

**2023-2024 Wilson Area School District  
Goals & Action Plans**

1. Student Achievement

- A. By spring 2024, all students' grade level proficiency on the ELA and Math PSSA assessments will increase by 10%.

**Action Plan:**

- a. Professional Development
  - Grades 7-8: Explicit instruction/small group instruction
  - Grade 6: MTSS
  - Grades K-5: LETRS review
  - Grades 7-8: EL strategies
- b. Math curriculum review/revisions and new series implementation- grades 6-8
- c. Implementation of K-4 Tier 1.5 daily math intervention utilizing Spring Math.
- d. Analyze and revise the K-5 ELA and Math curriculum checklists and revise the instructional sequence.
- e. Create grades 6-8 math curriculum checklists.

**Evaluation:** Results on the 2024 ELA and Math PSSA assessments show an increase of 10 or more percentile compared to the 2023 results.

- B. By spring 2024, all students' proficiency on the Algebra Keystone assessment will increase by 7%.

**Action Plan:**

- a. Professional Development
  - Keystone data review and analysis
  - EL strategies
- b. Implementation of Algebra A and B common assessments
  - Create common assessments using samples from previous Keystone Algebra exams.
- c. Quarterly review of common assessment data
- d. Create a quarterly spiral review plan based on common assessment data

**Evaluation:** Results on the 2024 Algebra Keystone assessments show an increase of 7 or more percentile compared to the 2023 results.

2. Enhance professional growth by incorporating asset-based, culturally responsive strategies to increase achievement and support Hispanic students' behavioral and social well-being while increasing Hispanic parents' active participation in the District.

**Action Plan:**

- a. Provide teachers, administrators, and staff professional development opportunities on culturally responsive teaching strategies and tools.
- b. Review and revise curriculum materials to include diverse perspectives, authors, and experiences.
- c. Develop outreach strategies to increase Hispanic parents' involvement in the District.
- d. Ensure all communication materials, including newsletters and announcements, are available in English and Spanish.

**Evaluation:** Achieve the following two outcomes:

- a. Integrate activities that explicitly celebrate our diverse population and incorporate opportunities for community discussions and learning around cultural responsiveness
  - b. Provide staff development for staff that provides culturally responsive strategies that can support our non-English speaking students and parents.
3. Development of a comprehensive approach to reducing student vape use by providing support, encouragement, and additional resources to help keep them safe and healthy.

**Action Plan:**

- a. Reestablish the District's Vaping prevention committee
- b. Evaluate the District's current Drug and Alcohol Policy, compliance, enforcement, and consequences
- c. Research, select, and implement cessation support/prevention programs for:
  - 6-8 grade students
  - 9-12 grade students
  - Parents
- d. Revise the 7-9 grade Health curriculum to focus on vaping prevention and cessation.
- e. Install vape detectors in high school bathrooms and locker rooms
- f. Create a vaping/tobacco prevention web page with resources for students, parents, and staff
- g. Increase vape/tobacco-free school signage
- h. Develop a communication plan to reinforce vape/tobacco-free School District.

**Evaluation:** The successful implementation of a comprehensive prevention plan that engages our school communities in tackling vaping head-on and eliminates student expulsion due to vaping in the 2023-2024 school year.

4. Implement effective communication channels using District technology to regularly update the community, foster stronger engagement, increase transparency, and encourage stakeholder collaboration.

**Action ideas:**

- a. Expand the district's social media presence and engage with stakeholders in real-time.
- b. Update and maintain the new District and school websites weekly with relevant news, events, announcements, and educational resources.
- c. Collect and analyze data on website analytics monthly to determine website traffic.
- d. Establish monthly technology training sessions in each building throughout the school year using the data from the 2022-2023 resource findings to support end users' ability to access and apply District technology as an instructional tool.
- e. Use District technology to create an inclusive environment by offering District communications in multiple languages and across multiple platforms and providing training sessions throughout the school year.
- f. Successfully implement and train staff in the communication functions of the new telephone system.

**Evaluation:** Success will be measured by 80% or greater positive stakeholder responses on a survey targeting the above areas.

5. Establish a facilities master plan, led by industry experts, that improves existing facilities and updates student academic environments by conducting assessments to identify current or future challenges our facilities are expected to face in the coming years.
  - a. Approve district assessment proposal from D'Huy Engineering
  - b. Develop a timeline for board-approved projects for the 2023-24 and 2024-25 school years.
  - c. Develop a communication plan on the status of projects in the process

**Evaluation:** The successful establishment of a facilities master plan by May 2024 that guides the District over the next ten years.

6. Successful implementation of the first year of the Community in Schools initiative that brings community resources into Wilson Area Intermediate School for our students and families to access.

**Action Plan:**

- a. Recruit a successful coordinator that will meet the needs of our students and families
- b. Inform/train Student Assistance Program teams on programs/services provided
- c. Develop referral process and caseload needs
- d. Present program- introduce staff during WAIS faculty meeting- introduce to parents and students WAIS back to school night
- e. Develop and implement measurable program-building goals that target the areas of attendance, social-emotional skills, and academics.
- f. Monthly meetings with the CIS coordinator and building administrators to ensure communication and procedures are running smoothly
- g. Build and facilitate collaborative relationships between CONCERN, LINCS, and CIS
- h. Review CIS data bi-weekly to determine if services are connecting to needs
- i. Work with CIS to provide four successful after-school events based on the Child and Adolescent Needs assessment of student and community needs
- j. Administer the social, emotional, and academic development (SEAD) survey pre- and post-assessment to case-managed students.

**Evaluation:**

According to the SEAD survey assessment results, CIS case-managed students will improve by 10% in their social, emotional, and academic domains.

7. Reduce the percentage of "chronically absent" students enrolled in the entire 2023-2024 school year by at least 5% compared to 2022-2023. Reduce the number of students with 10-15 absences enrolled the entire 2023-2024 school year by 10% compared to 2022-2023.

**Action Plan:**

- a. Establish and promote a campaign theme to bring awareness to the importance of being in attendance

- b. Analysis of End of the Year Attendance Data
- c. Develop a Three-Tiered Plan that supports all students:
  - Tiered 1 Population - the general population - Engage in positive messaging about why showing up matters for building a routine of going to school, connecting to peers and adults, and accessing needed resources.  
Universal Message to the school community
    - Encourage good attendance
    - Correlation of Attendance and Achievement
    - Vacation schedules
    - Contact information for support
    - Rewards/Recognition for good attendance
  - Tiered 2 Population
    - Ensure that each student and their family receive personal outreach from a school staff member and that a connection is made.
    - Connect students with a mentor or buddy, such as a caring adult or older youth at the school, who will develop an ongoing relationship with the student.
    - Prioritize students for high-intensity tutors offering relationship-building, personalized support, and engaging learning opportunities.
    - Recruit students who are chronically absent to after-school clubs. Work with staff, families, and students to determine incentives for participation, such as meals, school supplies, and goodie bags.
  - Tiered 3 Population - Chronically Absent Conduct home visits with students who have been severely chronically absent or have dropped from the school enrollment list. Make them aware of the following:
    - Who families can go to if they need help.
    - How to sign up for counseling and after-school programming.
    - The resources available at the school

**Evaluation:** Reduce "chronically absent" students by at least 5% and the number of students with 10-15 absences by 10%.