

WYOMING AREA SD

252 Memorial St

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The Mission of the Wyoming Area School District is to utilize a focused curriculum, attentive instruction, thoughtful feedback and social & emotional guidance to support students and prepare them to be lifelong learners ready to navigate a complex, dynamic world.

VISION STATEMENT

Vision: One Community. One District. Embracing Families, Independence, and Equity in a Renewed Tradition of Excellence

EDUCATIONAL VALUE STATEMENTS

STUDENTS

Our students take ownership and demonstrate accountability for their actions and decisions. They are entitled to a safe and nurturing learning environment and the best education possible, to help them demonstrate positive attitudes and educational desires to learn.

STAFF

Our staff prepares students to adapt to change and be successful adults. They provide a safe and nurturing environment, meet the individual needs of their students, offer diverse teaching methods, and allow opportunities for students to engage in learning activities consisting of acceptance, identity, and social and emotional skills.

ADMINISTRATION

Our administrative team is committed to providing an outstanding educational experience for all of our students, faculty, and staff in a safe, nurturing environment. The administration empowers and motivates all learners to become the best versions of themselves. They strive for positive results and to celebrate diversity.

PARENTS

Our parents are engaged in their children's educational experiences, work collaboratively with school personnel, and model high-ethical and work standards that demonstrate the value of public education.

COMMUNITY

Our community works to foster supportive partnerships that benefit all students, takes great pride in our schools, and holds high expectations for all students, faculty, staff, and administration.

OTHER (OPTIONAL)

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Jon Pollard	Administrator	District
Brian Strazdus	Administrator	Intermediate Center
Stephanie Anuszewski	director of special education	District
Cathy Ranieli	Administrator	Secondary Center
William Wright	Administrator	Primary Center
David Pacchioni	Administrator	District
Shaun Rohland	Administrator	Secondary Center
Lara Best	Board Member	District
Eric Speece	Administrator	Secondary Center
Pam Bufalino	Staff Member	Primary Center (Elementary Teacher)
Jeanine Supey	Staff Member	Intermediate Center (Special Education)
Carmen Latona	Staff Member	Secondary Center (English)
Michelle Fulmer	Parent	Middle School

Name	Position	Building/Group
Hannah Fairchild	Student	Secondary Center
Eric Fairchild	Parent	Secondary Center
Mindy Stevens	Community Member	Business Owner
Elizabeth Poor	Staff Member	Secretary
Douglas Womelsdorf	Staff Member	Middle School (Science)

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Address student readiness for the next level of English Language Arts by focusing on improvements in curriculum, instruction, placement, and remediation/intervention.	English Language Arts
Address student readiness for the next level of Mathematics by focusing on improvements in curriculum, instruction, placement, and remediation/intervention.	Mathematics
Address the truancy policy, parental involvement, and review and make any necessary improvements to the School Wide Positive Behavior Interventions and Supports initiative.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy	
Instructional Practices (Curriculum Review, Alignment, Assessment)	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
District Math Measurable Goal Statement	Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in Math in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Math curriculum review and evaluation in Kindergarten through Algebra 1 in the Secondary Center	2023-09-07 - 2025-06-06	Curriculum Director, Math Department Chair	1. PA Standard Aligned System 2. PA Standards in Mathematics 3. Yearly student performance data 4. Math program resources
Develop and utilize structured remediation, intervention, and technology related programs in mathematics.	2023-09-07 - 2025-06-06	Curriculum Director/Special Education Director/Math Department Chair	1. MTSS training and support through PaTTAN and IU. 2. Evidenced-based research programs.

Anticipated Outcome

1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.

Monitoring/Evaluation

Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized Assessments (Yearly).

Evidence-based Strategy

Instructional Practices (Curriculum Review, Alignment, Assessment)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
District ELA Measurable Goal Statement	Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in ELA in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
English Language Arts curriculum review and evaluation in Kindergarten through 12th grade.	2023-09-07 - 2025-06-06	Curriculum Director/English Department Chair	1. PA Standard Aligned System 2. PA Standards in English Language Arts 3. Yearly student performance data 4. ELA program resources
Develop and utilize structured remediation, intervention, and technology related programs in English Language Arts.	2023-09-07 - 2025-06-06	Curriculum Director/Special Education Director/English Department Chair	1. MTSS training and support through PaTTAN and IU. 2. Evidenced-based research programs.

Anticipated Outcome

1. Revised ELA curriculum scope and sequence. 2. Revised unit plans. 3. Selection of ELA programs and resources. 4. Improved student performance.

Monitoring/Evaluation

Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized

Assessments (Yearly).

Evidence-based Strategy

Student Attendance

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

District Regular
Attendance Goal
Statement

Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Increase student attendance by ensuring that the emotional, physical, and social needs of students are coordinated to support their learning.	2023-09-07 - 2025-06-06	Administrative Team, Guidance Counselors	Positive Behavior School Wide Intervention and Supports, Child Study Team, SAIP meetings, Social Workers. Training in Trauma Informed Care. Community Partners and Related Services
Utilize Tier 1 and Tier 2 SWPBIS teams to analyze data, Monitor Skills for Success classes, Monitor Communication classes, review and update	2023-09-07 - 2025-06-06	Building Level Administration	CSIU, PIMS, SWPBIS tier 1 and 2 team data collection and Future Ready PA Index Regular Attendance Indicator

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
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attendance policies as needed.

Anticipated Outcome

The goal is into increase student attendance by creating student engagement, positive school experiences, and fostering positive peer relationships.

Monitoring/Evaluation

Building Principals and Attendance Coordinator will monitor student attendance data weekly through the CSIU attendance program.

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in Math in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District Math Measurable Goal Statement)	Instructional Practices (Curriculum Review, Alignment, Assessment)	Develop and utilize structured remediation, intervention, and technology related programs in mathematics.	09/07/2023 - 06/06/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
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PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year. (District Regular Attendance Goal Statement)	Student Attendance	Increase student attendance by ensuring that the emotional, physical, and social needs of students are coordinated to support their learning.	09/07/2023 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in ELA in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District ELA Measurable Goal Statement)	Instructional Practices (Curriculum Review, Alignment, Assessment)	English Language Arts curriculum review and evaluation in Kindergarten through 12th grade.	09/07/2023 - 06/06/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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COMMUNICATION PLAN - STEPS AND TIMELINES:

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COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year. (District Regular Attendance Goal Statement)	Student Attendance	Utilize Tier 1 and Tier 2 SWPBIS teams to analyze data, Monitor Skills for Success classes, Monitor Communication classes, review and update attendance policies as needed.	09/07/2023 - 06/06/2025

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 made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

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

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Primary Center - Regular Attendance: All Student exceeds the statewide average. Percent Regular Attendance 83.6% Statewide Average 82.2%

Primary Center - Mathematics/Algebra All Student Group exceeded the Statewide average for advanced and proficient in Mathematics.

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

Assessment results are immediate, and teachers are training in analyzing data.

Assessment results are immediate, and teachers are training in analyzing data.

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

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

Challenges

Primary Center - ELA/Literature: All student group did not meet the statewide average for percent Advanced on ELA PSSAs.

Secondary Center - In ELA, 50.6% of the All Student Group scored proficient or advanced in the PA State Assessments. The statewide average is 54.1%

Secondary Center - In Math 21.9% of the All Student Group scored proficient or advanced in the PA State Assessments. The statewide average is 35.7%

Regular Attendance The Primary Centers All Student Group Meets Performance Standard exceeds the Statewide Average, but our Student Subgroups in Economically Disadvantaged and Student with Disabilities needs to improved. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.

Within the Early Indicators of Success we feel we cannot be content with 53.8% for all student group and a Students with Disabilities of a 31.0%. We feel we lack researched based

Strengths

Intermediate Center - All student group for percent advanced in Science/Biology exceeded the statewide average.

Assessment data from i-Ready allows us to remediate students based on immediate need.

i-Ready provides a individual component that assesses the needs of each student.

Adding STEAM Intervention block

School District purchased Overgrad to store career artifacts for grade levels.

We will begin exposing student to careers in the classroom.

Aimsweb training is ongoing for new and current staff members and will be used to remediate all student populations.

Teachers will have immediate access to the scores.

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

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

Implemented strategies in various grade levels to meet the Career

Challenges

intervention strategies, and our Child Study process is not serving our students well from an intervention standpoint pertaining to an MTSS framework. This is a top priority of for the Primary Center and the new Principal.

Students are tested multiple times a year resulting in test burnout.

Intermediate Center - In Mathematics/Algebra, 25.8% of the All student group did not meet the interim goal/improvement target.

Kindergarten Center - Regular Attendance: All student group did not meet the Performance Standard, 72.7%.

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

Funding for unfunded mandates

Training will be during in-service schedule for the 2023-24 school year.

Student attendance will need to be addressed.

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

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

Strengths

Artifact requirements.

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.

The district implemented co-teaching training.

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

Utilizing co-teaching in the content areas of Math, ELA, and Science. Ongoing training is being provided.

Math 180 Intervention program is being implemented in grades 5 - 8 during the 2023-24 school year.

Coordination, planning and implementation of Intervention blocks in grades 1 - 6 with begin during the 2023-24 school year.

Guidance and assistance will be utilized from PaTTAN and IU 18 personnel.

A committed Admin team who have developed trust of one another to collaborate on new initiatives.

Challenges

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

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.

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

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

The Current Admin team has been functioning well since the transition of a new Superintendent. We recently brought on a new Elementary Principal and we are honing our vision/mission to move forward with several initiatives.

We have partnered with the LIU and PATTAN to provide guidance and support as we develop effective strategies to support our Comp Planning.

We have leveraged our Federal dollars and ACCESS funds to implement intervention programs, improve co-teaching opportunities, and develop new curriculums to address areas of growth from our needs assessments.

Challenges

Not meeting the proficient/advanced statewide average for ELA/Literature, Mathematics, and Science/Biology PA assessment.

Regular student attendance needs to be improved across all designated schools.

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

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
Primary Center - ELA/Literature: All student group did not meet the statewide average for percent Advanced on ELA PSSAs.		✓
Secondary Center - In Math 21.9% of the All Student Group scored proficient or advanced in the PA State Assessments. The statewide average is 35.7%		✓
Regular Attendance The Primary Centers All Student Group Meets Performance Standard exceeds the Statewide Average, but our Student Subgroups in Economically Disadvantaged and Student with Disabilities needs to improved. The WASD will be making changes to its Truancy/Attendance procedures and making improvements to its PBIS programs to help assist in improving these data points.		✓
Intermediate Center - In Mathematics/Algebra, 25.8% of the All student group did not meet the interim goal/improvement target.		

ADDENDUM B: ACTION PLAN

Action Plan: Instructional Practices (Curriculum Review, Alignment, Assessment)

Action Steps	Anticipated Start/Completion Date		
Math curriculum review and evaluation in Kindergarten through Algebra 1 in the Secondary Center	09/07/2023 - 06/06/2025		
Monitoring/Evaluation	Anticipated Output		
Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized Assessments (Yearly).	1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.		
Material/Resources/Supports Needed	PD Step	Comm Step	
1. PA Standard Aligned System 2. PA Standards in Mathematics 3. Yearly student performance data 4. Math program resources	no	yes	

Action Steps

Anticipated Start/Completion Date

Develop and utilize structured remediation, intervention, and technology related programs in mathematics.

09/07/2023 - 06/06/2025

Monitoring/Evaluation

Anticipated Output

Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized Assessments (Yearly).

1. Revised math curriculum scope and sequence. 2. Revised unit plans. 3. Selection of math programs and resources. 4. Improved student performance.

Material/Resources/Supports Needed

PD Step

Comm Step

1. MTSS training and support through PaTTAN and IU. 2. Evidenced-based research programs.

yes

yes

Action Plan: Instructional Practices (Curriculum Review, Alignment, Assessment)

Action Steps**Anticipated Start/Completion Date**

English Language Arts curriculum review and evaluation in Kindergarten through 12th grade.

09/07/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized Assessments (Yearly).

1. Revised ELA curriculum scope and sequence. 2. Revised unit plans. 3. Selection of ELA programs and resources. 4. Improved student performance.

Material/Resources/Supports Needed

**PD
Step**

**Comm
Step**

1. PA Standard Aligned System 2. PA Standards in English Language Arts 3. Yearly student performance data 4. ELA program resources

no

yes



Action Steps**Anticipated Start/Completion Date**

Develop and utilize structured remediation, intervention, and technology related programs in English Language Arts.

09/07/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Monitoring of student performance on formative assessments (Quarterly). Evaluations of student performance on PA Standardized Assessments (Yearly).

1. Revised ELA curriculum scope and sequence. 2. Revised unit plans. 3. Selection of ELA programs and resources. 4. Improved student performance.

Material/Resources/Supports Needed**PD Step****Comm Step**

1. MTSS training and support through PaTTAN and IU. 2. Evidenced-based research programs.

yes

yes

Action Plan: Student Attendance

Action Steps**Anticipated Start/Completion Date**

Increase student attendance by ensuring that the emotional, physical, and social needs of students are coordinated to support their learning.

09/07/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Building Principals and Attendance Coordinator will monitor student attendance data weekly through the CSIU attendance program.

The goal is into increase student attendance by creating student engagement, positive school experiences, and fostering positive peer relationships.

Material/Resources/Supports Needed

PD Step **Comm Step**

Positive Behavior School Wide Intervention and Supports, Child Study Team, SAIP meetings, Social Workers. Training in Trauma Informed Care. Community Partners and Related Services

yes yes



Action Steps**Anticipated Start/Completion Date**

Utilize Tier 1 and Tier 2 SWPBIS teams to analyze data, Monitor Skills for Success classes, Monitor Communication classes, review and update attendance policies as needed.

09/07/2023 - 06/06/2025

Monitoring/Evaluation**Anticipated Output**

Building Principals and Attendance Coordinator will monitor student attendance data weekly through the CSIU attendance program.

The goal is into increase student attendance by creating student engagement, positive school experiences, and fostering positive peer relationships.

Material/Resources/Supports Needed**PD Step****Comm Step**

CSIU, PIMS, SWPBIS tier 1 and 2 team data collection and Future Ready PA Index Regular Attendance Indicator

no

yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in Math in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District Math Measurable Goal Statement)</p>	<p>Instructional Practices (Curriculum Review, Alignment, Assessment)</p>	<p>Develop and utilize structured remediation, intervention, and technology related programs in mathematics.</p>	<p>09/07/2023 - 06/06/2025</p>
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in ELA in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District ELA Measurable Goal Statement)</p>	<p>Instructional Practices (Curriculum Review, Alignment, Assessment)</p>	<p>Develop and utilize structured remediation, intervention, and technology related programs in English Language Arts.</p>	<p>09/07/2023 - 06/06/2025</p>
<p>Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year. (District Regular Attendance Goal Statement)</p>	<p>Student Attendance</p>	<p>Increase student attendance by ensuring that the emotional, physical, and</p>	<p>09/07/2023 - 06/06/2025</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
		social needs of students are coordinated to support their learning.	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Co-Teaching	Regular Education and Special Education teachers	Overview of Co-Teaching models, strategies, and implementation. Provide on-going training to those in need of more supports in the co-teaching model.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased Performance on PA Standardized Assessments, Local and District Assessments	09/07/2023 - 06/06/2025	Building Level Admin

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



Professional Development Step	Audience	Topics of Prof. Dev
Computer Based Programs (i-Ready and Math 180)	Teachers (K-9th Grade)	Use of program and it's effectiveness

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Increased Performance on PA Standardized Assessments, Local and District Assessments	09/07/2023 - 06/06/2025	Building Level Principals

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



Professional Development Step	Audience	Topics of Prof. Dev
Intervention Block	Teachers (K-6)	With the support of PaTTAN and the IU, guidance will be given on effective standards-based instructional practices, scheduling, and formatting of intervention blocks.

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Increased Performance on PA Standardized Assessments,
Local and District Assessments

09/07/2023 - 06/06/2025

Curriculum Director/Building Level
Principals

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Structured Literacy



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in Math in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District Math Measurable Goal Statement)</p>	<p>Instructional Practices (Curriculum Review, Alignment, Assessment)</p>	<p>Math curriculum review and evaluation in Kindergarten through Algebra 1 in the Secondary Center</p>	<p>2023-09-07 - 2025-06-06</p>
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in Math in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District Math Measurable Goal Statement)</p>	<p>Instructional Practices (Curriculum Review, Alignment, Assessment)</p>	<p>Develop and utilize structured remediation, intervention, and technology related programs in mathematics.</p>	<p>2023-09-07 - 2025-06-06</p>
<p>Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in ELA in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District ELA Measurable Goal Statement)</p>	<p>Instructional Practices (Curriculum Review, Alignment, Assessment)</p>	<p>English Language Arts curriculum review and evaluation in Kindergarten through 12th</p>	<p>2023-09-07 - 2025-06-06</p>

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Increase the percentage of students that perform proficient or advanced on the PA Standardized Assessments (PSSA and Keystone) in ELA in all tested grade levels on a yearly basis from the baseline scores in 2023-24 school year through the 2025-2026 school year. (District ELA Measurable Goal Statement)	Instructional Practices (Curriculum Review, Alignment, Assessment)	grade. Develop and utilize structured remediation, intervention, and technology related programs in English Language Arts.	2023-09-07 - 2025-06-06
Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year. (District Regular Attendance Goal Statement)	Student Attendance	Increase student attendance by ensuring that the emotional, physical, and social needs of students are coordinated to support their learning.	2023-09-07 - 2025-06-06
Increase the percentage of Regular Attendance throughout all grade levels on a yearly basis beginning in the 2023-24 school year through the 2025-2026 school year. (District Regular Attendance Goal Statement)	Student Attendance	Utilize Tier 1 and Tier 2 SWPBIS teams to analyze data, Monitor	2023-09-07 - 2025-06-06

Measurable Goals

**Action Plan
Name**

**Communication
Step**

**Anticipated
Timeline**

Skills for Success
classes, Monitor
Communication
classes, review
and update
attendance
policies as
needed.



COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Communication Needs	Students, Families, Teachers, Stakeholders	Posting of curriculums to district website, performance documentation sent home, and presentations developed and topics introduced.

Anticipated Timeframe	Frequency	Delivery Method
09/07/2023 - 06/06/2025	as needed with schedule events and activities	Letter Presentation Posting on district website

Lead Person/Position
Curriculum Director/Building Principals



ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step

Topics of Message

Mode

Audience

Anticipated Timeline

