

Profile and Plan Essentials

LEA Type		AUN
West Chester Area School District		124 159 002
Address 1		
782 Springdale Dr		
Address 2		
City	State	Zip Code
Exton	Pennsylvania	19341-2850
Chief School Administrator		Chief School Administrator Email
Dr Kalia Reynolds		kreynolds@wcasd.net
Single Point of Contact Name		
Dr. Kalia Reynolds		
Single Point of Contact Email		
kreynolds@wcasd.net		
Single Point of Contact Phone Number		
4842661000		

LEA Profile

The West Chester Area School District, through a collaborative effort between teachers, administrators, parents, students, community members, and business leaders, embarked on a Comprehensive Planning process throughout the Fall of 2024 and Winter of 2025. Comprehensive Planning is a requirement of the Pennsylvania Department of Education for all school districts in the Commonwealth, and is a process, which affords an opportunity to determine priorities and set goals related to visions we desire to become realities over the three-year duration of this plan.

Over 100 stakeholders served as part of the WCASD Comprehensive Planning Committee. Each member committed to participating in two meetings of the committee as a whole, as well as multiple goal area and needs assessment meetings. Each goal area authored its own plan, while two opportunities were designated for feedback and input from all committee members.

Throughout the process, the committee centered its thinking on the best opportunities the District can provide for our students and how those opportunities could best result in student success and anchored its thinking in the following two questions: What patterns are we working to create and disrupt to design future-ready opportunities for all students to help them succeed in school and life? and What new opportunities will our students have three years from now that will help them succeed in school and in life?

There are four main goal areas:

1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed academically and in their future endeavors.
2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth.
3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success.
4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success.

Mission and Vision

Mission

The mission of the West Chester Area School District is to educate and inspire our students to achieve their personal best.

Vision

Our stakeholder groups for the comprehensive planning were guided by this essential question to set our vision: "What do we want to see and say three years from now that we are not able to say today?"

Educational Values

Students

In the West Chester Area School District (WCASD), our needs assessment team focused on the following goal areas and core values: Goal Areas: 1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed academically and in their future endeavors. 2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth. 3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success. 4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success. Core Values: Allocate - Allocate resources, including money, staff, and professional learning materials and support based on data analysis Coordinate - Coordinate and monitor supports aligned with students' and families' needs. Engage - Engage in meaningful two-way communication about goals Ensure - Ensure effective standards, aligned curriculum and assessments Foster - Foster a vision and culture of high expectations for success for all students, educators, and families Partner - Partner with local businesses and community organizations to focus on goals Recruit - Recruit high-quality staff to join a caring community Support - Support the development of professional learning and advancement of central office, school leaders, and staff

Staff

In the West Chester Area School District (WCASD), our needs assessment team focused on the following goal areas and core values: Goal Areas: 1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed academically and in their future endeavors. 2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth. 3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success. 4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success. Core Values: Allocate - Allocate resources, including money, staff, and professional learning materials and support based on data analysis Coordinate - Coordinate and monitor supports aligned with students' and families' needs. Engage - Engage in meaningful two-way communication about goals Ensure - Ensure effective standards, aligned curriculum and assessments Foster - Foster a vision and culture of high expectations for success for all students, educators, and families Partner - Partner with local businesses and community organizations to focus on goals Recruit - Recruit high-quality staff to join a caring community Support - Support the development of professional learning and advancement of central office, school leaders, and staff

Administration

In the West Chester Area School District (WCASD), our needs assessment team focused on the following goal areas and core values: Goal Areas: 1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed academically and in their future endeavors. 2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth. 3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success. 4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success. Core Values: Allocate - Allocate resources, including money, staff, and professional learning materials and support based on data analysis Coordinate - Coordinate and monitor supports aligned with students' and families' needs. Engage - Engage in meaningful two-way communication about goals Ensure - Ensure effective standards, aligned curriculum and assessments Foster - Foster a vision and culture of high expectations for success for all students, educators, and families Partner - Partner with local businesses and community organizations to focus on goals Recruit - Recruit high-quality staff to join a caring community Support - Support the development of professional learning and advancement of central office, school leaders, and staff

Parents

In the West Chester Area School District (WCASD), our needs assessment team focused on the following goal areas and core values: Goal Areas: 1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed academically and in their future endeavors. 2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth. 3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success. 4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success. Core Values: Allocate - Allocate resources, including money, staff, and professional learning materials and support based on data analysis Coordinate - Coordinate and monitor supports aligned with students' and families' needs. Engage - Engage in meaningful two-way communication about goals Ensure - Ensure effective standards, aligned curriculum and assessments Foster - Foster a vision and culture of high expectations for success for all students, educators, and families Partner - Partner with local businesses and community organizations to focus on goals Recruit - Recruit high-quality staff to join a caring community Support - Support the development of professional learning and advancement of central office, school leaders, and staff

Community

In the West Chester Area School District (WCASD), our needs assessment team focused on the following goal areas and core values: Goal Areas: 1. Student Learning and Readiness - Ensure all students are equipped with the resources, support, and skills they need to succeed

academically and in their future endeavors. 2. Engaged, Well-Rounded Students - Develop the whole student by offering diverse opportunities in academic, social engagement, and emotional growth. 3. Community and Family Connections - Strengthen partnerships with families and the broader community to create a supportive environment for student success. 4. Effective Adults and Systems - Ensure every student is supported by caring, skilled adults and that the district operates efficiently and sustainably for long-term success. Core Values: Allocate - Allocate resources, including money, staff, and professional learning materials and support based on data analysis Coordinate - Coordinate and monitor supports aligned with students' and families' needs. Engage - Engage in meaningful two-way communication about goals Ensure - Ensure effective standards, aligned curriculum and assessments Foster - Foster a vision and culture of high expectations for success for all students, educators, and families Partner - Partner with local businesses and community organizations to focus on goals Recruit - Recruit high-quality staff to join a caring community Support - Support the development of professional learning and advancement of central office, school leaders, and staff

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
At the elementary level in ELA, the percentage of students scoring proficient and advanced increased by 2% from 2023 to 2024 on the PSSA.	
At the elementary grades, a high percentage of students in the advanced and proficient bands across multiple groups and years. In 2024 approx. 85% of students scored proficient or advanced in science.	
At the middle school level (Grades 6-8), 96% of students perform in the proficient and advanced ranges for science. This strong performance is consistent across most student groups.	
Student performance on Keystone assessments show growth well above expected in Algebra and Literature with strong achievement performance. Biology is above growth expectations.	2024 Keystone Results

Challenges

Indicator	Comments/Notable Observations
PSSA Math - For grades 5-8, students score well below growth targets.	Achievement data is not improving in a school year. Grade 4 growth target is well above.
PSSA ELA - For students in grades 4-8, performance varies across grade levels for growth targets declines at the middle level.	Grade 4 - well above Grade 5 - meets Grade 6 - well below Grade 7 - below Grade 8 - well below

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

Strengths

Indicator At the elementary level in ELA, the percentage of students scoring proficient and advanced increased by 2% from 2023 to 2024 on the PSSA. Grade Level(s) and/or Student Group(s) Elementary level (Grades 3-5)	Comments/Notable Observations
Indicator	Comments/Notable Observations

<p>At the elementary grades, a high percentage of students in the advanced and proficient bands across multiple groups and years. In 2024 approx. 85% of students scored proficient or advanced in science.</p> <p>Grade Level(s) and/or Student Group(s) Grade 4, composite of all sub-groups</p>	
<p>Indicator At the middle school level (Grades 6-8), 96% of students perform in the proficient and advanced ranges for science. This strong performance is consistent across most student groups.</p> <p>Grade Level(s) and/or Student Group(s) Grade 8</p>	<p>Comments/Notable Observations increased performance for students that are economically disadvantaged from 2023 to 2024.</p>
<p>Indicator Nearly 62% of students in the Class of 2025 are scoring proficient or advanced on the Algebra I Keystone.</p> <p>Grade Level(s) and/or Student Group(s) Class of 2025</p>	<p>Comments/Notable Observations</p>

Challenges

<p>Indicator ELA PSSA - Grades 6-8; Growth target performance range from below to well below.</p> <p>Grade Level(s) and/or Student Group(s) ELA PSSA - Grades 6-8; Growth targets range from below to well below.</p>	<p>Comments/Notable Observations</p>
<p>Indicator PSSA and Biology Keystone - Science growth for students that are economically disadvantaged begins at below for 4th grade and remains at well below for the 8th grade PSSA and Biology Keystone.</p> <p>Grade Level(s) and/or Student Group(s) PSSA and Biology Keystone - Science growth for students that are economically disadvantaged begins at below for 4th grade and remains at well below for the 8th grade PSSA and Biology Keystone.</p>	<p>Comments/Notable Observations</p>
<p>Indicator Math PSSA - With the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.</p> <p>Grade Level(s) and/or Student Group(s) Math PSSA - With the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.</p>	<p>Comments/Notable Observations</p>

Summary

Strengths

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

At the elementary level in ELA, the percentage of students scoring proficient and advanced increased by 2% from 2023 to 2024 on the PSSA.
At the elementary grades, a high percentage of students in the advanced and proficient bands across multiple groups and years. In 2024 approx. 85% of students scored proficient or advanced in science.
Student performance on Keystone assessments at the secondary level show growth well above expected in Algebra and Literature with strong achievement performance. Biology is above growth expectations.

Challenges

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

ELA PSSA - Grades 6-8; Growth target performance range from below to well below.
Math PSSA - With the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience	Please see areas of strength and challenge.
IXL	Please see areas of strength and challenge.
DRA	The team is exploring whether or not this is the best assessment to continue to administer.

English Language Arts Summary

Strengths

During the 2023-24 SY, elementary students grew between the MOY and EOY IXL assessments. The number of students scoring Advanced increased and the number of students scoring Well Below decreased by 8%.
For our students that are economically disadvantaged, the number of students performing at Proficient and Advanced on the EOY IXL assessment increased by nearly 6% from the MOY assessment.

Challenges

As evidenced by the EOY IXL assessment for the 2023-24 SY, 11% of elementary students were still performing in the Well Below range.
At the secondary level - middle and high school, we do not have aligned local assessments that indicate students' formative progress.

Mathematics

Data	Comments/Notable Observations
IXL / Happy Numbers	Review data from Needs Assessment Capture Sheet
CDT - N&O	Review data from Needs Assessment Capture Sheet

Mathematics Summary

Strengths

79% of students scored at or above grade level on the EOY IXL or Happy Numbers Assessment for the elementary grades (K-5) for the 2023-24 school year.
At the beginning of this school year, there is a stronger starting point for students as evidenced by the increased number of students scoring on or above grade level at the elementary level.
For the start of the year at the secondary level, nearly 30% of students are on grade level, which is an increase from the end of the year from the 2023-24 school year for grades 6-8.

Challenges

At the secondary level (grades 9-12), there is little to no common formative or benchmark data for math to monitor progress for students.
Approximately 1/3 of students at the elementary level are not on grade level for math. These levels of proficiency decline for students in specific sub-groups - ELs, economically disadvantaged, African American/Black, Hispanic.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
PSSA	From 2023 to 2024, the number of student not meeting CCR decreased from 175 to 70.
Course Grades	Common formative assessments need to be consistent.

Science, Technology, and Engineering Education Summary

Strengths

Approximately 99% of students are scoring proficient or advanced on the science PSSA.
When reviewing course grades at the secondary level, 93% of students in grades 6-8 are scoring As and Bs across all levels in science.
Over 70% of our African American/Black students are scoring proficient or advanced in science for grades 6-8.

Challenges

There is a disconnect between local and state assessments; alignment needs to be improved at the elementary and secondary levels.
At the secondary level, there is a high number of students receiving As and Bs. However, that performance doesn't consistently translate to performance on state assessments. Alignment and rigor need to be increased.

Related Academics

Career Readiness

Data	Comments/Notable Observations
CCR Survey	Rates at the middle school level

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

West Chester University

Agreement Type

Dual Credit

Program/Course Area

Science, World Language, Nutrition

Uploaded Files

- WCU Agreement 2024 Credit by Exam Final.pdf
- West Chester Area School District - WCU agreement revised 5-18-2023.docx
- West Chester Area School District - WCU agreement revised 5-18-2023_84eb97b3.docx

Partnering Institution

University of Pittsburgh

Agreement Type

Dual Credit

Program/Course Area

Multiple Course Areas - Art, Broadcasting, World Language, Social Studies

Uploaded Files

- CHS - Committee Presentation.pdf

Summary

Strengths

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

Expanded opportunities for higher level courses for students across various content areas
District curriculum review cycle for all content areas to ensure an evolving refinement and strengthened alignment to the standards and learning targets

Challenges

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

Expanding partnerships with neighboring colleges and universities
Scheduling dual enrollment courses for universities that require students to be on their campus

Equity Considerations

English Learners

Data	Comments/Notable Observations
ELs performing on the PSSA, Keystone, and CDT assessments in math are meeting, above, and well above growth targets across grade levels.	
ELs performing on the PSSAs in ELA are well above growth targets at the elementary levels and meeting growth targets at the middle level (grades 6-8). Students are performing below growth targets on the Literature Keystone.	
With the exception of 4th grade students on the Science PSSA performing well below growth targets, Students in grade 8 and for the Biology Keystone are meeting growth targets.	

Students with Disabilities

Data	Comments/Notable Observations
Students with disabilities performing in math are meeting growth targets on the PSSA and Algebra I Keystone assessment, with the exception of students in grade 6 performing well below growth targets.	
Students with IEPs in grades 6 and 8 are performing well below growth targets for the ELA PSSA.	

Students Considered Economically Disadvantaged

Student Groups by Race/Ethnicity

Summary

Strengths

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

Approximately 99% of students are performing proficient or advanced on the science PSSA.

Challenges

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

Math PSSA - with the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.
At the secondary level, we do not have aligned, local assessments that indicate students' formative progress across content areas.
Foster a vision and culture of high expectations for success for all students, educators, and families.
Ensure effective standards, aligned curriculum, and assessments.

Designated Schools

E N Peirce MS

Priority Challenge	Comments and Notable Observations
ELA/Math Goal: By June 30 2025, 70% of students in all subgroups will show growth towards reaching grade level as measured by the IXL benchmark for ELA and CDT Math assessment (50 pts. IXL and 1.5 SEM CDT per quarter.).	38% of students made goal for the quarter on IXL and 24% of students made goal for the quarter on CDT.
Engagement/Attendance: By June 2025, 85% of our targeted group students will demonstrate regular attendance.	Students in the following groups have an attendance rate of less than 90% - Economically disadvantaged, students with disabilities, and African American/Black.

Systemic LEA Challenges
Student performance for specific groups - ELs, SPED, economically disadvantaged, African American/Black, Hispanic.
Need to develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning .
Continue to improve by reviewing and revising grading and assessment procedures to reflect student achievement of intended learning outcomes.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	
Technology Plan	
English Language Development Programs	

Strengths

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

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

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

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Allocate resources including money, staff, professional learning materials, and support based on data analysis.
Coordinate and monitor supports aligned with students' and families' needs.
Engage in meaningful, two-way communication about goals.
Recruit high quality staff to join a caring community.

Challenges

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

Ensure effective standards, aligned curriculum, and assessments.
Foster a vision and culture of high expectations for success for all students, educators, and families.
Partner with local businesses and community organizations.
Support the development of professional learning and advancement of central office, school leaders, and staff.

Summary of Strengths and Challenges from the Needs Assessment

Strengths

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

Strength	Check for Consideration in Plan
At the elementary level in ELA, the percentage of students scoring proficient and advanced increased by 2% from 2023 to 2024 on the PSSA.	False
At the elementary grades, a high percentage of students in the advanced and proficient bands across multiple groups and years. In 2024 approx. 85% of students scored proficient or advanced in science.	False
Student performance on Keystone assessments at the secondary level show growth well above expected in Algebra and Literature with strong achievement performance. Biology is above growth expectations.	False
During the 2023-24 SY, elementary students grew between the MOY and EOY IXL assessments. The number of students scoring Advanced increased and the number of students scoring Well Below decreased by 8%.	False
For our students that are economically disadvantaged, the number of students performing at Proficient and Advanced on the EOY IXL assessment increased by nearly 6% from the MOY assessment.	False
79% of students scored at or above grade level on the EOY IXL or Happy Numbers Assessment for the elementary grades (K-5) for the 2023-24 school year.	False
At the beginning of this school year, there is a stronger starting point for students as evidenced by the increased number of students scoring on or above grade level at the elementary level.	False
Allocate resources including money, staff, professional learning materials, and support based on data analysis.	True
Coordinate and monitor supports aligned with students' and families' needs.	True
Engage in meaningful, two-way communication about goals.	True
Recruit high quality staff to join a caring community.	True
For the start of the year at the secondary level, nearly 30% of students are on grade level, which is an increase from the end of the year from the 2023-24 school year for grades 6-8.	False
Approximately 99% of students are scoring proficient or advanced on the science PSSA.	False
When reviewing course grades at the secondary level, 93% of students in grades 6-8 are scoring As and Bs across all levels in science.	False
Over 70% of our African American/Black students are scoring proficient or advanced in science for grades 6-8.	False
Expanded opportunities for higher level courses for students across various content areas	False

District curriculum review cycle for all content areas to ensure an evolving refinement and strengthened alignment to the standards and learning targets	False
Approximately 99% of students are performing proficient or advanced on the science PSSA.	False

Challenges

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

Strength	Check for Consideration in Plan
ELA PSSA - Grades 6-8; Growth target performance range from below to well below.	False
Math PSSA - With the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.	True
As evidenced by the EOY IXL assessment for the 2023-24 SY, 11% of elementary students were still performing in the Well Below range.	False
At the secondary level - middle and high school, we do not have aligned local assessments that indicate students' formative progress.	True
At the secondary level (grades 9-12), there is little to no common formative or benchmark data for math to monitor progress for students.	False
Approximately 1/3 of students at the elementary level are not on grade level for math. These levels of proficiency decline for students in specific sub-groups - ELs, economically disadvantaged, African American/Black, Hispanic.	False
There is a disconnect between local and state assessments; alignment needs to be improved at the elementary and secondary levels.	False
Math PSSA - with the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.	False
At the secondary level, we do not have aligned, local assessments that indicate students' formative progress across content areas.	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	False
Ensure effective standards, aligned curriculum, and assessments.	False
Ensure effective standards, aligned curriculum, and assessments.	True
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Partner with local businesses and community organizations.	True

Support the development of professional learning and advancement of central office, school leaders, and staff.	True
At the secondary level, there is a high number of students receiving As and Bs. However, that performance doesn't consistently translate to performance on state assessments. Alignment and rigor need to be increased.	False
Expanding partnerships with neighboring colleges and universities	False
Scheduling dual enrollment courses for universities that require students to be on their campus	False

Most Notable Observations/Patterns

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

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
At the secondary level - middle and high school, we do not have aligned local assessments that indicate students' formative progress.		True
Ensure effective standards, aligned curriculum, and assessments.		True
Foster a vision and culture of high expectations for success for all students, educators, and families.		True
Partner with local businesses and community organizations.		True
Support the development of professional learning and advancement of central office, school leaders, and staff.		False
Math PSSA - With the exception of grade 4 and the Algebra I Keystone, students in grade levels 5-8 are performing well below growth targets.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Allocate resources including money, staff, professional learning materials, and support based on data analysis.	
Coordinate and monitor supports aligned with students' and families' needs.	
Engage in meaningful, two-way communication about goals.	
Recruit high quality staff to join a caring community.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Review and revise grading and assessment procedures to reflect student achievement of intended learning outcomes.
	Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning.
	Create a Portrait of a Graduate (POG) that serves a framework outlining skills, knowledge, and competencies all student should possess by the time they graduate.
	Develop robust work Study and internship opportunities/programs. Build a Community Partnership Framework.

Goal Setting

Priority: Create a Portrait of a Graduate (POG) that serves a framework outlining skills, knowledge, and competencies all student should possess by the time they graduate.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if the District identifies caring, committed adults to support students, then it will lead to academic success. Moreover, if the District maintains efficient and sustainable operations, then it will lead to the district's long-term success. By June 30, 2028 the District will begin utilizing the new middle school educational specifications for modern, equitable programming in the renovation of Peirce Middle School, while designing new physical education and sports spaces for East High School and identifying new opportunities in the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.		
Measurable Goal Nickname (35 Character Max)		
Goal 4 - Effective Adults and Systems		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 the District will have reviewed the educational spaces of each middle school and developed an educational specification to provide a modern, equitable learning opportunities for students in each middle school, and begin to incorporate these strategies into the design of Peirce Middle School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of	By June 30, 2027 the District will have reviewed the educational spaces of each high school and developed an educational specification to provide a modern, equitable learning opportunities for students in each high school, and begin to incorporate these strategies into the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met.	Our theory of action is based on the belief that if the District identifies caring, committed adults to support students, then it will lead to academic success. Moreover, if the District maintains efficient and sustainable operations, then it will lead to the district's long-term success. By June 30, 2028 the District will begin utilizing the new middle school educational specifications for modern, equitable programming in the renovation of Peirce

students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.	The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.	Middle School, while designing new physical education and sports spaces for East High School and identifying new opportunities in the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.
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Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).		
Measurable Goal Nickname (35 Character Max)		
Goal 1 - Student Learning and Readiness		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 80% of students in all student groups will be able to define the competencies associated with WCASD's POG as measured by a student survey.	By June 30, 2027 90% of students in all student groups will identify agency in their learning as measured by a spring survey data.	Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of

		students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).
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Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district develops pathways that offer supplementary activities beyond core academic areas (special areas instruction, extracurriculars, etc.), then students will have an increased sense of belonging in their school community and a stronger sense of their strengths and interests for college and career readiness. By June 30, 2027 there will be a 5% increase across students in grades 4-12 compared with June 2027 data report a sense of belonging within their school community as measured by the Sense of Belonging survey.		
Measurable Goal Nickname (35 Character Max)		
Goal 2 - Engaged, Well-Rounded Students		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 90% of students in grades 4-12 will complete the Sense of Belonging survey.	By June 30, 2027 there will be a 5% increase across students in grades 4-12 compared with June 2026 data report a sense of belonging within their school community as measured by the Sense of Belonging survey.	Our theory of action is based on the belief that if our district develops pathways that offer supplementary activities beyond core academic areas (special areas instruction, extracurriculars, etc.), then students will have an increased sense of belonging in their school community and a stronger sense of their strengths and interests for college and career readiness. By June 30, 2027 there will be a 5% increase across students in grades 4-12 compared with June 2027 data report a sense of belonging within their school community as measured by the Sense of Belonging survey.

Priority: Develop robust work Study and internship opportunities/programs. Build a Community Partnership Framework.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
<p>Our theory of action is based on the belief that if the District establishes a consistent, district-wide focus on fostering meaningful connections among schools, families, and the community through clear communication, accessible events, and intentional programming, then families will be empowered to support student success, students will gain valuable insights into diverse pathways, and gaps in communication and support will be reduced. By prioritizing these connections and providing schools with the tools and resources to host high-quality events, the district will cultivate collaborative partnerships that enhance students' academic and personal growth.</p> <p>By June 30, 2028 We will see a 10% increase (from the baseline established in year 1) of students in all student groups feeling prepared for their school and post-secondary experience as measured by surveys and event attendance. We will see a 10% increase (from the baseline established in year 1) of parents will agree that we have strengthened partnerships/connection with our families and community to encourage student success (as defined by preparedness for their future/next steps). (Can also use PAYS survey data)</p>		
Measurable Goal Nickname (35 Character Max)		
Goal 3 - Community and Family Connections		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 Develop consistent feedback surveys/elements/points to see if/how students in all student groups will feel prepared for their post-secondary experience as measured by surveys and event attendance. Parents will feel prepared to help their students with post-secondary choices.	By June 30, 2027 The district will develop streamlined communication resources focused on the events and experiences that help orient parents and students to the District and community.	Our theory of action is based on the belief that if the District establishes a consistent, district-wide focus on fostering meaningful connections among schools, families, and the community through clear communication, accessible events, and intentional programming, then families will be empowered to support student success, students will gain valuable insights into diverse pathways, and gaps in communication and support will be reduced. By prioritizing these connections and providing schools with the tools and resources to host high-quality events, the district will cultivate collaborative partnerships that enhance students' academic and personal growth. By June 30, 2028 We will see a 10% increase (from the baseline established in

		year 1) of students in all student groups feeling prepared for their school and post-secondary experience as measured by surveys and event attendance. We will see a 10% increase (from the baseline established in year 1) of parents will agree that we have strengthened partnerships/connection with our families and community to encourage student success (as defined by preparedness for their future/next steps). (Can also use PAYS survey data)
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Priority: Review and revise grading and assessment procedures to reflect student achievement of intended learning outcomes.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).		
Measurable Goal Nickname (35 Character Max)		
Goal 1 - Student Learning and Readiness		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 80% of students in all student groups will be able to define the competencies associated with WCASD's POG as measured by a student survey.	By June 30, 2027 90% of students in all student groups will identify agency in their learning as measured by a spring survey data.	Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core

		competencies from the District's Portrait of a Graduate (POG).
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Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).		
Measurable Goal Nickname (35 Character Max)		
Goal 1 - Student Learning and Readiness		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 80% of students in all student groups will be able to define the competencies associated with WCASD's POG as measured by a student survey.	By June 30, 2027 90% of students in all student groups will identify agency in their learning as measured by a spring survey data.	Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).

Priority: Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).		
Measurable Goal Nickname (35 Character Max)		

Goal 1 - Student Learning and Readiness		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 80% of students in all student groups will be able to define the competencies associated with WCASD's POG as measured by a student survey.	By June 30, 2027 90% of students in all student groups will identify agency in their learning as measured by a spring survey data.	Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).		
Measurable Goal Nickname (35 Character Max)		
Goal 1 - Student Learning and Readiness		
Target Year 1	Target Year 2	Target Year 3
By June 30, 2026 80% of students in all student groups will be able to define the competencies associated with WCASD's POG as measured by a student survey.	By June 30, 2027 90% of students in all student groups will identify agency in their learning as measured by a spring survey data.	Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).

Action Plan

Measurable Goals

Goal 4 - Effective Adults and Systems	Goal 1 - Student Learning and Readiness
Goal 2 - Engaged, Well-Rounded Students	Goal 3 - Community and Family Connections
Goal 1 - Student Learning and Readiness	Goal 1 - Student Learning and Readiness
Goal 1 - Student Learning and Readiness	Goal 1 - Student Learning and Readiness

Action Plan For: Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning

Measurable Goals:
<ul style="list-style-type: none"> Our theory of action is based on the belief that if our district creates a portrait of a graduation and our community invests in its implementation, then our students will provide evidence of increased agency, autonomy, and high levels of engagement throughout their educational experiences. By June 30, 2028 90% of students in all student groups will identify school as meaningful and engaging as measured by an end of the school year survey addressing the core competencies from the District's Portrait of a Graduate (POG).

Action Step		Anticipated Start/Completion Date	
Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning		2025-06-02	2027-06-07
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Stephen Brown, Director of Teaching, Learning and Equity (TLE) Mrs. Melissa Kleiman, Director of Pupil Services	Curriculum Audits across core content areas by Hanover Research Literacy Framework from AIM Institute 5-year Curriculum Review Cycle Portrait of a Graduate process with Battelle for Kids	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Aligned, K-12 curriculum by content area	TLE Team

Action Plan For: Develop vertically aligned pathways for supplementary offerings across all grade levels and within each of the three feeder patterns.

Measurable Goals:	
<ul style="list-style-type: none"> Our theory of action is based on the belief that if our district develops pathways that offer supplementary activities beyond core academic areas (special areas instruction, extracurriculars, etc.), then students will have an increased sense of belonging in their school community and a stronger sense of their strengths and interests for college and career readiness. By June 30, 2027 there will be a 5% increase across students in grades 4-12 compared with June 2027 data report a sense of belonging within their school community as measured by the Sense of Belonging survey. 	

Action Step		Anticipated Start/Completion Date	
Develop vertically aligned pathways for supplementary offerings across all grade levels and within each of the three feeder patterns.		2026-01-05	2028-01-03
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Sara Missett - Director of Elementary Education Dr. Jimmy Conley - Assistant Superintendent	Conduct an analysis of supplementary offerings Establish a working group of staff, admin, and students Administer a needs assessment Create and distribute a student survey (Grades 4-12) Identify developmentally appropriate supplemental activities	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Implement elementary and secondary offerings that incorporate time within and beyond the school day for supplemental activities and increased engagement opportunities.	Annual survey and completion of supporting action steps

Action Plan For: Develop a Community Partnership Framework

Measurable Goals:
<ul style="list-style-type: none"> Our theory of action is based on the belief that if the District establishes a consistent, district-wide focus on fostering meaningful connections among schools, families, and the community through clear communication, accessible events, and intentional programming, then families will be empowered to support student success, students will gain valuable insights into diverse pathways, and gaps in communication and support will be reduced. By prioritizing these connections and providing schools with the tools and resources to host high-quality events, the district will cultivate collaborative partnerships that enhance students' academic and personal growth. By June 30, 2028 We will see a 10% increase (from the baseline established in year 1) of students in all student groups feeling prepared for their school and post-secondary experience as measured by surveys and event attendance. We will see a 10% increase (from the baseline established in year 1) of parents will agree that we have strengthened partnerships/connection with our families and community to encourage student success (as defined by preparedness for their future/next steps). (Can also use PAYS survey data)

Action Step		Anticipated Start/Completion Date	
Develop a Community Partnership Framework		2025-10-06	2027-01-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mrs. Molly Schwemler, Manager of District Communications Mr. John McGowan, Director of Technology	Staff time for outreach and relationship management Online partnership tracking system or at very least a form, Funding for partnership events or recognition programs	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Establish a consistent, district-wide focus on fostering meaningful connections among schools, families, and the community through clear communication, accessible events, and intentional programming, so that families will be empowered to support student success, students will gain valuable insights into diverse pathways, and gaps in communication and support will be reduced. By prioritizing these connections and providing schools with the tools and resources to host high-quality events, the district will cultivate collaborative partnerships that enhance	Quarterly checks - Communications Department, Pupil Services, School Principals

students' academic and personal growth.	
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Action Plan For: Retain and Hire Staff to meet the learning and operational needs of the District

Measurable Goals:
<ul style="list-style-type: none"> Our theory of action is based on the belief that if the District identifies caring, committed adults to support students, then it will lead to academic success. Moreover, if the District maintains efficient and sustainable operations, then it will lead to the district's long-term success. By June 30, 2028 the District will begin utilizing the new middle school educational specifications for modern, equitable programming in the renovation of Peirce Middle School, while designing new physical education and sports spaces for East High School and identifying new opportunities in the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.

Action Step		Anticipated Start/Completion Date	
Retain and hire staff to meet the learning and operational needs of the District.		2025-07-07	2027-10-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Dr. Jeff Ulmer, Director of Human Resources	Working in collaboration with all offices and operations of the district to continuously improve hiring processes	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Increased retention and recruitment efforts and impact	Consistent monitoring during Personnel Committee meetings

Action Plan For: Continue the development of our educational specifications for our schools, including internal and external stakeholders, to provide the best educational spaces for future learning, programming opportunities, and student collaboration to support the educational planning of the district.

Measurable Goals:	
<ul style="list-style-type: none"> Our theory of action is based on the belief that if the District identifies caring, committed adults to support students, then it will lead to academic success. Moreover, if the District maintains efficient and sustainable operations, then it will lead to the district's long-term success. By June 30, 2028 the District will begin utilizing the new middle school educational specifications for modern, equitable programming in the renovation of Peirce Middle School, while designing new physical education and sports spaces for East High School and identifying new opportunities in the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency. 	

Action Step		Anticipated Start/Completion Date	
Continue the development of our educational specifications for our schools, including internal and external stakeholders, to provide the best educational spaces for future learning, programming opportunities, and student collaboration to support the educational planning of the district.		2025-05-19	2028-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. Wayne Birster, Director of Facilities and Operations	Consider further expansion in enrollment and programmatic changes when developing the building design Flexible learning environment, both in physical building and furniture options Mid-sized LGI spaces Design spaces with workstations and breakout areas Digital media center and TV studio Improved connectivity to network	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Improved educational specifications for modern, equitable programming in building design and renovation.	Consistent monitoring during Property and Finance Committee meetings

Action Plan For: Allocate and manage resources to ensure that all students have access to educational experiences while maintaining fiscal sustainability through a budget that supports educational excellence, student well-being and necessary infrastructure.

Measurable Goals:
<ul style="list-style-type: none"> Our theory of action is based on the belief that if the District identifies caring, committed adults to support students, then it will lead to academic success. Moreover, if the District maintains efficient and sustainable operations, then it will lead to the district's long-term success. By June 30, 2028 the District will begin utilizing the new middle school educational specifications for modern, equitable programming in the renovation of Peirce Middle School, while designing new physical education and sports spaces for East High School and identifying new opportunities in the design of Henderson High School. The District will pass a balanced budget with a focus on educational excellence with a prioritization on core academic programs while ensuring that diverse learning needs of students are met. The District will identify 2 new alternative revenue sources to offset tax increases. The District budget will include the programmatic review of at least 2 areas of focus as determined by Administration for cost efficiency.

Action Step		Anticipated Start/Completion Date	
Allocate and manage resources to ensure that all students have access to educational experiences while maintaining fiscal sustainability through a budget that supports educational excellence, student well-being and necessary infrastructure.		2025-05-19	2028-05-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Mr. John Scully, Director of Business Affairs	Input will be needed from all Directors levels with a focus on the teaching and learning department and facilities	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
The District will pass a balanced budget with a focus on educational excellent with a prioritization of core academic programs while ensuring that diverse learning needs of students are met.	Consistent monitoring during Property and Finance Committee meetings

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning	Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning

Curriculum Development

Action Step		
• Develop a comprehensive K-12 curriculum that supports engaging and effective learning strategies to enhance student learning		
Audience		
TLE Team, Special Education Department, Teacher Leaders, Instructional Coaches, Instructional Tech Coaches, School Leaders		
Topics to be Included		
Curriculum Design Curriculum Mapping Curriculum Review Cycle Planning Assessment Development		
Evidence of Learning		
Completed Units Streamlined Curriculum Maps and Syllabi across content areas DOK Levels Assessment Results		
Lead Person/Position	Anticipated Start	Anticipated Completion
Dr. Stephen Brown	2025-04-07	2028-05-20

Learning Format

Type of Activities	Frequency
Workshop(s)	See plan developed with learning consultant
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	Weekly
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications Activities

Community Partnership Framework					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none">Develop a Community Partnership Framework	District community	Supplemental Learning Offerings Student Interest Survey Results	Mrs. Molly Schwemler	10/06/2025	03/15/2027
Communications					
Type of Communication			Frequency		
Other			Community committee groups		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date