 WAHS Students with Disabilities ELA= 92.0 SAES Students with Disabilities ELA= 100.0 SMHS Students with Disabilities ELA= 96.7 YES Students with Disabilities ELA= 100.0 YMHS Students with Disabilities ELA= 96.9 EES Students with Disabilities Math= 91.7 EMHS Students with Disabilities Math= 100.0 WAEC Students with Disabilities Math= 96.2 BWMS Students with Disabilities Math= 94.6 WAHS Students with Disabilities Math= 80.0 SAES Students with Disabilities Math= 100.0 SMHS Students with Disabilities Math= 96.4 YES Students with Disabilities Math= 100.0 YMHS Students with Disabilities Math= 96.8 EES Students with Disabilities Science= IS EMHS Students with Disabilities Science= 100.0 WAEC Students with Disabilities Science= 97.5 BWMS Students with Disabilities Science= 91.2 WAHS Students with Disabilities Science= 92.0 SAES Students with Disabilities Science= IS SMHS Students with Disabilities Science= IS YES Students with Disabilities Science= IS YMHS Students with Disabilities Science= IS | No |
| PA Future Ready Index State Assessment Participation: ELA/Literature - The District's White subgroup has a high participation rate for State Assessments:  | No |
| In relation to the local benchmark assessment, Classroom Diagnostic Tools, grades increased in scores from Spring 2021 to Spring 2022 CDT Scores: Grade 4 increased 3% | No |
| Foster a vision and culture of high expectations for success for all students, educators, and families. | No |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence | No |
| Ensure effective, standards-aligned curriculum and assessment | No |
| Coordinate and monitor supports aligned with students’ and families’ needs | No |
| Grade 4 Science PSSA - 71.8% of the WCSD students scored proficient or advanced on the Science PSSA. | No |
| According to PVAAS, the following grade levels met or exceeded the growth standard: Gr 4 PSSA (0.17 Meets), Gr 8 PSSA (1.85 Above), Keystone Biology (-0.80 Meets) | No |
| All Student Groups Keystone (41% 2022) Met or Exceeded State Average of 31% | No |

## Challenges

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| **Challenge** | **Consideration In Plan** |
| PA Future Ready Index State Assessment Proficient or Advanced: ELA/Literature- The All Student Group scoring proficient or advanced on ELA /Literature: EES All Student Group= 56.6 EMHS All Student Group= 48.5 WAEC All Student Group= 43.5 BWMS All Student Group= 45.9 WAHS All Student Group= 71.6 SAES All Student Group= 48.5 SMHS All Student Group= 49.6 YES All Student Group= 38.8 YMHS All Student Group= 56.9 | Yes |
| PA Future Ready Index State Assessment Proficient or Advanced: Math/Algebra- The All Student Group scoring proficient or advanced on the Math/Algebra: EES All Student Group= 41.4 EMHS All Student Group= 29.3 WAEC All Student Group= 36.3 BWMS All Student Group= 22.5 WAHS All Student Group= 43.2 SAES All Student Group= 30.7 SMHS All Student Group= 15.9 YES All Student Group= 22.4 YMHS All Student Group= 17.6 | Yes |
| According to PVAAS, WCSD ELA Grade Levels that were Well Below or Below State Levels for Growth Standards for 2022: Gr 5 PSSA (-1.56 Below) Keystone Literature (-3.83 Well Below) | No |
| All Student Group PSSA Decreased 2021 Score to 2022 (% down to 46.9%) All Student Group PSSA Did Not Meet or Exceed State Average (54.7%) All Student Group Did Not Meet or Exceed Interim 2030 Target (69.1%) All Student Group Did Not Meet 2030 Target (81.1%)  | No |
| ELA PSSA Proficient or Advanced - 46.9% of WCSD students in grades 3-8 scored proficient or advanced on the 21-22 ELA PSSA. | No |
| COLLEGE AND CAREER READINESS CHALLENGES: Grade 5 at Eisenhower Elementary, Grade 8 and 11 at Eisenhower Middle High School; Grade 11 at Warren Area High School; Grade 5 at Sheffield Area Elementary School; Grade 11 at Sheffield Area Middle High School; Grade 8 and Grade 11 Youngsville Middle High School did not meet the State Requirement of 98% completion rate. 2021-2022 CCR Scores (STATE REQUIREMENT is 98%): EES : 5th Grade - 90% EMHS: 8th Grade - 89%; 11th Grade - 97% WAHS: 11th Grade - 77% SAES: 5th Grade - 86% SAMHS: 11th Grade - 96% YMHS: 8th Grade - 95%; 11th Grade - 90% | No |
| Literature Keystone Proficient or Advanced - 54% of WCSD students scored proficient or advanced on the 21-22 Literature Keystone. | No |
| In relation to the local benchmark assessment, Classroom Diagnostic Tools, grades decreased in scores from Spring 2021 to Spring 2022 CDT Scores and/or fell well below comparable levels on the PSSA/Keystone tests for 2021 : Spring 2021 to Spring 2022 Comparable PSSA/Keystone results 2021 Grade 5 22% to 21% 36.1% Grade 6 26% to 21% 28.2% Grade 7 13% to 18% 26.9% Grade 8 5% to 8% 22.1% Algebra 26% to 21% 62.4% | No |
| According to State Test Results for 2022, the WCSD PSSA or Keystone results did not met or exceeded the State Average or Target Goals in the following areas: WCSD PSSA 2022 District Average of 25.4% WCSD Keystone 2022 District Average of 54% WCSD PSSA decreased from 2021 score (32.5% to 23%) WCSD Keystone decreased from 2021 score (66% to 56.1%) PSSA/Keystone comparisons WCSD to State Average: All Student Groups PSSA Did Not Meet or Exceed State Average of 32.72% All Student Groups Keystone Did Not Meet or Exceed State Average of 31% All Student Groups PSSA Did NOT Meet or Exceed Interim 2030 Target of 52% All Student Groups Did Not Meet 2030 Target of 71.8%  | No |
| Math PSSA Proficient or Advanced - 25.4% of WCSD students in grades 3-8 scored proficient or advanced on the 21-22 Math PSSA.  | No |
| Algebra Keystone Proficient or Advanced - 41% of WCSD students scored proficient or advanced on the 21-22 Algebra Keystone.  | No |
| The Title I School-Wide plans for EES, SAES, WAEC, and YES all face challenges with PSSA ELA and Math proficiency. Goals in all four elementary schools include increasing ELA and math PSSA scores.  | No |
| Percentage of Students Scoring Proficient or Advanced on Pennsylvania State Assessments: ELA EES Economically Disadvantaged= 45.8 EMHS Economically Disadvantaged= 41.3 WAEC Economically Disadvantaged= 29.9 BWMS Economically Disadvantaged= 35.5 WAHS Economically Disadvantaged= 48.0 SAES Economically Disadvantaged= 46.2 SAMHS Economically Disadvantaged= 46.7 YES Economically Disadvantaged= 30.5 YMHS Economically Disadvantaged= 52.3 | No |
| Percentage of Students Scoring Proficient or Advanced on Pennsylvania State Assessments: Math EES Economically Disadvantaged= 30.6 EMHS Economically Disadvantaged= 17.3 WAEC Economically Disadvantaged= 24.4 BWMS Economically Disadvantaged= 14.0 WAHS Economically Disadvantaged= 18.9 SAES Economically Disadvantaged= 28.8 SAMHS Economically Disadvantaged= 15.8 YES Economically Disadvantaged= 9.8 YMHS Economically Disadvantaged= 13.5 | No |
| Percentage of Students Scoring Proficient or Advanced on Pennsylvania State Assessments: Science EES Economically Disadvantaged= 57.1 EMHS Economically Disadvantaged= 46.5 WAEC Economically Disadvantaged= 54.8 BWMS Economically Disadvantaged= 52.3 WAHS Economically Disadvantaged= 36.2 SAES Economically Disadvantaged= IS SAMHS Economically Disadvantaged= 37.0 YES Economically Disadvantaged= 69.0 YMHS Economically Disadvantaged= 35.7  | No |
| In relation to the local benchmark assessment, Classroom Diagnostic Tools, grades decreased in scores from Spring 2021 to Spring 2022 CDT Scores: Grade 8 decreased 11%, Biology decreased 10% | No |
| Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction | No |
| Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning | No |
| Grade 8 Science PSSA - 51.3% of the WCSD students scored proficient or advanced on the Science PSSA. | No |
| Biology Keystone - 61.6% of the WCSD students scored proficient or advanced on the Biology Keystone. | No |
| PA Future Ready Index State Assessment Proficient or Advanced: Science/Biology- The All Student Group scoring proficient or advanced on the Science/Biology: EES All Student Group= 77.6 EMHS All Student Group= 47.1 WAEC All Student Group= 70.1 BWMS All Student Group= 56.1 WAHS All Student Group= 54.0 SAES All Student Group= 69.7 SMHS All Student Group= 40.7 YES All Student Group= 72.5 YMHS All Student Group= 41.7 | Yes |
| All Science PSSA (Grade 4 and 8 - 61.2%) DID NOT MEET OR EXCEED State Interim Target of 71.8%. | No |

## Most Notable Observations/Patterns

Increasing student achievement in English Language Arts, Mathematics, and Science and increasing student completion of one of the five Career Pathways is a necessary focus of the WCSD Comprehensive Plan.

# Analyzing Strengths and Challenges

## Strengths

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| **Strength** | **Discussion Points** |
| PA Future Ready Index State Assessment Participation: ELA/Literature - The District's All Student Group has a high participation rate for ELA/Literature State Assessments: EES All Student Group= 97.8 EMHS All Student Group= 98.8 WAEC All Student Group= 97.3 BWMS All Student Group= 96 WAHS All Student Group= 95.5 SAES All Student Group= 100 SMHS All Student Group= 99.2 YES All Student Group= 100 YMHS All Student Group= 97.5 | In most circumstances, the state assessments are valued by parents and students as well as the District, which may account for the high participation rates. |
| PA Future Ready Index State Assessment Participation: Math/Algebra - The District's All Student Group has a high participation rate for Math/Algebra State Assessments: EES All Student Group= 97.2 EMHS All Student Group= 98.6 WAEC All Student Group= 96.5 BWMS All Student Group= 96.4 WAHS All Student Group= 88.2 SAES All Student Group= 100.0 SMHS All Student Group= 99.1 YES All Student Group= 100.0 YMHS All Student Group= 97.3 | In most circumstances, the state assessments are valued by parents and students as well as the District, which may account for the high participation rates. |
| PA Future Ready Index: State Assessment Participation: Science/Biology - The District's All Student Group has a high participation rate for Science/Biology State Assessments: EES All Student Group= 98.0 EMHS All Student Group= 98.4 WAEC All Student Group= 96.9 BWMS All Student Group= 95.3 WAHS All Student Group= 94.1 SAES All Student Group= 100.0 SMHS All Student Group= 100.0 YES All Student Group= 100.0 YMHS All Student Group= 96.0 | In most circumstances, the state assessments are valued by parents and students as well as the District, which may account for the high participation rates. |

## Challenges

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| **Challenge** | **Discussion Points** | **Priority For Planning** | **Priority Statement** |
| PA Future Ready Index State Assessment Proficient or Advanced: ELA/Literature- The All Student Group scoring proficient or advanced on ELA /Literature: EES All Student Group= 56.6 EMHS All Student Group= 48.5 WAEC All Student Group= 43.5 BWMS All Student Group= 45.9 WAHS All Student Group= 71.6 SAES All Student Group= 48.5 SMHS All Student Group= 49.6 YES All Student Group= 38.8 YMHS All Student Group= 56.9 | Schools across the district need to increase student achievement in ELA/Literature. | Yes | State Assessment ELA/Literature scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment ELA/Literature scores will increase by using quality resources and providing teachers with the training to best use those resources.  |
| PA Future Ready Index State Assessment Proficient or Advanced: Math/Algebra- The All Student Group scoring proficient or advanced on the Math/Algebra: EES All Student Group= 41.4 EMHS All Student Group= 29.3 WAEC All Student Group= 36.3 BWMS All Student Group= 22.5 WAHS All Student Group= 43.2 SAES All Student Group= 30.7 SMHS All Student Group= 15.9 YES All Student Group= 22.4 YMHS All Student Group= 17.6 | Schools across the district need to increase student achievement in Math/Algebra. | Yes | State Assessment Math/Algebra scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment Math/Algebra scores will increase by using quality resources and providing teachers with the training to best use those resources.  |
| PA Future Ready Index State Assessment Proficient or Advanced: Science/Biology- The All Student Group scoring proficient or advanced on the Science/Biology: EES All Student Group= 77.6 EMHS All Student Group= 47.1 WAEC All Student Group= 70.1 BWMS All Student Group= 56.1 WAHS All Student Group= 54.0 SAES All Student Group= 69.7 SMHS All Student Group= 40.7 YES All Student Group= 72.5 YMHS All Student Group= 41.7 | Schools across the district need to increase student achievement in Science/Biology. | Yes | State Assessment Science/Biology scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment Science/Biology scores will increase by using quality resources and providing teachers with the training to best use those resources.  |

# Goal Setting

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| **Priority:** State Assessment ELA/Literature scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment ELA/Literature scores will increase by using quality resources and providing teachers with the training to best use those resources.  |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
| English Language Arts | Using the state PSSA/Keystone assessments, ELA and Literature proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. | ELA/Literature Achievement | Using the state PSSA/Keystone assessments, ELA and Literature proficiency scores in each building will improve from 2021-2022 to 2022-2023 by 3%. | Using the state PSSA/Keystone assessments, ELA and Literature proficiency scores in each building will improve from 2021-2022 to 2022-2023 by 3%. | Using the state PSSA/Keystone assessments, ELA and Literature proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. |

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| **Priority:** State Assessment Math/Algebra scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment Math/Algebra scores will increase by using quality resources and providing teachers with the training to best use those resources.  |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Mathematics | Using the state PSSA/Keystone assessments, Math and Algebra proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. | Mathematics/Algebra Achievement | Using the state PSSA/Keystone assessments, Math and Algebra proficiency scores in each building will improve from 2021-2022 to 2022-2023 by 3%. | Using the state PSSA/Keystone assessments, Math and Algebra proficiency scores in each building will improve from 2021-2022 to 2022-2023 by 3%. | Using the state PSSA/Keystone assessments, Math and Algebra proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. |

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| **Priority:** State Assessment Science/Biology scores will increase by following the standards aligned curriculum with fidelity and using data to drive instructional delivery and monitor student progress. State Assessment Science/Biology scores will increase by using quality resources and providing teachers with the training to best use those resources.  |
| **Outcome Category** | **Measurable Goal Statement** | **Measurable Goal Nickname** | **Target Year 1** | **Target Year 2** | **Target Year 3** |
| Other | Using the state PSSA/Keystone assessments, Science and Biology proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. | Science/Biology Achievement | Using the state PSSA/Keystone assessments, Science and Biology proficiency scores in each building will improve from 2021-2022 to 2022-2023 by 3%. | Using the state PSSA/Keystone assessments, Science and Biology proficiency scores in each building will improve from 2022-2023 to 2023-2024 by 3%. | Using the state PSSA/Keystone assessments, Science and Biology proficiency scores in each building will improve from 2021-2022 to 2024-2025 by 10%. |

# Action Plan

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| **Action Plan for:** Standards Aligned ELA Instruction |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|  | 1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) School-to-Home Communication | 1.) Curriculum Pacing Checks will be completed by E. Mineweaser, Director of Curriculum and Instruction and Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by building administration to ensure teachers are following the curriculum maps and using the instructional best practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Curriculum Coordinators, Academic Coaches, and L. Shultz. 4.) School to Home communication will be monitored by building and district administration. |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals | \*ELA Planned Instruction/Curriculum Maps \*ELA Textbooks & Resources \*Curriculum Coordinator Support \*Academic Coaching Support \*Time to Collaborate with Colleagues | Yes | Yes |
| ELA teachers will participate in professional development trainings that reinforce ELA instructional best practices, effective use of the ELA textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*ELA Textbooks and Resources \*ELA Online Resources \*Ongoing ELA instructional support from the academic coaches \*Curriculum Coordinator Support | Yes | Yes |
| The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.  | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*Communication Strategies \*Grade and Reporting Schedules \*Open House/Parent Nights \*District/School Social Media Platform \*District/School Websites \*Parent Surveys | No | Yes |
| The WCSD will build the capacity of the instructional leadership team regarding ELA instruction and student achievement. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Academic Coaches | \*Educator Effectiveness Strategies \*Current Best Practices \*Administrative Guides/Checklists \*Relevant PD \*ELA Observation Look-Fors \*Ongoing Coaching Support | Yes | Yes |

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| **Action Plan for:** Standards Aligned Math Instruction |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|  | 1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) School-to-Home Communication  | 1.) Curriculum Pacing Checks will be completed by E. Mineweaser, Director of Curriculum and Instruction and Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by building administration to ensure teachers are following the curriculum maps and using the instructional best practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Curriculum Coordinators, Academic Coaches, and Administration. 4.) School to Home communication will be monitored by building and district administration. |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals | \*Math Planned Instruction/Curriculum Maps \*Math Textbooks & Resources \*Curriculum Coordinator Support \*Academic Coaching Support \*Time to Collaborate with Colleagues | Yes | Yes |
| Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the math textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*Math Textbooks and Resources \*Math Online Resources \*Ongoing mathematics instructional support from the academic coaches \*Curriculum Coordinator Support | Yes | Yes |
| The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.  | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*Communication Strategies \*Grade and Reporting Schedules \*Open House/Parent Nights \*District/School Social Media Platform \*District/School Websites \*Parent Surveys | Yes | Yes |
| The WCSD will build the capacity of the instructional leadership team regarding mathematics instruction and student achievement. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Academic Coaches | \*Educator Effectiveness Strategies \*Current Best Practices \*Administrative Guides/Checklists \*Relevant PD \*Math Observation Look-Fors \*Ongoing Coaching Support | Yes | Yes |

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| **Action Plan for:** Standards Aligned Science Instruction |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|  | 1.) Curriculum Pacing Checks 2.) Lesson Plan Checks 3.) Professional Development Attendance and Evaluations 4.) School-to-Home Communication | 1.) Curriculum Pacing Checks will be completed by E. Mineweaser, Director of Curriculum and Instruction and Lynn Shultz, Supervisor of Elementary Education to determine if teachers are following the newly developed curriculum pacing guide, to determine the feasibility of the set pacing schedule, and to provide support as needed. 2.) Lesson plan checks and observations will be completed by building administration to ensure teachers are following the curriculum maps and using the instructional best practices. 3.) Professional Development Attendance and Evaluations will be reviewed by Curriculum Coordinators, Academic Coaches, and Administration. 4.) School to Home communication will be monitored by building and district administration. |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals | \*Science Planned Instruction/Curriculum Maps \*Science Textbooks & Resources \*Curriculum Coordinator Support \*Academic Coaching Support \*Time to Collaborate with Colleagues | Yes | Yes |
| Science teachers will participate in professional development trainings that reinforce science state standards, instructional best practices, effective use of the science textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention. | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*Science Textbooks and Resources \*Science Online Resources \*Ongoing science instructional support from the academic coaches \*Curriculum Coordinator Support \*State Standards and required methods of instrucitonal delivery \*Speakers and trainers  | Yes | Yes |
| The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.  | 08/29/2022 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Building Principals Curriculum Coordinators Academic Coaches | \*Communication Strategies \*Grade and Reporting Schedules \*Open House/Parent Nights \*District/School Social Media Platform \*District/School Websites \*Parent Surveys | Yes | Yes |
| The WCSD will build the capacity of the instructional leadership team regarding science instruction and student achievement. | 08/29/2023 | 06/05/2026 | E. Mineweaser/Director of Curriculum and Instruction L. Shultz/Supervisor of Elementary Instruction Academic Coaches | \*Educator Effectiveness Strategies \*Current Best Practices \*Administrative Guides/Checklists \*Relevant PD \*Science Observation Look-Fors \*Ongoing Coaching Support | Yes | Yes |

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| **Action Plan for:** Graduation Pathways |
| **Measurable Goals** | **Anticipated Output** | **Monitoring/Evaluation (People, Frequency, and Method)** |
|  | 1.) Monthly Graduation Pathways Checks on each graduating cohort. 2.) Analysis of WCSD locally designed tracking tool. 3.) Communication between district administration and counselors.  | 1. Progress Monitoring of the Graduation Pathway Tool by district administration and school counselors via the district's tracking tool. 2. Monthly communication between district administration and counselors on progress of successful completion of Graduation Pathways via in-person meetings. 3.) Semester Communication for all juniors and seniors who have not met a graduation pathway via a parent letter from district administration. 4.) Informational letter to all underclassmen (9th and 10th grade) regarding the graduation pathways. |
| **Action Step** | **Anticipated Start Date** | **Anticipated Completion Date** | **Lead Person/Position** | **Material/Resources/Supports Needed** | **PD Step?** | **Com Step?** |
| The WCSD counselors will monitor each individual student's keystone scores, and other methods of achievement towards a graduation pathway throughout their high school years, to ensure each student has met a graduation pathway prior to graduation. | 08/29/2023 | 06/05/2026 | Mr. Eric Mineweaser, Director of Curriculum, Instruction, and Assessment | State Assessment Scores; Other Academic Scores (i.e. PSAT; SAT; ASVAB; AP); Industry-Based Credentials; Locally Designed Tracking Tool  | Yes | Yes |

# Professional Development Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Standards Aligned ELA Instruction | * The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule.
* ELA teachers will participate in professional development trainings that reinforce ELA instructional best practices, effective use of the ELA textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will build the capacity of the instructional leadership team regarding ELA instruction and student achievement.
 |
| Standards Aligned Math Instruction | * The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.
* Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the math textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.
* The WCSD will build the capacity of the instructional leadership team regarding mathematics instruction and student achievement.
 |
| Standards Aligned Science Instruction | * The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule.
* Science teachers will participate in professional development trainings that reinforce science state standards, instructional best practices, effective use of the science textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.
* The WCSD will build the capacity of the instructional leadership team regarding science instruction and student achievement.
 |
| Graduation Pathways | * The WCSD counselors will monitor each individual student's keystone scores, and other methods of achievement towards a graduation pathway throughout their high school years, to ensure each student has met a graduation pathway prior to graduation.
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# Professional Development Activities

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| Curriculum, Planning, and Assessment |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule.
* The WCSD counselors will monitor each individual student's keystone scores, and other methods of achievement towards a graduation pathway throughout their high school years, to ensure each student has met a graduation pathway prior to graduation.
 | K-12 Teachers, Special Education Teachers, Administrators | Revised planned instructions, updated curriculum maps, use of common assessments and appropriate grading practices, curricular scope and sequence, appropriate pacing, and more. | Teachers will demonstrate in their lesson plans that they are following the newly developed planned instructions and curriculum maps using district approved resources. Curriculum Pacing Checks and Common Assessments will provide additional evidence of progress through the curriculum. Professional development evaluation forms will be reviewed. | Eric | 08/29/2022 | 06/05/2026 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Inservice day | Ongoing- Multiple presentations will be provided during Inservice days held each school year. | * 1a: Demonstrating Knowledge of Content and Pedagogy
* 1b: Demonstrating Knowledge of Students
* 1c: Setting Instructional Outcomes
* 1d: Demonstrating Knowledge of Resources
* 1e: Designing Coherent Instruction
* 1f: Designing Student Assessments
* 4b: Maintaining Accurate Records
 |  |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Ongoing academic coaching, curriculum coordinator, and administrative support as needed will be available each school year. | * 1a: Demonstrating Knowledge of Content and Pedagogy
* 1b: Demonstrating Knowledge of Students
* 1c: Setting Instructional Outcomes
* 1d: Demonstrating Knowledge of Resources
* 1e: Designing Coherent Instruction
* 1f: Designing Student Assessments
* 4b: Maintaining Accurate Records
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| Graduation Pathways Implementation and Analysis |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule.
* The WCSD counselors will monitor each individual student's keystone scores, and other methods of achievement towards a graduation pathway throughout their high school years, to ensure each student has met a graduation pathway prior to graduation.
 | School Counselors and Building Administration | Understanding of the Graduation Pathways (via ACT 158) Composite Scores Alternative Assessment Scores Service Learning Projects and Locally Designed Template Industry-Based Credentials Understanding the Locally Designed Tracking Tool for Graduation Pathways | Pre and Post Quiz of School Counselors and Building Administration Explanation to District Administration of Graduation Pathways and Building Level Progress Signature Page of Attendance via the Professional Development Hours of this Activity | Mr. Eric Mineweaser, Director of Curriculum, Instruction and Assessment | 08/29/2023 | 06/05/2026 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Workshop(s) | Pre/Post Exam (once per year) Locally Designed Tracking Tool (quarterly per year) |  |  |

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| Instructional Best Practices |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the math textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* ELA teachers will participate in professional development trainings that reinforce ELA instructional best practices, effective use of the ELA textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* Science teachers will participate in professional development trainings that reinforce science state standards, instructional best practices, effective use of the science textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
 | K-12 Teachers, Special Education Teachers, Administrators | Instructional best practices, effective use of district approved textbooks and resources, appropriate use of online resources for instruction, remediation, and enrichment, use of classroom and benchmark data to drive instructional decision making, effective use of manipulatives and hands-on materials, teaching to the rigor of the standard, and more. | Teachers may demonstrate in their lesson plans that they are using district approved resources, manipulatives/hands-on materials, and standards aligned concepts/skills. Data meetings and reports will ensure teachers are apprised of student progress and achievement. Classroom observations will provide evidence of Instructional best practices, effective use of district approved textbooks and resources, appropriate use of online resources for instruction, remediation, and enrichment, use of classroom and benchmark data to drive instructional decision making, effective use of manipulatives and hands-on materials, teaching to the rigor of the standard. Professional development evaluation forms will be reviewed. | Eric | 08/29/2022 | 06/05/2026 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Inservice day | Ongoing- Multiple presentations will be provided during Inservice days held each school year. | * 1a: Demonstrating Knowledge of Content and Pedagogy
* 1b: Demonstrating Knowledge of Students
* 1d: Demonstrating Knowledge of Resources
* 3a: Communicating with Students
* 3b: Using Questioning and Discussion Techniques
* 3c: Engaging Students in Learning
* 3d: Using Assessment in Instruction
 |  |
| Coaching (peer-to-peer; school leader-to-teacher; other coaching models) | Ongoing academic coaching, curriculum coordinator, and administrative support as needed will be available each school year. | * 1a: Demonstrating Knowledge of Content and Pedagogy
* 1b: Demonstrating Knowledge of Students
* 1d: Demonstrating Knowledge of Resources
* 3a: Communicating with Students
* 3b: Using Questioning and Discussion Techniques
* 3c: Engaging Students in Learning
* 3d: Using Assessment in Instruction
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| Instructional Leadership |
| **Action Step** | **Audience** | **Topics to be Included** | **Evidence of Learning** | **Lead Person/Position** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * The WCSD will build the capacity of the instructional leadership team regarding ELA instruction and student achievement.
* The WCSD will build the capacity of the instructional leadership team regarding mathematics instruction and student achievement.
* The WCSD will build the capacity of the instructional leadership team regarding science instruction and student achievement.
 | The administrative and leadership team | Effective observation strategies, effective walk-through strategies, effective communication strategies, effective practices to increase student achievement, and more. | Administrative checklists, ATM meeting discussions, professional development feedback forms, observation schedules, and more | Eric Mineweaser | 08/29/2022 | 06/05/2026 |
| **Learning Formats** |
| **Type of Activities** | **Frequency** | **Observation and Practice Framework Met in this Plan** | **This Step Meets the Requirements of State Required Trainings** |
| Other | Ongoing professional development, Administrative Team Meetings, and virtual and/or in-person trainings will be provided each school year. | * 4e: Growing and Developing Professionally
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# Communications Action Steps

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| **Evidence-based Strategy** | **Action Steps** |
| Standards Aligned ELA Instruction | * The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule.
* ELA teachers will participate in professional development trainings that reinforce ELA instructional best practices, effective use of the ELA textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.
* The WCSD will build the capacity of the instructional leadership team regarding ELA instruction and student achievement.
 |
| Standards Aligned Math Instruction | * The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.
* Math teachers will participate in professional development trainings that reinforce math instructional best practices, effective use of the math textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.
* The WCSD will build the capacity of the instructional leadership team regarding mathematics instruction and student achievement.
 |
| Standards Aligned Science Instruction | * The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule.
* Science teachers will participate in professional development trainings that reinforce science state standards, instructional best practices, effective use of the science textbooks and resources, and appropriate use of online resources including resources for enrichment and remediation/intervention.
* The WCSD will strengthen the partnership with parents and families through increased school-to-home communication.
* The WCSD will build the capacity of the instructional leadership team regarding science instruction and student achievement.
 |
| Graduation Pathways | * The WCSD counselors will monitor each individual student's keystone scores, and other methods of achievement towards a graduation pathway throughout their high school years, to ensure each student has met a graduation pathway prior to graduation.
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# Communications Activities

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| School Board Informational Report |
| **Action Step** | **Audience** | **Topics to be Included** | **Type of Communication** | **Anticipated Timeline Start Date** | **Anticipated Timeline Completion Date** |
| * The WCSD will follow the newly sequenced mathematics planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced ELA planned instructions, curriculum maps, and common assessment schedule.
* The WCSD will follow the newly sequenced science planned instructions, curriculum maps, and common assessment schedule.
 | School Board, Administration, and Community | Newly developed planned instruction, curriculum maps, common assessments, and checklists | Eric Mineweaser - Director of Curriculum and Assessment | 01/30/2023 | 01/30/2023 |
| **Communications** |
| **Type of Communication** | **Frequency** |
| Other | Once |