

## **WYOMING AREA SEC CTR**

252 Memorial St

ATSI non-Title 1 School Plan | 2023 - 2024

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### **VISION FOR LEARNING**

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge. Learn skills that will support them, as life-long learners. We strive to provide college career-ready opportunities to our students. We want our students to participate in and contribute to the global world. The core values of our district are: respect, tolerance and inclusion. We ask that they practice these core values. We will provide equitable instructional practices to all learners.

## STEERING COMMITTEE

Name	Position	Building/Group
Dr. Jon Pollard	Chief School Administrator	Secondary Center
Carmen Latona	English Chair	Secondary Center
David Pacchioni	District Level Leaders	Secondary Center
Leo Lulewicz	Math Chair	Secondary Center
Cathy Ranieli	Asst. principal	Secondary Center
Brian Butler	Director of Guidance	Secondary Center
Eric Speece	Principal	Secondary Center
Shaun Rohland	Principal	Secondary Center
Stephanie Anuszewski	District Level Leaders	District Office
Laura Best	Board Member	Secondary Center
Hannah Fairchild	Student	Secondary
Nancy Remley	Paraprofessional	Secondary
Chel Furmer	Parent	Intermediate/Secondary

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Mindy Stevens	Community Member	Primary/Intermediate
Pam Bufalino	Teacher	Elementary/Primary
Jeanine Supey	Teacher	Life Skills/Intermediate
Douglas Womelsdorf	Teacher	Science Department
Eric Fairchild	Parent	Secondary Center

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Math department will revisit the completion of the checklist they started before the COVID-19 pandemic	Mathematics
Administrators will ensure review of the curriculum at all levels to ensure compliance and alignment.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy
Course Development

Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Algebra 1 A and B	The implementation of a new Algebra 1 A and B course offering to target the struggling population of math students, including the economically disadvantaged.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Courses	2023-02-06 -	Jon Pollard/Superintendent Eric Speece/Secondary Center Principal Shaun	Co-Teaching training with

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Developed	2023-07-03	Rohland/Assistant Principal Cathy Ranieli/Assistant Principal Leo Lulewicz/Math Department Chair	BER, Curriculum Director

**Anticipated Outcome**

Course A scheduled and running. Course B is scheduled to be offered Fall 2024.

**Monitoring/Evaluation**

Monthly test results and growth scores.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The implementation of a new Algebra 1 A and B course offering to target the struggling population of math students, including the economically disadvantaged. (Algebra 1 A and B)	Course Development	Courses Developed	02/06/2023 - 07/03/2023

## APPROVALS & SIGNATURES

### Assurance of Quality and Accountability

### Assurance of Quality and Accountability

The Building Administrator, Superintendent/Chief Executive Officer and President of the School Board will affirm the following statements.

We affirm that our school has developed a School Improvement Plan based upon a thorough review of the essential practices to advance educational programs and processes and improve student achievement.

We affirm that the action plans that we will be implementing address our specific school needs, include strategies that provide educational opportunities and instructional strategies for all students and each of the student groups, increases the amount and quality of learning time, and provides equity in the curriculum which may include programs, activities, and courses necessary to provide a well-rounded education. These plans address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards.

We, the undersigned, hereby certify that the school level plan has been duly reviewed by the Building Administrator, Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESSA requirements**
- Reflects **evidence-based strategies that meet the three highest levels of evidence outlined in ESSA**
- Has a **high probability of improving student achievement**
- Has sufficient **LEA leadership and support to ensure successful implementation**

**With this Assurance of Quality & Accountability, we, therefore, request the Pennsylvania Department of Education grant formal approval to implement this school level plan.**

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

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Chief School Administrator

Jon William Pollard

2023-08-28

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School Improvement Facilitator Signature

Deanna Mennig

2023-08-24

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Building Principal Signature

Eric Speece

2023-08-24

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

The group of economically disadvantaged showed growth for high school graduation rates.

In ELA/Literature, The Economically Disadvantaged group showed growth.

Assessment data from CDT's allows us to remediate students based on immediate need.

The district implemented co-teaching training.

CDT testing is accessible and allows instructors immediate access to their data.

Access to the CDT's allow teachers instant access to their performance data.

Implemented strategies in various grade levels to meet the Career Artifact requirements.

Addition of new textbook resources in many of our Secondary Center Content areas

Developing a Textbook selection process to start choosing new

### Challenges

The white, economically disadvantaged and students with disabilities did not meet the statewide average grow score for Mathematics/Algebra

The white, economically disadvantaged and students with disabilities did not meet the statewide average grow score for ELA/Literature.

The white, economically disadvantaged and students with disabilities did not meet the statewide average grow score for Science/Biology

Cumbersome in testing students multiple times a year. Will implement incentive programs to get students excited to do well.

49.8% of the all student group met the career standards benchmark.

The reason 3 areas previously marked operational are now changed to emerging is due to the pandemic. There were certain goals originally planned for that haven't been met due to priorities that were changed lessening the amount of meeting time with the proper stakeholders.

## Strengths

Math and ELA Textbook resources in the K-6 band

The district is working on aligning curriculum with the standards throughout all grade bands.

Purchasing of iReady has provided a positive impact to instructional practices and data analysis

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Partnering with local businesses, community and Parent organizations, and other agencies to meet the needs of the school \*

55.1% of the Economically Disadvantaged population met the Career Standards Benchmark. Below the statewide average of 88.3% yet above the All-Student Group.

## Challenges

Responding to the recent climate survey to develop measures to improve the culture and climate for students, educators, staff members, and stakeholders.

School Wide Positive Behavior Supports at the Elementary Level are embedded, still working on implementation at the Secondary Center.

Our current curriculum offerings are fairly well aligned, there is a need to review and revise curriculum to ensure alignment with eligible content

Provide supports and mechanisms to improve student attendance

0% of students with disabilities scored advanced or proficient in Math state assessments.

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### Challenges

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88.3% yet above the All-Student Group.

Students with disabilities did not meet the statewide average growth score in ELA, Mathematics, and Science.

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### Most Notable Observations/Patterns

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We note that our top priority is providing meaningful equitable instruction to all student's. Realignment of our curriculum to all students will help support our group of Economically Disadvantaged and our student population as a whole. Moving ahead with coteaching strategies will enable teachers in our classrooms to assist students who need the most notable remediation and attention.

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Challenges	Discussion Point	Priority for Planning
The white, economically disadvantaged and students with disabilities did not meet the statewide average grow score for ELA/Literature.	Algebra I has been a top priority - math dept. working on creating a checklist of what needs to be covered beginning with 7-8 grades since 8th gr. honors sit for the Alg. I keystone exam	✓
Responding to the recent climate survey to develop measures to improve the culture and climate for students, educators, staff members, and stakeholders.	MTSS training will be prioritized during professional development trainings for in-service days for both, academics and behavior support systems; future meetings and discussion will be held to determine the direction the district will move forward with.	
Our current curriculum offerings are fairly well aligned, there is a need to review and revise curriculum to ensure alignment with eligible content	This is required throughout all content areas.	✓

## ADDENDUM B: ACTION PLAN

### Action Plan: Course Development

Action Steps	Anticipated Start/Completion Date
Courses Developed	02/06/2023 - 07/03/2023

Monitoring/Evaluation	Anticipated Output
Monthly test results and growth scores.	Course A scheduled and running. Course B is scheduled to be offered Fall 2024.

Material/Resources/Supports Needed	PD Step
Co-Teaching training with BER, Curriculum Director	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The implementation of a new Algebra 1 A and B course offering to target the struggling population of math students, including the economically disadvantaged. (Algebra 1 A and B)	Course Development	Courses Developed	02/06/2023 - 07/03/2023



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Training for identification of learning progress with new courses.	Teachers	Create common instruction paths, create common assessments, create monitoring systems.
Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increase in test scores of the subgroup population	08/17/2023 - 06/06/2024	Curriculum Director
<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>	
	Common Ground: Culturally Relevant Sustaining Education	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Will publish on the website	School Improvement Plan	Digital	Community	Immediately

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