

2022-2025 Comprehensive Plan



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Comprehensive Goal Area One: Access to District Programming

Goal: Expand access to comprehensive district programming to provide equitable opportunities for all students.

STRATEGY 1: Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.

Rationale for Strategy: It is important to reflect the diverse backgrounds of our students with a representative professional staff. A more diverse and culturally sensitive professional staff will enrich the District by adding multiple perspectives to teaching and learning for all students.

Action Steps:

- A. Review policies and implement recruitment practices that target potential staff who reflect our student population and who utilize culturally responsive pedagogy.
- B. Create hiring teams who can identify culturally responsive pedagogy.
- C. Maintain a database of information from recent hires and those who exit to establish supports that promote the retention of staff members who reflect our student population.

Action Step 1A	Review policies and implement recruitment practices to target professional staff who reflect our student population and who utilize culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	<ul style="list-style-type: none">▪ Implement recruitment practices that target candidates who reflect our student population and who utilize culturally responsive practices through various avenues.▪ Advertise offerings during course selection.▪ Provide career fairs at the elementary, middle, and high school levels.
People Responsible	<ul style="list-style-type: none">▪ Human Resources Department▪ Administration▪ Communications Department
Indicator of Implementation	<ul style="list-style-type: none">▪ Promote on-going outreach to universities including historically black colleges and universities to find exemplary minority candidates.▪ Offer opportunities, means, and supports to advance and retain staff.▪ Establish relationships with universities and professional education organizations that align potential candidates with district expectations.▪ Develop culturally sensitive recruitment materials as part of our marketing plan (video, brochures, presentations, open houses).▪ Recruit at diversity fairs.
Is this a P D action step? If yes, what might that look like?	No

Action Step 1B	Create hiring teams who can identify culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Provide hiring teams with the training and resources to secure diverse and culturally responsive candidates.
People Responsible	<ul style="list-style-type: none"> Human Resources Administration
Indicator of Implementation	<ul style="list-style-type: none"> Share data regarding the percentage of professional staff who reflect our student population. Design, review and use interview questions along with sample responses that measure candidates' culturally responsive practices. Provide professional development for hiring teams to collaborate and align hiring practices. Disseminate disaggregated data of applicants to the hiring managers.
Is this a PD action step? If yes, what might that look like?	Yes. Review with administrators the qualities of culturally responsive candidates on ongoing implicit bias training.

Action Step 1C	Maintain a database of information from recent hires to establish supports that promote the retention of staff members who reflect our student population.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Assess and understand the various reasons professionals leave the district. This analysis will inform support needed to retain a diverse staff.
People Responsible	<ul style="list-style-type: none"> Human Resources Department Director of Equity and Assessment Administration
Indicator of Implementation	<ul style="list-style-type: none"> Analyze quantitative and qualitative data from recent hires about why they chose WCASD. Compare data of student population and professional staff percentages. Examine retention data (percentage of staff and data from staff resignation). Conduct "stay interviews" twice a year to support retention of staff of color.
Is this a PD action step? If yes, what might that look like?	Yes. Diversity and Inclusion and Social Emotional Learning Training and support.

STRATEGY 2: Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments that measures access to equitable opportunities for all students.

Rationale for Strategy: The District recognizes the limitations of state assessments. There is a need to develop a K-12, vertically aligned system of local assessments that reflects rigor, cultural responsiveness and personalization.

Action Steps:

- A. Prioritize time for staff to meet in PLCs to refine and implement effective instructional and assessment practices.
- B. Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports the achievement of all students.
- C. Utilize multiple measures of effectiveness that measure the degree that students access district programming.

Action Step 2A	Prioritize time for staff to meet in Professional Learning Communities (PLCs) to refine and implement effective instructional and assessment practices.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students
Description of Action Step	Build shared knowledge of instructional and assessment practices to ensure high levels of learning for all students
People Responsible	Administration
Indicator of Implementation	<ul style="list-style-type: none">▪ Sustain building cultures of collaboration and inquiry centered on teaching and learning.▪ Create master schedules that support PLCs, including creating/analyzing assessments and planning for remediation/enrichment.▪ Operationalize district protocols to implement a Multi-Tiered System of Supports (MTSS) for all learners.▪ Review staff surveys and student achievement data.
Is this a PD action step? If yes, what might that look like?	Yes. Social Emotional Learning and Culturally Responsive training and practices.

Action Step 2B	Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports achievement for all students.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	K-12 committee will create a local system of assessments supported by a district philosophy and framework.
People Responsible	<ul style="list-style-type: none"> Local Assessment Committee Administration
Indicator of Implementation	<ul style="list-style-type: none"> Articulate a K-12 vertically aligned system of local assessments that match our curriculum and are purposeful. Ensure that students have multiple opportunities to demonstrate their learning through various and personalized methods. Develop assessments that target application and analysis over recall and memory. Foster the creation of assessments that reflect culturally responsive practices.
Is this a PD action step? If yes, what might that look like?	Yes. Initial work will be at the committee level with professional learning time devoted to communication and training for all staff

Action Step 2C	Utilize multiple measures of effectiveness that measure the degree that students access district programming.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	Ensure all students have access to a well-balanced education through a wide variety of academic and extra-curricular programming
People Responsible	Administrative Team
Indicator of Implementation	<ul style="list-style-type: none"> Review student absences, discipline, intervention data, Permission to Evaluate referrals. Consider student access to resources and technology such as web-based sites including Schoology. Measure student participation in funded activities, clubs and/or non-funded activities. Analyze student coursework selection.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators may need guidance in interpreting Effectiveness Measures and setting goals based on data collected.

STRATEGY 3: Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.

Rationale for Strategy: Relationships begin with meaningful engagement. We seek to increase our communication by sharing timely and relevant information in a language that students and families understand. All families need access to appropriate resources and support to help guide a student's education.

Action Steps:

A. Increase the effectiveness of our engagement with all students to increase participation in district programs.

B. Increase the effectiveness of our communication with families to increase participation in district

Action Step 3A	Increase the effectiveness of our engagement with all students to increase participation in district programs.
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	Eliminate barriers that affect student achievement by engaging students equitably to increase their access to district programming
People Responsible	<ul style="list-style-type: none"> Technology Department Business Office Communications Department Pupil Services Department Communications Department
Indicator of Implementation	<ul style="list-style-type: none"> Offer professional learning for teachers regarding utilizing translator services. Evaluate curriculum to make it more inclusive, including counter narrative of marginalized groups. Examine the process of identifying students with IEPs. Explore outside funding for activity buses. Work with the technology department on Internet access for every household. Expand K-12 career exploration for minority groups including college visit field trips and trade options. Provide college application workshops inside or outside the school day. Post Facebook and Twitter announcements in Spanish and English Engage students who do not participate in activities to collect quantitative and qualitative data. Improve transition to MS and HS (provide students and parents with mentors). Increase students' resiliency skills to promote social and emotional wellness. Ask colleges that reflect our students' interests and needs to visit our schools. Seek partnerships with organizations and businesses including international organizations
Is this a PD action step? If yes, what might that look like?	Yes. Provide interdepartmental time to review and revise curriculum. This should include language training for teachers, examples of effective communication, and culturally responsive pedagogy.

Action Step 3B	Increase the effectiveness of our communication with families to increase participation in district programs
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	Eliminate barriers that affect student achievement by communicating with families equitably to increase access to district programming.
People Responsible	<ul style="list-style-type: none"> Administration PTO/HAS representatives Padres Latinos

	<ul style="list-style-type: none"> ▪ E-Teams
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Conduct monthly workshops and trainings for families to strengthen the home school partnership via “Family University.” ▪ Develop tutorials for parents in English and Spanish (online and in person). ▪ Host community nights at home schools. ▪ Expand Spanish Course Selection Night. ▪ Include Padres Latinos as part of PTO/PTOC. Communicate information on procedures “how we do it here.” ▪ Hold events and meetings in community facilities in addition to district facilities. ▪ Develop relationships with organizations and support groups that target diverse populations. ▪ Promote educational services and activities in locations that serve diverse populations. ▪ Apply research from schools that have been successful in developing connections with diverse communities. ▪ Tap into our equity leaders for support. ▪ Host cultural celebrations by teachers and families. ▪ Mentor families for other families.
Is this a PD action step? If yes, what might that look like?	Yes. Staff working to facilitate community engagement will need time and compensation to prepare activities for families.

Goal Area Two: Innovative Teaching and Learning

Goal: Use engaging and effective instructional strategies to advance student learning, achievement, and agency.

STRATEGY 1: Provide structures that enable a cross-curricular and collaborative approach to teaching and learning.

Rationale for Strategy: To strengthen professional knowledge of cross-curricular collaboration, it is important to increase teacher capacity and ensure both horizontal and vertical workflow within the school system. These opportunities are crucial to building and strengthening connections among stakeholders.

Action Steps:

- A. Develop Feedback Loops
- B. Recalibrate Professional Learning Communities
- C. Dedicate Time to Administrators' Professional Learning
- D. Utilize Instructional Coaching Cycles

Action Step 1A	Develop Feedback Loops
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none">▪ Instructional coach visits classrooms with teachers and debriefs after observations.▪ Teachers open their classrooms to other teachers for peer observation.▪ Administrators conduct "instructional rounds".▪ Students provide feedback to teachers about effective classroom experiences.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Administrators collaborate for instructional rounds, teachers are involved in peer observation, students offer feedback to teachers.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers will need to understand the rationale for peer observation, and administrators will need to manage the logistics of it. Administrators will need training in instructional rounds.

Action Step 1B	Recalibrate Professional Learning Communities
Aligned Strategy	Strategy 1 – Provide structures that enable a cross-curricular and collaborative approach to teaching and learning

Description of Action Step	<ul style="list-style-type: none"> Administrators redefine PLCs to encourage cross-curricular collaboration Administrators revisit PLC schedules for Unified Arts teachers K-12 to ensure dedicated meeting time.
People Responsible	District Administration
Indicator of Implementation	Administrators communicate changes in PLC definition and schedules to teaching staff.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1C	Dedicate Time to Administrators' Professional Learning
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> Administrators establish District expectations for Professional Learning days. Administrators build District calendar to reflect structured and dedicated professional learning time that aligns to District vision. Administrators dedicate PD time aligning their work to the District vision and priorities.
People Responsible	District Administration
Indicator of Implementation	Administrators implement shared expectations on professional learning days.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1D	Utilize Instructional Coaching Cycles
Aligned Strategy	Strategy 1 - Provide structures that enable a cross-curricular and collaborative approach to teaching and learning
Description of Action Step	<ul style="list-style-type: none"> Administrators define the role of Instructional Coach district-wide. Administrators hire secondary Instructional Coaches to ensure ongoing and embedded professional learning. Administrators communicate the New Teacher Induction expectations to include engaging with the Instructional Coach in a Before/During/After (BDA) coaching cycle. Administrators update the expectations of non-tenured teachers to include engaging with the Instructional Coach in a BDA coaching cycle until tenure is granted.
People Responsible	District Administration

Indicator of Implementation	Administrators define and communicate the role of the Instructional Coach. Non-tenured teachers complete at least one BDA coaching cycle.
Is this a PD action step? If yes, what might that look like?	Yes. All non-tenured teachers will need to be trained in the BDA coaching cycle.

STRATEGY 2: To integrate ISTE standards for administrators, teachers, and students into all facets of curriculum, instruction, and assessment, we must provide opportunities for exposure and understanding of the various strands and core elements. By utilizing the ISTE Standards for Students, Teacher, and Administrators and creating a K-12 matrix, WCASD can transform instructional practices, providing students opportunities to build the skills necessary for an increasingly complex world and our staff with increased understanding of technology and content pedagogy.

Rationale for Strategy: To integrate ISTE standards for administrators, teachers, and students into all facets of curriculum, instruction, and assessment, we must provide opportunities for exposure and understanding of the various strands and core elements. By utilizing the ISTE Standards for Students, Teacher, and Administrators and creating a K-12 matrix, WCASD can transform instructional practices, providing students opportunities to build the skills necessary for an increasingly complex world and our staff with increased understanding of technology and content pedagogy.

Action Steps:

- A. Review Curriculum and ISTE Standards
- B. Create K-12 Technology Skills Matrix
- C. Develop Technology, Pedagogical, and Content Knowledge

Action Step 2A	Review Curriculum and ISTE Standards
Aligned Strategy	Strategy 2 – Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> Administrators and teachers gather data to determine the degree to which current curriculum, instruction, and assessment practices align to ISTE-teacher and student standards. Administrators and teachers create a multi-phase plan based upon baseline data to increase alignment in all three areas. Administrators dedicate professional learning time to educating teachers on ISTE standards. Instructional Leadership team utilizes meeting time to ensure that all administrators are well-versed in ISTE standards to operationalize them in their buildings.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Data is collected and a plan is developed to increase alignment of practice to ISTE standards
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers will need training in how to operationalize the ISTE standards.

Action Step 2B	Create Technology Skills Matrix
Aligned Strategy	Strategy 2 - Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> Administrators and teachers build consensus around a K-12 technology skills matrix that identifies when core skills are first introduced and expected to be mastered by students. Administrators and teachers create a repository of sample lessons that align to the WCASD K-12 technology skills matrix. Administrators and teachers identify a digital citizenship curriculum to be implemented that promotes digital citizenship explicitly in all classrooms.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	A K-12 technology skills matrix is developed including sample lessons. A digital curriculum is selected and implemented.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers need to review the elementary skills matrix and create a secondary one, then design sample lessons.

Action Step 2C	Develop Technology, Pedagogical, and Content Knowledge
Aligned Strategy	Strategy 2 - Embed appropriate innovative and technological resources into curriculum, assessments, and instructional practices.
Description of Action Step	<ul style="list-style-type: none"> Administrators develop District evaluation measures to help teachers determine which tools are best for the learning process in their classrooms. Administrators collect observational data regarding effective technology integration to inform professional learning needs.
People Responsible	District Administration
Indicator of Implementation	District evaluation measures are adopted to help teachers determine the most effective digital tools. Administrators offer professional learning opportunities in response to observational data.
Is this a PD action step? If yes, what might that look like?	No

STRATEGY 3: Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.

Rationale for Strategy: Students present different strengths, needs, and preferred modalities for learning and self-expression. Teachers can support students' intrinsic motivation by providing multiple processes for presenting curricular content and multiple ways students can demonstrate mastery of the content, while maintaining high expectations for student learning. Providing teachers with the support to create multiple pathways to learning for their students is consistent with the District's mission to inspire students to achieve their personal best.

Action Steps:

- A. Create a Culture of Responsive Teaching
- B. Offer Varied Learning Opportunities to Promote Student Ownership
- C. Design and Analyze Assessments to Personalize Instruction

Action Step 3A	Create A Culture of Responsive Teaching
Aligned Strategy	Strategy 3 – Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
Description of Action Step	<ul style="list-style-type: none"> ▪ Administrators explore opportunities for teacher to visit colleagues across building and levels to observe the application of research-based practice. ▪ Teachers embed Social Emotional Learning (SEL) into instructional practices and classroom culture. ▪ Administrators and teachers share and receive feedback within school and professional learning communities. ▪ Teachers reflect on practice, identify areas for growth, and engage in Personalized Professional Learning (PPL)
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Teachers embed SEL into everyday practice. Feedback loops are established and utilized to promote the learning and growth of administrators, teachers, and students.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers will continue to engage in SEL training and PPL goal development.

Action Step 3B	Offer Varied Learning Opportunities to Promote Student Ownership
Aligned Strategy	Strategy 3 – Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.

Description of Action Step	<ul style="list-style-type: none"> Teachers empower students to be advocates for optimal learning experiences. Teachers provide a flexible process for how students demonstrate mastery of standards. Administrators and teachers ensure that all students have an equal opportunity to learn the same content and skills and demonstrate common learning outcomes.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Students demonstrate learning of core content in a variety of ways.
Is this a PD action step? If yes, what might that look like?	Yes. Teachers need training in how students can demonstrate common learning outcomes through the use of flexible assessment measures.

Action Step 3C	Design and Analyze Assessments to Personalize Instruction
Aligned Strategy	Strategy 3 - Develop and expand multiple pathways for learning that promote choice and autonomy in teaching, learning, and assessment.
Description of Action Step	<ul style="list-style-type: none"> Administrators and teachers revisit the District assessment philosophy including common assessments. Administrators relaunch the Create Perform Respond (CPR) assessment framework with teachers. Administrators and teachers create a repository of authentic assessments with options for students to create, perform, or respond to demonstrate learning and understanding.
People Responsible	District Administration and Teaching Staff
Indicator of Implementation	Assessments are developed and utilized that allow students to choose how they will demonstrate their learning.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators and teachers need to revisit the District assessment philosophy and framework, then create a repository of local assessments.

STRATEGY 4: Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.

Rationale for Strategy: A roadmap for curriculum review will ensure that each discipline is evaluated in a timely and strategic manner. A consistent format for curricular documents will provide stakeholders with universal access to the priority content and skills that will be taught.

Action Steps:

- A. Develop a roadmap for the K-12 curriculum cycles of review.
- B. Identify opportunities to create consistent curriculum formatting K-12.

Action Step 4A	Develop a roadmap for the K-12 curriculum cycles of review.
Aligned Strategy	Strategy 4 – Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.
Description of Action Step	<ul style="list-style-type: none"> ▪ The Teaching and Learning team will assess when each area of the curriculum was last reviewed. ▪ A three-year document will be developed that projects the review cycle for each area.
People Responsible	District Administration
Indicator of Implementation	A roadmap will be developed that reviews all curricular areas in a timely and strategic manner.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 4B	Identify opportunities for consistent curriculum formatting K-12.
Aligned Strategy	Strategy 4 - Develop a curriculum review cycle and identify opportunities to create consistent curriculum frameworks K-12.
Description of Action Step	<ul style="list-style-type: none"> ▪ A template will be designed to provide a consistent format for curriculum documents. ▪ As curricular areas are reviewed and revised, the new template will be used.
People Responsible	District Administration
Indicator of Implementation	Curriculum documents will be developed that follow a consistent format.
Is this a PD action step? If yes, what might that look like?	No.

Comprehensive Goal Area Three: Student Involvement

Goal: To create more opportunities for students to engage in school academically, socially and emotionally.

Strategy 1: To increase student participation in co-curricular activities. (behavioral engagement)

Rationale for Strategy: Research states high-quality extracurricular activities build relationships between students and adults who supervise activities.

Action Steps:

- A. Improve Communication
- B. Remove Barriers
- C. Start Interest Groups at the Elementary Level

Action Step 1A	Improve Communication
Aligned Strategy	Research states that co-curricular activities benefit students by providing opportunities to apply their knowledge and skills, develop new abilities and interests, and strengthen their social and organizational skills.
Description of Action Step	<ul style="list-style-type: none">▪ Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members▪ Develop a survey to establish how students prefer to get information as well as establish students' interests to begin the course selection process▪ Create a newsletter, social media platforms, Schoology,▪ Provide exploratory experiences▪ Provide high school and community partnership▪ Provide sponsorship through educational foundation▪ Provide work-based learning▪ Advertise offerings during course selection.▪ Provide career fairs at the elementary, middle, and high school levels.
People Responsible	Stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members
Indicator of Implementation	<ul style="list-style-type: none">▪ Percentage of survey results showing more interest▪ Increase in club memberships and community programs at all levels▪ Consistent following on social media platforms

Is this a PD action step? If yes, what might that look like?	Yes. Provide on-going social media training on the use of social media platform.
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Action Step 1B	Remove Barriers
Aligned Strategy	Researchers have identified transportation as one of the greatest issues for providing co-curricular participation. In addition, stress, a lack of interest, time constraints, and an unwelcoming environment have also contributed to students' lack of participation in sports clubs and other activities.
Description of Action Step	<ul style="list-style-type: none"> ▪ Provide activity bus, uber, or lift ▪ Provide flexible schedule for teachers and students ▪ Provide a menu of activities to give students choice ▪ Provide anti-bias training to decrease implicit bias for all stakeholders
People Responsible	Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), IT expert, parents, and community members
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Transportation will be provided ▪ More teachers and students will volunteer ▪ Decrease in irritability, anxiety, withdrawal from school activities
Is this a PD action step? If yes, what might that look like?	Yes. On-going training social justice and equity training.

Action Step 1C	Start Interest Groups at the Elementary Level
Aligned Strategy	Research states that co-curricular activities offer students non-academic experiences that help to develop their personality, socio-emotional, physical, and spiritual development which support and strengthen their academic learning.
Description of Action Step	<ul style="list-style-type: none"> ▪ Conduct interest survey ▪ Hold career day ▪ Career fairs ▪ Develop student mentor program from upper levels ▪ Visit different careers: fire station, restaurants, courtroom

People Responsible	Involve stakeholders- students, teachers (academic, special education, and vocational), counselors (guidance and mental health), parents, and community members.
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Empowered to start and organize clubs ▪ Increase in club membership
Is this a PD action step? If yes, what might that look like?	No.

Strategy 2: To create opportunities for positive interactions with administrators, teachers and other students. (emotional engagement)

Rationale for Strategy: It is vital for all students to have a connection with at least one stakeholder group at the school: a teacher, an administrator or a peer group.

Action Steps:

- A. Model Engagement
- B. Students Involved in Decision-Making Progress
- C. Administrators Attend Student Events

Action Step 2A	Model Engagement
Aligned Strategy	Research states high-quality extracurricular activities build relationships between students and adults who supervise activities.
Description of Action Step	<ul style="list-style-type: none"> ▪ Develop list catalog of current opportunities ▪ Allow time for vertical communication (in feeder pattern)
People Responsible	<ul style="list-style-type: none"> ▪ Building Athletic Directors/Activity Sponsors ▪ Office Staff - to compile lists
Indicator of Implementation	Buildings have a working set of activities for students to get more information about and connect with.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2B	Students Involved in Decision-Making Progress
Aligned Strategy	<ul style="list-style-type: none"> ▪ Target the master schedule to allow for “in-school” opportunities for students to connect. ▪ Allow students to select opportunities
Description of Action Step	Making sure the master schedule reflects opportunities to achieve the goal of positive interactions for students and staff.
People Responsible	Administration; Schedulers

Indicator of Implementation	<ul style="list-style-type: none"> ▪ Development of clubs, activities, and action periods to accommodate student connections ▪ Developments of “Passion Hour” (Type) activities for student display of talent
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2C	Administrators Attend Student Events
Aligned Strategy	Authentic opportunity for student connection with stakeholders.
Description of Action Step	Administrators have time allotted in their schedule to attend student events; including, but not limited to, art shows, music presentations, sports activities, honor society recognitions, activities fairs,
People Responsible	Administrative Team
Indicator of Implementation	Students report that administration supports them in and out of the classroom.
Is this a PD action step? If yes, what might that look like?	No

Strategy 3: To foster opportunities for each student to be academically engaged and challenged in the classroom (cognitive engagement)

Rationale for Strategy: To ensure each student is academically engaged and challenged in the classroom.

Action Steps:

- A. Foster Autonomy
- B. Increase Self-Competencies
- C. Adopt a Leadership Course for Students
- D. TCHS Opportunities

Action Step 3A	Foster Autonomy
Aligned Strategy	Research shows that when schools foster autonomy in education, students develop self-motivation and responsibility. The skills that students learn allow them to extend their ability in all aspects of their lives including but not limited to, academic, social, domestic, and artistic.

Description of Action Step	<ul style="list-style-type: none"> ▪ Set personal short and long term goals ▪ Do self-assessment to identify emotional and academic needs ▪ Identify and utilize the human and material resources to assist them in attaining their goals ▪ Encourage risk taking ▪ Create social and emotional learning classrooms
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, psychologists, mental health counselors, and para-professionals
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Use of media to generate student discussion,(i.e. Ted Talk, Podcasts as well as print media) ▪ Counselors push in to classrooms to hold relevant age appropriate discussions regarding academics and life beyond school ▪ Scaffolding instruction that focuses on gradually removing fear of taking risks ▪ Self-reflective, have ownership of their learning process, and demonstrate critical thinking skills ▪ Social emotional classrooms that actively address stress and anxiety.
Is this a PD action step? If yes, what might that look like?	Yes. On-going Positive Behavior Development seminars and guest speakers to assist teachers in developing and fostering student autonomy strategies.

Action Step 3B	Increase Self-Competency
Aligned Strategy	Research shows that competencies refer to students having mastery and are effective in their activities. The key components of self-competency are self-esteem, self-determination, and successful coping skills.
Description of Action Step	<ul style="list-style-type: none"> ▪ Afford students with options/choices for assignments and activities ▪ Practice mindfulness ▪ Keep a journal/diary ▪ Set and work towards goals ▪ Ask for feedback consistently ▪ Identify areas of improvement and skills that need to be developed
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, psychologists, mental health counselors, and para-professionals

Indicator of Implementation	<ul style="list-style-type: none"> ▪ Demonstrate social and self-awareness ▪ Scaffolding instruction that focuses on gradually removing fear of taking risks ▪ Demonstrate responsible decision making skills ▪ Self-reflective, have ownership of their learning process, and demonstrate critical thinking skills ▪ Create contracts and agreements: Individual students, class, team, or school based
Is this a PD action step? If yes, what might that look like?	Yes. Guest speakers to assist teachers in developing and fostering students' self-competencies, and ongoing mindfulness PD.

Action Step 3C	Adopt a Leadership Course for Students
Aligned Strategy	Research shows that student leadership courses afford youth the opportunity to expand and deepen their group and individual leadership skills to positively impact their own lives and the community.
Description of Action Step	<ul style="list-style-type: none"> ▪ Build leadership courses into the guidance program ▪ Provide opportunities for students to join organized clubs within and outside of school ▪ Provide opportunities to volunteer in community work during school ▪ Mentoring program from elementary to middle to high school
People Responsible	Administrative staff, regular and special education teachers, guidance counselors, mental health counselors, para-professionals, and community stakeholders
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Take proactive steps to engage in school and community activities ▪ Volunteer for leadership positions
Is this a PD action step? If yes, what might that look like?	No

Action Step 3D	TCHS Opportunities
Aligned Strategy	Research shows that career and technical education can give children the skills they require for life: technical, academic, and employability skills. Additionally, career and technical education help students see how what they are learning applies to the needs of employers.

Description of Action Step	<ul style="list-style-type: none"> ▪ Remove negative barriers about TCHS ▪ Expose kindergarten through 6th grade to career development through career day, presentation by personnel from TCHS ▪ Promote better communication with parent/guardian via virtual open house ▪ Exploratory career development for grades 7-9th where they are exposed to three choices for two weeks in the summer ▪ Selection of course of study in TCHS or WCASD for 10-12th grade ▪ Highlight articulation agreements between the WCASD and TCHS ▪ Reevaluate K-12 schedule ▪ Encourage dual enrollment ▪ Allow for a Cyber option and Flex- in period ▪ Highlight graduates of TCHS
People Responsible	TCHS faculty and staff, WCASD administrative staff, special education and regular education teacher, guidance counselors
Indicator of Implementation	Increase in the total enrollment of students requesting TCHS education
Is this a PD action step? If yes, what might that look like?	No

Goal Area Four: Fiscal and Capital Planning

Goal: Create a financial plan that provides annual budgets that adhere to Act 1 regulations, responds to 21st century learning needs and preserves the current level of educational excellence.

Strategy 1: Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.

Rationale for Strategy: Achieve annual balanced budgets within the confines of Act 1 for a District having a history of strong public education and drawing people to purchase homes within the community with the expectation that quality education will continue.

Action Steps:

- A. Compile annual budgets that adhere to district policies related to debt service and fund balance management.
- B. Identify initiatives to address the social and emotional needs of students.
- C. Identify resources needed to address additional learning opportunities for students.
- D. Identify resources to address staffing needs.

Action Step 1A	Compile annual budgets that adhere to district policies related to debt service and fund balance management.
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	The District adopts a budget adhering to the District's Fund Balance policy allowing for an unassigned Fund Balance between 5% - 8% of the total budget and adhering to the District's debt service policy, requiring the District total debt service expense to be at or below 10% of the total budget.
People Responsible	District Administration
Indicator of Implementation	Board approves budgets maintaining a total unassigned Fund Balance between 5-8% of the total budget and maintaining debt service expense at or below 10% of the total budget
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1B	Identify initiatives to address the social and emotional needs of students.
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	<p>The District has established a multi-year Social and Emotional Learning Plan. The following resources need to accompany the plan:</p> <ul style="list-style-type: none"> ▪ Ensure funding is available for the programs and accompanying professional development ▪ Identify alternate funding and apply for grants ▪ Ensure funding is secured for continued support of the plan as needed
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Resources are identified focusing on the social and emotional needs of students ▪ Grant applications are submitted
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1C	Identify resources needed to address additional learning opportunities for students.
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	<p>The district has implemented additional learning opportunities, specifically before/after school learning programs, summer school programs and tutoring programs. The following resources need to accompany the plan:</p> <ul style="list-style-type: none"> ▪ Ensure funding is available for learning opportunities ▪ Identify alternate funding and apply for grants ▪ Ensure funding is secured for continued support of learning opportunities as needed
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Resources are identified that focus on learning opportunities for students ▪ Grant applications are submitted

Is this a PD action step? If yes, what might that look like?	No.
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Action Step 1D	Identify resources needed to address staffing shortages.
Aligned Strategy	Strategy 1 – Compile balanced budgets adhering to Act 1 regulations while maintaining District programs and services.
Description of Action Step	Identify resources available and recommend steps to address the staffing needs of the District. For example: <ul style="list-style-type: none"> ▪ Salary studies ▪ Employee benefit programs ▪ Engagement Studies
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Resources are identified focusing on overall employee wellness/satisfaction ▪ Studies are completed
Is this a PD action step? If yes, what might that look like?	No.

Strategy 2: Review and update the capital plan to address the facility needs due to changes in enrollment, educational programming and District-wide safety and security concerns.

Rationale for Strategy: Review the capital and operational plan to ensure District students are housed in safe and educationally appropriate environments.

Action Steps:

- A. Update the 20-year capital plan for construction, additions, renovations, modifications, and maintenance of District facilities to meet enrollment and educational needs.
- B. Review the capital plan for physical alterations and system installation creating a safe school environment in the District.
- C. Identify future needs for educational and safety programming within the campus.

Action Step 2A	Update the 20-year capital plan for construction, additions, renovations, modifications, and maintenance of District facilities to meet enrollment and educational needs.
Aligned Strategy	Strategy 2 – Review and update the capital plan to address the facility needs due to changes in enrollment, educational programming and District-wide safety and security concerns.
Description of Action Step	<ul style="list-style-type: none"> ▪ Identify changes in student enrollment both District wide and by feeder pattern ▪ Review the changes to educational programming ▪ Review and update the current Board adopted 20-year capital plan to ensure the needs of the District are met
People Responsible	District Administration
Indicator of Implementation	Construction, renovation and maintenance projects are completed on schedule and costs do not require debt borrowings in excess of Board Policy on Debt Service
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2B	Review the capital plan for physical alterations and system installation creating a safe school environment in the District.
Aligned Strategy	Strategy 2 – Review and update the capital plan to address the facility needs due to changes in enrollment, educational programming and District-wide safety and security concerns.
Description of Action Step	<ul style="list-style-type: none"> ▪ Evaluate the benefits of internal Campus Safety Officers compared to LEA ▪ Research best safety practices, provide appropriate training to District Safety and Security staff. ▪ Pursue grant opportunities for safety and security measures
People Responsible	District Administration
Indicator of Implementation	Safety and security measures funded through the capital plan, grants, and operation budget.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2C	Identify future needs for educational and safety programming within the campus.
Aligned Strategy	Strategy 2 – Review and update the capital plan to address the facility needs due to changes in enrollment, educational programming and District-wide safety and security concerns.
Description of Action Step	<ul style="list-style-type: none"> ▪ Evaluate common areas to ensure they meet educational programming needs ▪ Review safety needs that exist within the campus but outside of the main school
People Responsible	District Administration
Indicator of Implementation	Improvements made to address usage and campus security are completed within the approved capital budget.
Is this a PD action step? If yes, what might that look like?	No.

Strategy 3: Increase sustainable revenue sources

Rationale for Strategy: Pursue additional possibilities for providing sustainable or reoccurring revenue.

Action Steps:

- A. Explore corporate and individual philanthropic opportunities for naming sponsorship revenue.
 - B. Expand on Facility rental revenues.
 - C. Expand accounts payable rebate programs.
 - D. Explore sponsorship revenue opportunities with community partners related to student career awareness and internships.
- Explore partnerships with outside organizations to subsidize athletic capital and facility rehabilitation projects.

Action Step 3A	Explore corporate and individual philanthropic opportunities for naming sponsorship revenue.
Aligned Strategy	Strategy 3 – Growth in Sustainable Revenue Sources
Description of Action Step	Form a team to develop the criteria and School Board Policy to allow outside organizations to donate funds for naming rights on District Facilities.
People Responsible	District Administration

Indicator of Implementation	<ul style="list-style-type: none"> ▪ Team will meet and discuss opportunities ▪ Develop criteria for Board Policy ▪ Targeted corporations and individuals identified
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3B	Expand on Facility rental revenues.
Aligned Strategy	Strategy 3 – Growth in Sustainable Revenue Sources
Description of Action Step	Review facility rental rates and terms at least every three years and adjust accordingly.
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Conduct a review of rental rates and adjust accordingly ▪ Actual rental income would increase from year to year
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3C	Expand accounts payable rebate programs.
Aligned Strategy	Strategy 3 – Growth in Sustainable Revenue Sources
Description of Action Step	Compile a list of additional vendors that would be eligible for the program. Encourage additional vendors to utilize the electronic payment program.
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Compile list of eligible vendors ▪ Actual rebate revenue would increase from year to year
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3D	Explore sponsorship revenue opportunities with community partners related to student career awareness and internships.
Aligned Strategy	Strategy 3 – Growth in Sustainable Revenue Sources
Description of Action Step	Identify a team to explore sponsorship revenue opportunities with partners that will provide student career and work force development.
People Responsible	District Administration

Indicator of Implementation	<ul style="list-style-type: none"> ▪ Team will meet and discuss opportunities ▪ Develop criteria for procedures and Board Policy
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3E	Explore partnerships with outside organizations to subsidize athletic capital and facility rehabilitation projects.
Aligned Strategy	Strategy 3 – Growth in Sustainable Revenue Sources
Description of Action Step	Solicit partnership possibilities with outside organizations to offset the cost of capital upgrades to District athletic facilities.
People Responsible	District Administration
Indicator of Implementation	<ul style="list-style-type: none"> ▪ Procedures are developed ▪ Board Policy is drafted and presented for approval ▪ Identify a partnership with an outside agency
Is this a PD action step? If yes, what might that look like?	No.