Wilmington Area SD
Comprehensive Plan | 2023 - 2026

Profile and Plan Essentials

LEA Type		AUN
School District		104378003
Address 1		
300 Wood St		
Address 2		
City	**State**	**Zip Code**
New Wilmington	PA	16142
Chief School Administrator		**Chief School Administrator Email**
Dr Terence P Meehan		tmeehan@wasd.school
Single Point of Contact Name		
Brandon Phillian		
Single Point of Contact Email		
phillian@wasd.school		
Single Point of Contact Phone Number		
724-656-8866		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Dr. Terence Meehan	Administrator	Wilmington Area School District	meehan@wasd.school
Brandon Phillian	Administrator	Wilmington Area School District	phillian@wasd.school
Brendan Hathaway	Administrator	Professional Education, Schoolwide Plan	hathaway@wasd.school
Michael Conglose	Administrator	Special Education	conglose@wasd.school
Allison Ciavarino	Administrator	Schoolwide Plan, Elementary School	ciavarino@wasd.school
Mollie Fulkman	Parent	Parent	mcmillmj9@gmail.com
Leigh Phanco	Parent	Parent	lphanco@wasd.school
Emily Mortimer	Parent	Parent	mortimer@wasd.school
Mike Neurohr	Staff Member	Staff Member	neurohr@wasd.school
Pat Matsook	Staff Member	Staff Member	matsook@wasd.school
Vanessa Russo	Board Member	Board Member	vrusso@board.wasd.school
Michael Crawford	Community Member	Community Member	mcrawford45@gmail.com
Daniel Leonard	Student	Student	daniel.leonard@wasd.school

LEA Profile

Wilmington Area School District is a two-county district located in Lawrence County, Pennsylvania, and in Mercer County, Pennsylvania. The district spans the northern section of Lawrence County, stretching from the Ohio border on the west to Butler County, Pennsylvania, on the east. The Mercer County portion of Wilmington Area School District extends north of the Lawrence County line approximately mid-way between the western and eastern borders. The district is 26 miles west to east and approximately seven miles south to north. The district spans a large geographic area of 111 square miles.

Wilmington Area School District is composed of seven entities. Of those, six entities are in Lawrence County. These include New Wilmington Borough, Plain Grove Township, Pulaski Township, Volant Borough, Washington Township, and Wilmington Township. Mercer County contains one entity, Wilmington Township.

The district is a rural entity whose main industry is agriculture. Numerous residents participate in the Clean and Green program, which reduces property taxes realized by the district. The Marcellus Shale Industry has drilled several wells within the confines of the district. Wilmington Area has a market value/personal income aid ratio of .5324, which is a factor in the amount of state education funding received by the school district.

A key resource for the district is Westminster College, which is located in New Wilmington, PA. Westminster is a leading liberal arts college. Wilmington Area enjoys numerous benefits, given the partnership between the college and the district. High school students can participate in college courses and benefit from tutoring opportunities. Additionally, the science department partners with college staff to support science education. At times, the district uses college facilities for commencement, music concerts, theatre programs, and swimming.

Facilities are secured and well-maintained with recent capital improvements, including an HVAC project at the elementary school and security enhancements. There is sufficient land to allow for activities and sports programs. Given the current enrollment, the district has a reasonable contingent of human resources. Faculty and staff are committed and caring. Support personnel are critically important and represent a tremendous asset for the district.

Wilmington Area School District educates students in grades K-12 and has an enrollment of 956. Over 40 percent of the students qualify for free and reduced meals. The district also operates Our SHOP, which provides clothing, personal hygiene items, and school supplies for any student in need.

Technology is an area of focus in preparing students for learning in the 21st century. The district has committed resources to become a 1:1 district, with every student in the district provided either a Chromebook or iPad for use at home and at school. The teachers have also been provided with workstations that permit them to provide asynchronous virtual instruction when situations warrant such instructional modes. The district has earned distinction as a Google Reference School and utilizes Google Classroom and other Google solutions to manage the digital classroom.

Wilmington Area School District offers numerous opportunities to its residents. Community representatives play key roles in a number of district-wide committees. Large numbers of residents attend school events such as athletic competitions, music concerts, and theatrical presentations. Residents also use facilities for recreational sports.   The district has a Use of Facilities Policy that makes district buildings and grounds available to residents and taxpayers. Several blood drives are held for community residents during the school year.

Numerous opportunities are available for students during the school day and after-school hours. Wilmington Area School District operates a vocational-agriculture program for both district and neighboring students interested in pursuing this type of study. Students also have access to the Lawrence County Career and Technical Center. At the present time, almost 24 students are studying career-related programs within that facility. Wilmington Area School District meets the needs and interests of many students through the arts, gifted education, special education programs, clubs, and athletic programs. Students can participate in academic programs at Westminster College in New Wilmington, PA. Classes are available during the school day, before and after school, and during the summer months. A long-standing policy allows these academic credits to be included in total credits. In addition, the district offers several dual enrollment courses in cooperation with the University of Pittsburgh. Additional educational opportunities occur via before and after-school

tutoring for students. The high school faculty offers a plethora of organized club activities such as Future Business Leaders of America, Future Farmers of America, Student Council, Peer Leadership, National Honors Society, Ambassador's Club, Conservation Club, Science Olympiad, S.A.V.E. Club, and Charity Club. The district provides opportunities for students to participate in a variety of athletic programs.

The residents and organizations of the Wilmington Area School District provide opportunities that enhance learning for our students, both within the school building and beyond. As noted above, Westminster College affords numerous opportunities for our children from classes, use of facilities, and specialized educational programs. For example, the college offers a college fair for our students, welcomes district band and choral students for concerts, and provides facilities for the annual week-long Rotary Youth Leadership Awards (RYLA) conference. The churches in the geographic region of Wilmington Area School District offer numerous opportunities to children living in the district, including the PB and J program, which provides food for families over the weekend.

Community and organizational groups characterize Wilmington Area School District as a good educational organization with good teachers, great communication between students and teachers, a high level of parental involvement, and a genuine interest in providing a solid educational foundation for children.

Mission and Vision

Mission

Inspire and prepare students to learn continuously and to live purposefully and act responsibly.

Vision

Students will compete successfully in taking on life's challenges, knowing they are empowered to make a difference in an ever-changing world.

Educational Values

Students

The Wilmington Area School District believes that an academically rigorous and relevant educational experience is important for all students. Students learn to use technology to enrich their educational experience. Students select educational coursework that guides them toward their dreams and aspirations. Students care for one another and are accepting of differences. Students learn to be responsible members of the school community and society.

Staff

The Wilmington Area School District believes that our staff enhance the school culture and academic environment. We believe that providing teachers with professional development opportunities and instructional materials enable staff to positively impact students. Staff demonstrate compassion and understanding when working with students.

Administration

The Wilmington Area School District believes the administration is responsible for providing a safe and supportive environment for staff and students. The administration believes students are best served through diverse course offerings and extracurricular activities. Administration develops and communicates a vision for continuous improvement based on relevant data. Administration provides funding for student programs and resources to support instruction and professional development.

Parents

The Wilmington Area School District believes that parents value education and are an important stakeholder in the development of the whole child. The school district has continued to improve communication with parents to engage them in the development and attainment of high academic standards.

Community

The Wilmington Area School District benefits from a strong sense of community. The community supports the students through attendance at the many music and athletic events held throughout the year. Westminster College plays an important role in the school district through many collaborative partnerships.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent Proficient/Advanced in Science/Biology	All student group exceeds the standard demonstrating growth in grades 4 and 9
College and Career Measures - Percent Career Standards Benchmark	All student group meets performance standards in grades 9-12
Academic Growth Score Met in Mathematics/Algebra 1	All student group meets the standard demonstrating growth in grades 9-12
Percent Proficient/Advanced in Math	All student group meets interim goal/improvement targets in grades 3 and 4
Academic Growth Score Met in Science/Biology	All student group exceeds the standard demonstrating growth in grades 8 and 9

Challenges

Indicator	Comments/Notable Observations
All student groups did not meet the standard demonstrating growth in Enlgish Language Arts/Literature in Grade 10	Growth expectations not met according to PVAAS
All student groups did not meet the standard demonstrating growth in ELA and Math	Growth expectations not met according to PVAAS
All student groups did not meet the standard demonstrating growth in ELA, Math, and Science	Growth expectations not met according to PVAAS
Students across all grade levels did not meet the regular attendance performance standard.	Percent of students not chronically absent according to PA Future Ready Index.

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

Strengths

Indicator PVAAS Growth Grade 8 Science **Grade Level(s) and/or Student Group(s)**	**Comments/Notable Observations** Students identified as economically disadvantaged met growth target in Science 8

Grade 8 Economically Disadvantaged	
Indicator Career Standards Benchmark **Grade Level(s) and/or Student Group(s)** Grades 5, 8, 11 Economically Disadvantaged	**Comments/Notable Observations** Students identified as economically disadvantaged met growth target in Career Standards Benchmark

Challenges

Indicator Underperforming in ELA **Grade Level(s) and/or Student Group(s)** Grades 3-12 Economically Disadvantaged	**Comments/Notable Observations** Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.
Indicator Underperforming ELA **Grade Level(s) and/or Student Group(s)** Grades 3-12 Students with Disabilities	**Comments/Notable Observations** Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.
Indicator Underperforming Math **Grade Level(s) and/or Student Group(s)** Grades 3-12 Economically Disadvantaged	**Comments/Notable Observations** Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.
Indicator Underperforming Math **Grade Level(s) and/or Student Group(s)** Grades 3-12 Students with Disabilities	**Comments/Notable Observations** Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.

Summary

Strengths

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

Percent Proficient/Advanced in Science/Biology
College and Career Measures - Percent Career Standards Benchmark
Academic Growth Score Met in Mathematics/Algebra 1
Percent Proficient/Advanced in Math
Academic Growth Score Met in Science/Biology

Challenges

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

All student groups did not meet the standard demonstrating growth in Enlgish Language Arts/Literature in Grade 10
All student groups did not meet the standard demonstrating growth in ELA and Math
All student groups did not meet the standard demonstrating growth in ELA, Math, and Science
Students across all grade levels did not meet the regular attendance performance standard.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
PVAAS CDT ELA 8	Moderate evidence that the LEA/district exceeded the growth standard.
PVAAS CDT ELA 7	Significant evidence that the LEA/district did not meet the growth standard.
PVAAS CDT ELA 6	Significant evidence that the LEA/district did not meet the growth standard.

English Language Arts Summary

Strengths

PVAAS CDT ELA 8

Challenges

PVAAS CDT ELA 7
PVAAS CDT ELA 6

Mathematics

Data	Comments/Notable Observations
PVAAS CDT Algebra 1	Significant evidence that the LEA/district exceeded the growth standard.
PVAAS CDT Math - Grade 4	Significant evidence that the LEA/district exceeded the growth standard.
PVAAS CDT Math - Grade 7	Significant evidence that the LEA/district did not meet the growth standard.

Mathematics Summary

Strengths

PVAAS CDT Algebra 1
PVAAS CDT Math - Grade 4

Challenges

PVAAS Math - Grade 7

Science, Technology, and Engineering Education

Data	Comments/Notable Observations

PVAAS CDT Biology	Moderate evidence that the LEA/district exceeded the growth standard.
PVAAS CDT Science - Grade 4	Significant evidence that the LEA/district exceeded the growth standard.
PVAAS CDT Science - Grade 8	Evidence that the LEA/district met the growth standard.

Science, Technology, and Engineering Education Summary

Strengths

PVAAS CDT Biology
PVAAS CDT Science - Grade 4

Challenges

PVAAS CDT Science - Grade 8

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready PA Index - Grades 9-12	College and Career Measures - Meets or Exceeds Target
Future Ready PA Index - Grades 5-8	College and Career Measures - Meets or Exceeds Target

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Agriculture Education Program	We have strong student participation in our Agriculture Education program. Students from other districts attend this program, if it is not offered in their home district. In 2023, we had 11 completers.

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
The District has several offerings in Arts and Humanities.	We have a high percentage of participation in both band and chorus.

Environment and Ecology

False Environment and Ecology Omit

Data	Comments/Notable Observations
The District offers courses in environmental science and scientific research.	
The District offers a Conservation Club. There is strong student participation in this club.	

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
The District offers a "Family and Consumer Science" course.	

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
The District offers both "Health" and "Physical Education."	

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

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

Data	Comments/Notable Observations
The District offers AP US History, AP Government, and AP Modern World History.	There is strong student participation in these courses.

Articulation Agreements

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

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

General Chemistry 1, Introduction to Computer Programming, Basic Applied Statistics

Uploaded Files

23.24 Signed Concurrent Enrollment Agreement with Univ of Pitt.pdf

Summary

Strengths

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

We have a wide variety of AP offerings, especially for a District with a small student population.
We have strong participation in both our band and chorus.

Challenges

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

We are looking to help today's student be more active and aware of their health needs through our Health and PE courses.
Balancing academic instruction with the time it takes to complete career readiness benchmarks.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
Students with disabilities in grades 3-12 did not meet growth standards in math.	Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.
Students with disabilities in grades 3-12 did not meet growth standards in ELA.	Evidence that the LEA/district did not meet the growth standard according to PA Future Ready Index.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
Grade 8 Students Considered Economically Disadvantaged	Students identified as economically disadvantaged met growth target in Science 8
Students Considered Economically Disadvantaged in Grades 5, 8, 11	Students identified as economically disadvantaged met growth target in Career Standards Benchmark

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Grade 8 Students Considered Economically Disadvantaged. Students identified as economically disadvantaged met the growth target in Science 8.
Students Considered Economically Disadvantaged in Grades 5, 8, 11. Students identified as economically disadvantaged met the growth target in the Career Standards Benchmark.

Challenges

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

Students with disabilities in grades 3-12 did not meet growth standards in math.
Students with disabilities in grades 3-12 did not meet growth standards in ELA.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Schoolwide Plan	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

K-12 Guidance Plan (339 Plan)

Challenges

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

English Language Development Programs as we currently have no English Language Learners enrolled in the District.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Establishing and maintaining a focused system for continuous improvement and ensuring organizational coherence.
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district.

Challenges

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

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.
Ensure effective, standards-aligned curriculum and assessment. Specifically, aligning the Science curriculum to new STEELS standards.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
Percent Proficient/Advanced in Science/Biology	True
College and Career Measures - Percent Career Standards Benchmark	True
PVAAS CDT ELA 8	False
Academic Growth Score Met in Mathematics/Algebra 1	True
PVAAS CDT Algebra 1	False
PVAAS CDT Biology	False
PVAAS CDT Science - Grade 4	False
We have a wide variety of AP offerings, especially for a District with a small student population.	True
We have strong participation in both our band and chorus.	False
Percent Proficient/Advanced in Math	True
PVAAS CDT Math - Grade 4	False
Academic Growth Score Met in Science/Biology	True
K-12 Guidance Plan (339 Plan)	True
Establishing and maintaining a focused system for continuous improvement and ensuring organizational coherence.	True
Grade 8 Students Considered Economically Disadvantaged. Students identified as economically disadvantaged met the growth target in Science 8.	True
Students Considered Economically Disadvantaged in Grades 5, 8, 11. Students identified as economically disadvantaged met the growth target in the Career Standards Benchmark.	True
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district.	True

Challenges

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

Strength	Check for Consideration in Plan
All student groups did not meet the standard demonstrating growth in Enlgish Language Arts/Literature in Grade 10	True
All student groups did not meet the standard demonstrating growth in ELA and Math	True
PVAAS CDT ELA 7	False
PVAAS CDT ELA 6	False
PVAAS CDT Science - Grade 8	False
We are looking to help today's student be more active and aware of their health needs through our Health and PE courses.	True
English Language Development Programs as we currently have no English Language Learners enrolled in the District.	False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.	True
All student groups did not meet the standard demonstrating growth in ELA, Math, and Science	True
Students across all grade levels did not meet the regular attendance performance standard.	True
PVAAS Math - Grade 7	False
Balancing academic instruction with the time it takes to complete career readiness benchmarks.	True
Students with disabilities in grades 3-12 did not meet growth standards in math.	True
Students with disabilities in grades 3-12 did not meet growth standards in ELA.	True
Ensure effective, standards-aligned curriculum and assessment. Specifically, aligning the Science curriculum to new STEELS standards.	True

Most Notable Observations/Patterns

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

We desire to strengthen the school-community connection and look forward to working with local businesses, community organizations, and other agencies to meet the needs of the district.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
All student groups did not meet the standard demonstrating growth in Enlgish Language Arts/Literature in Grade 10		False
All student groups did not meet the standard demonstrating growth in ELA and Math	Review of curriculum, new ELA/Reading curriculum grades K-6, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.	True
We are looking to help today's student be more active and aware of their health needs through our Health and PE courses.		False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.		False
All student groups did not meet the standard demonstrating growth in ELA, Math, and Science		False
Students across all grade levels did not meet the regular attendance performance standard.	New implementation of PBIS program will positively impact student attendance rates. Review of the attendance policy and communication with families. Increase communication with families of students with attendance concerns.	True
Balancing academic instruction with the time it takes to complete career readiness benchmarks.		False
Students with disabilities in grades 3-12 did not meet growth standards in math.	Review of curriculum, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.	True
Students with disabilities in grades 3-12 did not meet growth standards in ELA.		False
Ensure effective, standards-aligned curriculum and assessment. Specifically, aligning the	Revieiwing curricular options to adopt Science curriulum that aligns with STEELS standards.	True

Science curriculum to new STEELS standards.	

Analyzing Strengths

Analyzing Strengths	Discussion Points
Percent Proficient/Advanced in Science/Biology	
College and Career Measures - Percent Career Standards Benchmark	
We have a wide variety of AP offerings, especially for a District with a small student population.	Students' reaching AP-level courses should be synonymous with student growth.
K-12 Guidance Plan (339 Plan)	Partnering with local businesses, community organizations, and other agencies will strengthen this plan.
Establishing and maintaining a focused system for continuous improvement and ensuring organizational coherence.	
Academic Growth Score Met in Mathematics/Algebra 1	
Percent Proficient/Advanced in Math	
Academic Growth Score Met in Science/Biology	
Grade 8 Students Considered Economically Disadvantaged. Students identified as economically disadvantaged met the growth target in Science 8.	
Students Considered Economically Disadvantaged in Grades 5, 8, 11. Students identified as economically disadvantaged met the growth target in the Career Standards Benchmark.	
Partnering with local businesses, community organizations, and other agencies to meet the needs of the district.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Review of curriculum, new ELA/Reading curriculum grades K-6, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.
	New implementation of PBIS program will positively impact student attendance rates. Review of the attendance policy and communication with families. Increase communication with families of students with attendance concerns.
	Review of curriculum, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.

	Revieiwing curricular options to adopt Science curriulum that aligns with STEELS standards.

Goal Setting

Priority: Review of curriculum, new ELA/Reading curriculum grades K-6, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.		
Measurable Goal Nickname (35 Character Max)		
Increase ELA PSSA/Keystone Scores		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase scores by 3%.	Increase scores by 3%.	The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.		
Measurable Goal Nickname (35 Character Max)		
Increase Math PSSA/Keystone Scores		
Target Year 1	**Target Year 2**	**Target Year 3**
Increase scores by 3%.	Increase scores by 3%.	The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.

Priority: New implementation of PBIS program will positively impact student attendance rates. Review of the attendance policy and communication with families. Increase communication with families of students with attendance concerns.

Outcome Category
Regular Attendance
Measurable Goal Statement (Smart Goal)
Increase the percentage of students not chronically absent to above the statewide average.

Measurable Goal Nickname (35 Character Max)		
Increase Student Attendance		
Target Year 1	**Target Year 2**	**Target Year 3**
Target percentage of students not chronically absent to 70%.	Target percentage of students not chronically absent to 74%.	Increase the percentage of students not chronically absent to above the statewide average.

Priority: Review of curriculum, MTSS - WIN, ATA Math curriculum grades 6-10, PSSA math foundations course added to middle school curriculum. Partnership with MIU 4 to guide school-based programs.

Outcome Category
Essential Practices 3: Provide Student-Centered Support Systems
Measurable Goal Statement (Smart Goal)
The percentage of students with disabilities who are testing proficient or advanced on Math PSSA and Keystone Exams will increase by 10% over the three-year period.
Measurable Goal Nickname (35 Character Max)
Increase Math PSSA/Keystone Scores for Students with Disabilities

Target Year 1	**Target Year 2**	**Target Year 3**
Increase scores by 3%.	Increase scores by 3%.	The percentage of students with disabilities who are testing proficient or advanced on Math PSSA and Keystone Exams will increase by 10% over the three-year period.

Priority: Revieiwing curricular options to adopt Science curriulum that aligns with STEELS standards.

Outcome Category
STEM
Measurable Goal Statement (Smart Goal)
Develop scope and sequence aligned with PDE's updated Science, Technology and Engineering, Environmental, Literary, and Sustainability (STEELS) standards.
Measurable Goal Nickname (35 Character Max)
Align curriculum to STEELS standards

Target Year 1	**Target Year 2**	**Target Year 3**
Review standards and current curriculum.	Begin aligning curriculum to STEELS standards.	Develop scope and sequence aligned with PDE's updated Science, Technology and Engineering, Environmental, Literary, and Sustainability (STEELS) standards.

Action Plan

Measurable Goals

Increase ELA PSSA/Keystone Scores	Increase Math PSSA/Keystone Scores
Increase Student Attendance	Increase Math PSSA/Keystone Scores for Students with Disabilities
Align curriculum to STEELS standards	

Action Plan For: Increase ELA PSSA/Keystone Scores

Measurable Goals:
• The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.

Action Step		Anticipated Start/Completion Date	
Establish K-12 team		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Organize and schedule collaborative planning sessions focused on ELA interventions K-12.		2024-10-01	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Review and reflect on intervention action plans.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the percentage of students scoring proficient or advanced on ELA PSSA and Keystone Exams.	Review and reflection sessions Common assessment results Midpoint review Standardized test results

Action Plan For: Increase Math PSSA/Keystone Scores

Measurable Goals:
• The percentage of students who are testing proficient or advanced on PSSA and Keystone Exams will increase by 10% over the three-year period.

Action Step		Anticipated Start/Completion Date	
Establish K-12 team		2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Organize and schedule collaborative planning sessions focused on Math interventions K-12.		2024-10-01	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Review and reflect on intervention action plans.		2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increase the percentage of students scoring proficient or advanced on Math PSSA and Keystone Exams.	Review and reflection sessions Common assessment results Midpoint review Standardized test results

Action Plan For: Increase Math PSSA/Keystone Scores for Students with Disabilities

Measurable Goals:
• The percentage of students with disabilities who are testing proficient or advanced on Math PSSA and Keystone Exams will increase by 10% over the three-year period.

Action Step	Anticipated Start/Completion Date

Establish K-12 team			2024-07-01	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments		No	Yes
Action Step			**Anticipated Start/Completion Date**	
Organize and schedule collaborative planning sessions focused on Math interventions K-12 for Students with Disabilities.			2024-10-01	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments		Yes	Yes
Action Step			**Anticipated Start/Completion Date**	
Review and reflect on intervention action plans.			2025-07-01	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
District Administration	PVAAS, PSSA, Keystone Data CDT Testing Data Diagnostic Assessments		Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase the percentage of students with disabilities scoring proficient or advanced on Math PSSA and Keystone Exams.	Review and reflection sessions Common assessment results Midpoint review Standardized test results

Action Plan For: Increase Student Attendance

Measurable Goals:
• Increase the percentage of students not chronically absent to above the statewide average.

Action Step		**Anticipated Start/Completion Date**	
Establish Attendance Committee		2024-05-01	2024-05-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Alma Attendance Records	No	Yes
Action Step		**Anticipated Start/Completion Date**	

Review current policies and communication and establish a communication plan for students and families.		2024-07-15	2024-08-15
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Alma Attendance Records Parent Square	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Implement PBIS		2024-08-30	2026-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Alma Attendance Records Parent Square MIU 4 Training	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Bi-annual process review		2024-12-08	2026-05-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	Alma Attendance Records Parent Square MIU 4 Training	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Increase the number of students who are not chronically absent.	Review of current attendance records and continuous communication with families.

Action Plan For: Align curriculum to STEELS standards

Measurable Goals:
• Develop scope and sequence aligned with PDE's updated Science, Technology and Engineering, Environmental, Literary, and Sustainability (STEELS) standards.

Action Step		**Anticipated Start/Completion Date**	
Create a K-12 STEELS team.		2024-09-02	2024-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	STEELS Standards	No	Yes
Action Step		**Anticipated Start/Completion Date**	
Schedule initial meeting for process review		2024-09-02	2024-09-30

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
District Administration	STEELS Standards	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Review scope and sequence and implement scope and sequence plan		2024-10-01	2025-06-02
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	STEELS Standards Scope and sequence plan	Yes	Yes
Action Step		**Anticipated Start/Completion Date**	
Review the implementation of the scope and sequence plan		2025-06-02	2025-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
District Administration	STEELS Standards Scope and sequence plan	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implementation of the STEELS standards and curriculum	Midpoint review

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Increase ELA PSSA/Keystone Scores	Organize and schedule collaborative planning sessions focused on ELA interventions K-12.
Increase ELA PSSA/Keystone Scores	Review and reflect on intervention action plans.
Increase Math PSSA/Keystone Scores	Organize and schedule collaborative planning sessions focused on Math interventions K-12.
Increase Math PSSA/Keystone Scores	Review and reflect on intervention action plans.
Increase Math PSSA/Keystone Scores for Students with Disabilities	Organize and schedule collaborative planning sessions focused on Math interventions K-12 for Students with Disabilities.
Increase Math PSSA/Keystone Scores for Students with Disabilities	Review and reflect on intervention action plans.
Increase Student Attendance	Implement PBIS
Align curriculum to STEELS standards	Schedule initial meeting for process review
Align curriculum to STEELS standards	Review scope and sequence and implement scope and sequence plan

Develop and implement PBIS plan

Action Step		
• Establish K-12 team		
Audience		
K-12 Faculty and Staff		
Topics to be Included		
Creation of Positive Behavior Interventions and Supports relevant to WASD.		
Evidence of Learning		
Use of PBIS strategies.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administration	2024-03-12	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Twice per year
Observation and Practice Framework Met in this Plan	

• 2c: Managing Classroom Procedures
• 2a: Creating an Environment of Respect and Rapport
• 2d: Managing Student Behavior
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Increase Math and ELA PSSA/Keystone Scores

Action Step		
• Organize and schedule collaborative planning sessions focused on ELA interventions K-12.		
• Organize and schedule collaborative planning sessions focused on Math interventions K-12.		
Audience		
K-12 Faculty and Staff		
Topics to be Included		
Organize and schedule collaborative planning sessions focused on Math and ELA interventions K-12.		
Evidence of Learning		
Review and reflect on intervention action plans.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administration	2024-06-03	2026-05-29

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Quarterly
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes	
• 1a: Demonstrating Knowledge of Content and Pedagogy	
• 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Align curriculum to STEELS standards

Action Step
• Schedule initial meeting for process review
• Review scope and sequence and implement scope and sequence plan
Audience

K-12 Faculty and Staff		
Topics to be Included		
STEELS standards and curriculum alignment.		
Evidence of Learning		
Review scope and sequence and implement scope and sequence plan aligning curriculum to STEELS standards.		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Administration	2024-06-03	2026-05-29

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	Ongoing throughout the school year
Observation and Practice Framework Met in this Plan	
• 4d: Participating in a Professional Community • 1a: Demonstrating Knowledge of Content and Pedagogy • 1d: Demonstrating Knowledge of Resources	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Increase ELA PSSA/Keystone Scores	Establish K-12 team
Increase ELA PSSA/Keystone Scores	Organize and schedule collaborative planning sessions focused on ELA interventions K-12.
Increase ELA PSSA/Keystone Scores	Review and reflect on intervention action plans.
Increase Math PSSA/Keystone Scores	Establish K-12 team
Increase Math PSSA/Keystone Scores	Organize and schedule collaborative planning sessions focused on Math interventions K-12.
Increase Math PSSA/Keystone Scores	Review and reflect on intervention action plans.
Increase Math PSSA/Keystone Scores for Students with Disabilities	Establish K-12 team
Increase Math PSSA/Keystone Scores for Students with Disabilities	Organize and schedule collaborative planning sessions focused on Math interventions K-12 for Students with Disabilities.
Increase Math PSSA/Keystone Scores for Students with Disabilities	Review and reflect on intervention action plans.
Increase Student Attendance	Establish Attendance Committee
Increase Student Attendance	Review current policies and communication and establish a communication plan for students and families.
Increase Student Attendance	Implement PBIS
Increase Student Attendance	Bi-annual process review
Align curriculum to STEELS standards	Create a K-12 STEELS team.
Align curriculum to STEELS standards	Schedule initial meeting for process review
Align curriculum to STEELS standards	Review scope and sequence and implement scope and sequence plan
Align curriculum to STEELS standards	Review the implementation of the scope and sequence plan

Implement PBIS

Action Step
• Establish K-12 team • Organize and schedule collaborative planning sessions focused on Math interventions K-12. • Organize and schedule collaborative planning sessions focused on ELA interventions K-12. • Schedule initial meeting for process review

Review scope and sequence and implement scope and sequence plan

Audience
K-12 Faculty and Staff

Topics to be Included
Creation of Positive Behavior Interventions and Supports relevant to WASD.

Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration	2024-03-12	2026-05-29

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Increase Math and ELA PSSA/Keystone Scores

Action Step
• Establish K-12 team
• Organize and schedule collaborative planning sessions focused on Math interventions K-12.
• Organize and schedule collaborative planning sessions focused on ELA interventions K-12.
• Schedule initial meeting for process review
• Review scope and sequence and implement scope and sequence plan

Audience
K-12 Faculty and Staff

Topics to be Included
Creation of Positive Behavior Interventions and Supports relevant to WASD.

Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration	2024-03-12	2026-05-29

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Align curriculum to STEELS standards

Action Step
• Establish K-12 team • Organize and schedule collaborative planning sessions focused on Math interventions K-12. • Organize and schedule collaborative planning sessions focused on ELA interventions K-12. • Schedule initial meeting for process review • Review scope and sequence and implement scope and sequence plan

Audience
K-12 Faculty and Staff

Topics to be Included
Creation of Positive Behavior Interventions and Supports relevant to WASD.

Lead Person/Position	Anticipated Start	Anticipated Completion
District Administration	2024-03-12	2026-05-29

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Communication

Type of Communication	Frequency
Email	Twice per year

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date
Terence P. Meehan	2024-02-28