

WAYNE HIGHLANDS SD

474 Grove St

Comprehensive Plan | 2023 - 2026

MISSION STATEMENT

The mission of the Wayne Highlands School District is to promote a school and community partnership dedicated to an educational culture of excellence that is dynamic and progressive, where all students strive for personal growth and develop mutual respect for themselves and society.

VISION STATEMENT

The Wayne Highlands School District staff will collaborate with parents, families and community institutions in attending to students' intellectual and developmental needs, and preparing students to become self-directed, life-long learners and respectful, responsible and involved citizens. The district will provide opportunities for students to: 1. Acquire knowledge and skills 2. Develop integrity 3. Process information 4. Think critically 5. Work independently 6. Collaborate with others 7. Adapt to change

The Wayne Highlands School District program will provide planned instruction so that students have the opportunity to develop knowledge and skills, and attain academic standards, in the following areas: 1. Literacy: Reading, Writing, Speaking and Listening 2. Mathematics 3. Science and Technology 4. Environment and Ecology 5. Social Studies 6. Arts and Humanities 7. Career Education 8. Health, Safety and Physical Education 9. Family and Consumer Science 10. World Languages

The District will engage in planned activities to promote the achievement of the following organizational goals: 1. Planned courses aligned with PA Core Standards and instructional requirements for primary, intermediate, middle level and high school programs. 2. Develop a plan to improve students' achievement. 3. Ongoing and progressive staff development 4. Continue to grow the use of technology in learning activities. 5. Implement the 339 Plan to expose and educate students/parents to career pathways 6. Improve plans for safety and security, sensitivity to diversity and addressing the needs of at-risk students. 7. Continue to nurture the strong community-parent-school partnerships at all grade levels.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

For the purposes of self betterment, personal growth and preparation for future vocation, students will contribute to the success of the Wayne Highlands School District through their strong work ethic, regular attendance at school, committing to excellence in their academic, extra-curricular and personal lives.

STAFF

For the purposes of cultivating a strong academic culture that is student-centered where relationships are valued, maintaining high expectations, committing to a growth mindset and supporting grit, the faculty/staff of the Wayne Highlands School District will contribute to the District's success through their commitment to the "Wayne Highlands Way," driven by excellence, professionalism, integrity and strong work ethic. The "Wayne Highland's Way" is centered on a student-centered approach, relationships, strong culture, high expectations, the growth mindset and grit achieved through best instructional practices, rigorous/rich curriculum, exposure and use of technology, supportive policy/procedures and effective assessment (formative and summative).

ADMINISTRATION

For the purposes of cultivating a strong academic culture that is student-centered where relationships are valued, maintaining high expectations, committing to a growth mindset and supporting grit, the administration of the Wayne Highlands School District will contribute to the District's success through their commitment to the "Wayne Highlands Way," driven by excellence, professionalism, integrity, fiscal responsibility and strong work ethic. The "Wayne Highland's Way" is centered on a student-centered approach, relationships, strong culture, high expectations, the growth mindset and grit achieved through best instructional practices, rigorous/rich curriculum, exposure and use of technology, supportive policy/procedures and effective assessment (formative and summative).

PARENTS

Parents will contribute the success of the Wayne Highlands School District through their academic, social, extra-curricular and co-curricular

support. Parents too will commit to the "Wayne Highlands Way" by supporting the District in its drive for excellence comprehensively across all sectors of the organization. The "Wayne Highland's Way" is centered on a student-centered approach, relationships, strong culture, high expectations, the growth mindset and grit achieved through best instructional practices, rigorous/rich curriculum, exposure and use of technology, supportive policy/procedures and effective assessment (formative and summative).

COMMUNITY

Community members will contribute the success of the Wayne Highlands School District through their academic, social, extra-curricular and co-curricular support. Community Members too will commit to the "Wayne Highlands Way" by supporting the District in its drive for excellence comprehensively across all sectors of the organization. Additionally, community members may be specifically supportive in providing vocational experiences and opportunities to Wayne Highlands' students and sharing knowledge within their area of expertise., The "Wayne Highland's Way" is centered on a student-centered approach, relationships, strong culture, high expectations, the growth mindset and grit achieved through best instructional practices, rigorous/rich curriculum, exposure and use of technology, supportive policy/procedures and effective assessment (formative and summative).

STEERING COMMITTEE

Name	Position	Building/Group
Gregory Frigoletto	Administrator - Superintendent	WHSD
Gary Kopesky	Community Member	Business Owner - Private Practice
Jaqueline Kopesky	Parent	Parent - Elem, Mid, HS
George Korb	Community Member/Board President	Community/Board Member
Heather Kretschmer	Teacher - Primary Level	Primary Specialist
Roslyn Burke	Community Member	Wayne Vouny Children and Youth
Timothy Morgan	Administrator	WHSD
Erika Cavanaugh	Administrator	Special Education
Tanya Gibbs-Hinckely	Parent	Parent - Elem
Nate Hugeboom	Student	HS
Shawn Knash	Staff Member	HS Teacher
Laura Lockwood	Staff Member	HS Teacher
Stephanie Lukan	Staff Member	Mid- Level Teacher

Name	Position	Building/Group
Kim Modrovsky	Community Member	Business Owner
Ben Monahan	Staff Member	Mid Level Teacher
Alaina Neu	Student	HS Student
Lindsey Pender	Staff Member	Elem Teacher
Chris Pietraszewski	Administrator	Primary Principal
Paige Pinto	Staff Member	Guidance Counselor (Chair)
Sally Watson	Staff Member	Support staff/ Support Staff President
Heather Stephens	Board Member	Business Owner/Board Member
Carrie Politz	Staff Member	Primary Teacher
Kelley Roma	Staff Member	Reading Specialist

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
<p>In order to most effectively meet the mission of promoting a school and community partnership dedicated to an educational culture of excellence that is dynamic and progressive, where all students strive for personal growth and develop mutual respect for themselves and society, the district will communicate effectively to all stakeholders, and incorporate the mission statement, in a fundamentally and emphatic way, into all professional development at the district and school levels. All professional development will be centered on the mission statement and carried out in a manner that is highly focused on it's tenants. Professional development will value the traditions that have been successful and simultaneously, maintain the growth mindset by forging onward with progressive intent. As has historically been true, the district will commit to high quality professional development in the specific effort to drive excellence in academics, strong culture and civic and personal responsibility,</p>	<p>Early Literacy</p> <p>Essential Practices 1: Focus on Continuous Improvement of Instruction</p> <p>Social emotional learning</p>
<p>The district has been relatively strong in communicating information and expectations. However ,there is room for growth when making that communication most effective in a two-way manner. The district will continue to use the mechanism to distribute information and expectations, but in addition, will create more opportunities for all stakeholders to be heard and acknowledged. This will be done through survey, focus groups and more traditional forms of communication. Both the district office and individual schools will provide opportunities and venues for this to happen more effectively, with the ultimate goal being a tightly shared belief in the components of the mission statement.</p>	<p>Parent and family engagement</p> <p>School climate and culture</p>
<p>For the standard of excellence and growth mindset to move forward at the WHSD, it will be essential that best and</p>	<p>Early Literacy</p>

Priority Statement

Outcome Category

evidence-based instructional strategies be implemented in classrooms K-12. This will ensure that all students are exposed to high expectations. It will be imperative that all curriculum be aligned fully with PA Core Standards so that the measurement of student knowledge and understanding can be objectively measured to ensure individual progress. This will be achieved through multiple professional development opportunities.

English
Language
Arts

STEM

ACTION PLAN AND STEPS

Evidence-based Strategy

Structured Literacy (K-2)

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

K-2 Faculty Literacy PD

All K-2 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity.

3rd Grade Reading Level

The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %.

3-5 ELA Proficiency

Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61%

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	2023-09-22 - 2023-12-22	Tim Morgan - Asst. Superintendent	Financial Support
Train all K-2 faculty in Writing and Fluency (Great Minds)	2024-01-02 - 2025-05-01	Assistant Superintendent	Financial Support

Anticipated Outcome

Increased the percentage of 3rd grade students reading on grade level

Monitoring/Evaluation

3rd Grade Principals, quarterly within the academic year, garner data through grade level leaders.

Evidence-based Strategy

Structured Literacy (3-12)

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
3-5 Faculty Literacy PD	All 3-5 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity.

Goal Nickname**Measurable Goal Statement (Smart Goal)**

3rd Grade Reading Level

The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %.

3-5 ELA Proficiency

Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61%

Action Step**Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.

2023-09-22 -
2024-06-07

Assistant
Superintendent

Financial Support

Anticipated Outcome

Faculty Leaders will train remaining faculty.

Monitoring/Evaluation

Inventory of all that have been trained will be completed by May of 2024 via grade level leaders report submissions to the assistant superintendent.

Evidence-based Strategy

Preventing Dropout in Secondary Schools

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
GRIT	With GRIT being a strong indicator of success, the district will commit to educating all stakeholders, more specifically students, in the tenants and benefits of GRIT. This will be achieved through curricular avenues. Students in specifically grades K-5, Grade 8 and 11. 80% of all students will be exposed to GRIT in the curriculum during their K-12 experience at WHSD.
Student & parent/Community Surveys	1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Study Group using Preventing Dropout in Secondary Schools as a primary resource	2024-09-02 - 2025-05-01	High School Principal	Preventing Dropout in Secondary Schools
Administer Student and Parent Surveys regarding school climate & academics	2024-01-02 - 2024-05-01	HS Principal	Tech Support

Anticipated Outcome

Increase Graduation rate by 2% points annually over the three year Comprehensive Plan

Monitoring/Evaluation

HS Principal monitoring quarterly, data collection and conferencing with guidance counselors

Evidence-based Strategy

Faculty Survey: Two-Way Communication

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Faculty Survey	The district will provide opportunity for faculty to provide input regarding school climate and culture so as to create the most conducive, safe and healthy learning environment. This be achieved through a disseminated survey(s) that will record a minimum of 80% participation.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Create a faculty survey focused on school climate, culture, safety and security	2024-01-02 - 2025-06-27	Assistant Superintendent and WHSD Chief of Police	Time and Tech Support

Anticipated Outcome

80% of faculty will complete survey garnering authentic feedback regarding school climate, culture, safety and security

Monitoring/Evaluation

Assistant Superintendent, end of survey window, technology

Evidence-based Strategy

STEELS Standards

Measurable Goals

Goal Nickname

Measurable Goal Statement (Smart Goal)

STEELS

The district will place emphasis on the successful transition to the STEELS (Science, Technology, & Engineering and Environmental Literacy & Sustainability) standards K-12. The district will move decidedly toward a STEELS curriculum and instruction based in inquiry, problem solving, critical thinking and exploration. All faculty with responsibility for instruction of these standards will be professionally developed and be provided the opportunity to collaborate in an effort to most effectively move toward excellence with regard to STEELS. Additionally, the district will use state assessment results *4th Science, 8th Science, Biology Keystone to objectively measure success toward the goal of increased assessment scores as indicated in the Year 2 benchmarks.

Action Step

Anticipated Start/Completion

Lead Person/Position

Materials/Resources/Supports Needed

Form Transition Team that will train through IU19 to assist in the conversion to the new science standards

2023-10-02 -
2024-06-28

Asst. Superintendent, Principals,
Science Dept. Chair, Faculty
Leaders

Financial support

Anticipated Outcome

All teachers of science and technology education will have STEELS training and map out the new standards for instruction beginning in 24-25.

Monitoring/Evaluation

Principals, Quarterly, Department Chair/Faculty leader meetings

Evidence-based Strategy

School District Stakeholders: Two-Way Communication/Meeting Student and Parent Needs

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Student & parent/Community Surveys	1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Survey Parents/Guardians regarding school climate,	2024-01-02 -	Assistant Superintendent &	Tech Support

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
academics and safety/security.	2025-05-30	WHSD Chief of Police	

Anticipated Outcome

Receive at least 100 respondents to the survey garnering valuable information from a wide and diverse group of school community stakeholders to increase two-way communication with the end goal of making decisions in a responsive and strategic manner.

Monitoring/Evaluation

Asst. Superintendent, At the conclusion of the survey window, data retrieval through Tech Department.



PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All K-2 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity. (K-2 Faculty Literacy PD)</p> <p>The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)</p> <p>Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)</p>	<p>Structured Literacy (K-2)</p>	<p>Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.</p>	<p>09/22/2023 - 12/22/2023</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
All K-2 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity. (K-2 Faculty Literacy PD)	Structured Literacy (K-2)	Train all K-2 faculty in Writing and Fluency (Great Minds)	01/02/2024 - 05/01/2025
The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)			
Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)			

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All 3-5 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity. (3-5 Faculty Literacy PD)</p> <p>The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)</p> <p>Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)</p>	<p>Structured Literacy (3-12)</p>	<p>Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.</p>	<p>09/22/2023 - 06/07/2024</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>With GRIT being a strong indicator of success, the district will commit to educating all stakeholders, more specifically students, in the tenants and benefits of GRIT. This will be achieved through curricular avenues. Students in specifically grades K-5, Grade 8 and 11. 80% of all students will be exposed to GRIT in the curriculum during their K-12 experience at WHSD. (GRIT)</p> <p>1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)</p>	<p>Preventing Dropout in Secondary Schools</p>	<p>Study Group using Preventing Dropout in Secondary Schools as a primary resource</p>	<p>09/02/2024 - 05/01/2025</p>

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>The district will place emphasis on the successful transition to the STEELS (Science, Technology, & Engineering and Environmental Literacy & Sustainability) standards K-12. The district will move decidedly toward a STEELS curriculum and instruction based in inquiry, problem solving, critical thinking and exploration. All faculty with responsibility for instruction of these standards will be professionally developed and be provided the opportunity to collaborate in an effort to most effectively move toward excellence with regard to STEELS. Additionally, the district will use state assessment results *4th Science, 8th Science, Biology Keystone to objectively measure success toward the goal of increased assessment scores as indicated in the Year 2 benchmarks. (STEELS)</p>	STEELS Standards	Form Transition Team that will train through IU19 to assist in the conversion to the new science standards	10/02/2023 - 06/28/2024

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>With GRIT being a strong indicator of success, the district will commit to educating all stakeholders, more specifically students, in the tenants and benefits of GRIT. This will be achieved through curricular avenues. Students in specifically grades K-5, Grade 8 and 11. 80% of all students will be exposed to GRIT in the curriculum during their K-12 experience at WHSD. (GRIT)</p> <p>1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)</p>	<p>Preventing Dropout in Secondary Schools</p>	<p>Administer Student and Parent Surveys regarding school climate & academics</p>	<p>01/02/2024 - 05/01/2024</p>

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will provide opportunity for faculty to provide input regarding school climate and culture so as to create the most conducive, safe and healthy learning environment. This be achieved through a disseminated survey(s) that will record a minimum of 80% participation. (Faculty Survey)	Faculty Survey: Two-Way Communication	Create a faculty survey focused on school climate, culture, safety and security	01/02/2024 - 06/27/2025

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)	School District Stakeholders: Two-Way Communication/Meeting Student and Parent Needs	Survey Parents/Guardians regarding school climate, academics and safety/security.	01/02/2024 - 05/30/2025

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

Gregory Frigoletto

2023-12-21

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths

Fostering a vision and culture of high expectations for success for all students, educators and families

Ensure effective, standards, aligned curriculum and assessment.

Recruiting and retaining fully accredited, experienced and high quality leaders and teachers.

Build and retain central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.

The Schools at Wayne Highlands are generally very safe and have strong school climate.

Grade 6 ELA Growth

Grade 7 ELA Growth

Grade 10 Growth

4-8 Grade Span Achievement

Grade 6 Growth

Challenges

Coordinate and monitor supports aligned with students and families' needs

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Grade 5 Growth

Grade 5 Achievement

Grade 8 Growth

Grade 8 Achievement

4th grade Growth

4th Grade Achievement

5th Grade Growth

Strengths

Grade 7 Growth

Grade 8 Growth

Algebra Keystone Results - Growth

Damascus met the Growth (PVAAS) expectation in 8th grade and met it in 4th grade.

HHS was Well Above the Growth (PVAAS) expectation. (Keystone)

Preston met the Growth (PVAAS) expectation in 4th and 8th grades

WHMS met the Growth (PVASS) expectation in 8th Grade.

The following schools Meet or Exceed the Future Ready PA Index for Career Readiness (HHS, WHMS, Damascus and Preston, Lakeside)

Articulation and Dual Enrollment Agreements are numerous and continue to expand annually, giving students significant opportunity both educationally and financially.

In terms of equity, students who are Economically Disadvantaged perform exceptionally well compared to their counterparts and the state average.

K-12 Guidance Plan (339 Plan)

Challenges

5th Grade Achievement

Lakeside was Well Below the Growth (PVASS) expectation.

Lakeside PSSA - 4th grade Science Achievement fell from 1469.8 - 1437.9

The Lakeside School Did Not meet the Future Ready PA Index for Career Readiness

In terms of equity, Students With Disabilities perform less effectively compared to their counterparts and the state average.

Academic success of Students with Disabilities

Title I students and literacy proficiency

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *

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

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district *

Support schools in implementing evidence-based instructional

Strengths

Foster a vision and culture of high expectations for success for all students, educators, and families *

Establish and maintain a focused system for continuous improvement and ensure organizational coherence *

Ensure effective, standards-aligned curriculum and assessment *

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

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers *

Technology Plan

Student Services - Mental Health Support Systems (internally)

Challenges

strategies and programs to ensure all students have access to rigorous, standards-aligned instruction *

Most Notable Observations/Patterns

1. It would be beneficial to strengthen the two-way (beyond one-way) communication between the District and all School Community Stakeholders. 2,. In terms of academic performance, while the Growth Mindset is essential for all grade spans and all demographics, emphasis will be placed on the 3-5 grade span, students with disabilities and Title I students.

Challenges

Discussion Point

Priority for Planning

Coordinate and monitor supports aligned with students and families' needs

Based on improved two-way communication, garner information to most effectively support student and family needs.

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.

Work specifically toward professional development to strengthen the effectiveness of staff in improving the 3-5 grade span, Students with Disabilities and Title I students academic results



Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.

Strategies to better engage



Grade 5 Growth

Grade 5 Achievement

4th grade Growth

Challenges

Discussion Point

Priority for Planning

4th Grade Achievement

Lakeside was Well Below the Growth (PVASS) expectation.

Lakeside PSSA - 4th grade Science Achievement fell from 1469.8 - 1437.9

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



ADDENDUM B: ACTION PLAN

Action Plan: Structured Literacy (K-2)

Action Steps	Anticipated Start/Completion Date	
Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	09/22/2023 - 12/22/2023	
Monitoring/Evaluation	Anticipated Output	
3rd Grade Principals, quarterly within the academic year, garner data through grade level leaders.	Increased the percentage of 3rd grade students reading on grade level	
Material/Resources/Supports Needed	PD Step	Comm Step
Financial Support	yes	no

Action Steps**Anticipated Start/Completion Date**

Train all K-2 faculty in Writing and Fluency (Great Minds)

01/02/2024 - 05/01/2025

Monitoring/Evaluation**Anticipated Output**

3rd Grade Principals, quarterly within the academic year, garner data through grade level leaders.

Increased the percentage of 3rd grade students reading on grade level

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

Financial Support

yes

no



Action Plan: Structured Literacy (3-12)

Action Steps	Anticipated Start/Completion Date
Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	09/22/2023 - 06/07/2024

Monitoring/Evaluation	Anticipated Output
Inventory of all that have been trained will be completed by May of 2024 via grade level leaders report submissions to the assistant superintendent.	Faculty Leaders will train remaining faculty.

Material/Resources/Supports Needed	PD Step	Comm Step
Financial Support	yes	no

Action Plan: Preventing Dropout in Secondary Schools

Action Steps**Anticipated Start/Completion Date**

Study Group using Preventing Dropout in Secondary Schools as a primary resource

09/02/2024 - 05/01/2025

Monitoring/Evaluation**Anticipated Output**

HS Principal monitoring quarterly, data collection and conferencing with guidance counselors

Increase Graduation rate by 2% points annually over the three year Comprehensive Plan

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

Preventing Dropout in Secondary Schools

yes

no



Action Steps**Anticipated Start/Completion Date**

Administer Student and Parent Surveys regarding school climate & academics

01/02/2024 - 05/01/2024

Monitoring/Evaluation**Anticipated Output**

HS Principal monitoring quarterly, data collection and conferencing with guidance counselors

Increase Graduation rate by 2% points annually over the three year Comprehensive Plan

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

Tech Support

no

yes



Action Plan: Faculty Survey: Two-Way Communication

Action Steps	Anticipated Start/Completion Date
Create a faculty survey focused on school climate, culture, safety and security	01/02/2024 - 06/27/2025

Monitoring/Evaluation	Anticipated Output
Assistant Superintendent, end of survey window, technology	80% of faculty will complete survey garnering authentic feedback regarding school climate, culture, safety and security

Material/Resources/Supports Needed	PD Step	Comm Step
Time and Tech Support	no	yes

Action Plan: STEELS Standards

Action Steps

Anticipated Start/Completion Date

Form Transition Team that will train through IU19 to assist in the conversion to the new science standards

10/02/2023 - 06/28/2024

Monitoring/Evaluation

Anticipated Output

Principals, Quarterly, Department Chair/Faculty leader meetings

All teachers of science and technology education will have STEELS training and map out the new standards for instruction beginning in 24-25.

Material/Resources/Supports Needed

PD Step

Comm Step

Financial support

yes

no



Action Plan: School District Stakeholders: Two-Way Communication/Meeting Student and Parent Needs

Action Steps	Anticipated Start/Completion Date
Survey Parents/Guardians regarding school climate, academics and safety/security.	01/02/2024 - 05/30/2025

Monitoring/Evaluation	Anticipated Output
Asst. Superintendent, At the conclusion of the survey window, data retrieval through Tech Department.	Receive at least 100 respondents to the survey garnering valuable information from a wide and diverse group of school community stakeholders to increase two-way communication with the end goal of making decisions in a responsive and strategic manner.

Material/Resources/Supports Needed	PD Step	Comm Step
Tech Support	no	yes



ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>All K-2 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity. (K-2 Faculty Literacy PD)</p> <p>The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)</p> <p>Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)</p>	Structured Literacy (K-2)	Register Faculty Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	09/22/2023 - 12/22/2023
<p>All K-2 faculty will have been professionally developed in structured literacy and implement the tenants of it with fidelity. (K-2 Faculty Literacy PD)</p> <p>The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)</p> <p>Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)</p>	Structured Literacy (K-2)	Train all K-2 faculty in Writing and Fluency (Great Minds)	01/02/2024 - 05/01/2025
<p>All 3-5 faculty will have been professionally developed in structured literacy and</p>	Structured	Register Faculty	09/22/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>implement the tenants of it with fidelity. (3-5 Faculty Literacy PD)</p> <p>The district will intently focus on early literacy (Grades K-2) to ensure that all students have the greatest opportunity to reach grade level literacy skill by the conclusion 3rd grade year. The goal to hit the benchmark of reading on grade level by the conclusion of 3rd grade is 75 %. (3rd Grade Reading Level)</p> <p>Increase ELA proficiency by 3% annually in the 3-5 grade span at each grade level. Currently the base percentage at each grade level is roughly 61% (3-5 ELA Proficiency)</p>	Literacy (3-12)	Leaders in the IU Structured Literacy Train the Trainer PD. This will enable a peer coaching PD.	- 06/07/2024
<p>With GRIT being a strong indicator of success, the district will commit to educating all stakeholders, more specifically students, in the tenants and benefits of GRIT. This will be achieved through curricular avenues. Students in specifically grades K-5, Grade 8 and 11. 80% of all students will be exposed to GRIT in the curriculum during their K-12 experience at WHSD. (GRIT)</p> <p>1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)</p>	Preventing Dropout in Secondary Schools	Study Group using Preventing Dropout in Secondary Schools as a primary resource	09/02/2024 - 05/01/2025
<p>The district will place emphasis on the successful transition to the STEELS (Science, Technology, & Engineering and Environmental Literacy & Sustainability) standards K-12. The district will move decidedly toward a STEELS curriculum and instruction based in</p>	STEELS Standards	Form Transition Team that will train through IU19	10/02/2023 - 06/28/2024

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>inquiry, problem solving, critical thinking and exploration. All faculty with responsibility for instruction of these standards will be professionally developed and be provided the opportunity to collaborate in an effort to most effectively move toward excellence with regard to STEELS. Additionally, the district will use state assessment results *4th Science, 8th Science, Biology Keystone to objectively measure success toward the goal of increased assessment scores as indicated in the Year 2 benchmarks. (STEELS)</p>		<p>to assist in the conversion to the new science standards</p>	

PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
<p>Structure Literacy K-12</p>	<p>Grade Level Leaders (K-5) and Select Leaders (6-12)</p>	<p>Phonological and Phonemic Awareness, Phonics and Word Recognition, Automatic/Fluent Reading of Text, Vocabulary, Listening and Reading Comprehension, Written Expression</p>

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
<p>Successful Completion of IU Course (Train the Trainer)</p>	<p>09/18/2023 - 05/30/2025</p>	<p>Assistant Superintendent</p>

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

1a: Demonstrating Knowledge of Content and Pedagogy

Structured Literacy

Professional Development Step

Audience

Topics of Prof. Dev

Great Minds Writing and Fluency PD

K-2 Teachers

Pedagogy regarding both writing and fluency instruction/assessment

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Successful completion of Writing and Fluency workshops provided by Great Minds with a focus on literacy and language acquisition.

01/02/2024 - 05/30/2025

Assistant Superintendent

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
STEEL Training/Transition	Faculty Leaders - Science and Technology Education	STEELS (New Science Standards content and concept). Instructional pedagogy.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Completion of the Everest Experience (IU 19), STEELS Presentation at WHSD (IU19) and Standards Crosswalk/Mapping (K-12)	09/25/2023 - 05/31/2024	Assistant Superintendent, Principals, Science & Tech. Ed. Leaders

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Teaching Diverse Learners in Inclusive Settings

Professional Development Step	Audience	Topics of Prof. Dev
WHSD Graduation Rate Study Group	9-12 Faculty & Administration	Dropout prevention Equality of opportunity for all demographics Historically Disadvantaged Students and school retention

Evidence of Learning

Anticipated Timeframe

Lead Person/Position

Successful completion of study group. Increase in graduation rate of 2% annually over a three year period.

08/26/2024 - 05/30/2025

HS Principal

Danielson Framework Component Met in this Plan:

This Step meets the Requirements of State Required Trainings:

Common Ground: Culturally Relevant Sustaining Education



ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>With GRIT being a strong indicator of success, the district will commit to educating all stakeholders, more specifically students, in the tenants and benefits of GRIT. This will be achieved through curricular avenues. Students in specifically grades K-5, Grade 8 and 11. 80% of all students will be exposed to GRIT in the curriculum during their K-12 experience at WHSD. (GRIT)</p> <p>1. The district will create and administer school climate and culture surveys for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)</p>	Preventing Dropout in Secondary Schools	Administer Student and Parent Surveys regarding school climate & academics	2024-01-02 - 2024-05-01
The district will provide opportunity for faculty to provide input regarding school climate and culture so as to create the most conducive, safe and healthy learning environment. This be achieved through a disseminated survey(s) that will record a minimum of 80% participation. (Faculty Survey)	Faculty Survey: Two-Way Communication	Create a faculty survey focused on school climate, culture, safety and security	2024-01-02 - 2025-06-27
1. The district will create and administer school climate and culture surveys	School District	Survey	2024-01-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
for students in grades 3-12. These surveys will focus primarily on school safety and security. Administration of the surveys will be completed on a biannual basis. 2. School community stakeholders will be invited to complete a survey focusing specifically on school culture and academic progress. This type of survey will be administered, at a minimum, once every three years. (Student & parent/Community Surveys)	Stakeholders: Two-Way Communication/Meeting Student and Parent Needs	Parents/Guardians regarding school climate, academics and safety/security.	02 - 2025-05-30

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
Student Survey	6-12 Students	School Climate Academic opportunities/challenges

Anticipated Timeframe	Frequency	Delivery Method
01/02/2024 - 05/31/2024	1X in 23-24	Other

Lead Person/Position
HS Principal IT Director

Communication Step	Audience	Topics/Message of Communication
Parent/Guardian Survey	Parents/Guardians	School Climate, Academics, Safety./Security

Anticipated Timeframe	Frequency	Delivery Method
01/02/2024 - 05/30/2025	1X 23-25	Other

Lead Person/Position
Asst. Superintendent WHSD Chief of Police IT Director

Communication Step	Audience	Topics/Message of Communication
Faculty/Staff Survey	Faculty/Staff in each school building	School Climate, Culture, Safety & Security

Anticipated Timeframe	Frequency	Delivery Method
01/02/2024 - 05/30/2025	1X in 23-24 1X in 24-25	Other

Lead Person/Position

Asst. Superintendent, WHSD Chief of Police, IT Director

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Website Posting	The Comprehensive Plan, Induction Plan, Gifted Plan and Professional Education Plan	District Website	All District stakeholders and beyond	December 2023-August 2026

