

Wilson Area SD

Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		120488603
Address 1		
2040 Washington Blvd		
Address 2		
City	State	Zip Code
Easton	PA	18042
Chief School Administrator		Chief School Administrator Email
Dr Harrison Bailey III		HBailey@wilsonareasd.org
Single Point of Contact Name		
Amy Austin		
Single Point of Contact Email		
aaustin@wilsonareasd.org		
Single Point of Contact Phone Number		
4843736011		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
John Martuscelli	Administrator	Wilson Area School District	jmartus@wilsonareasd.org
Laura Samson	Administrator	Wilson Area School District	lsamson@wilsonareasd.org
Jen Burd	Parent	Parent	jburd@wilsonareasd.org
Linda Baskwell	Board Member	Wilson Area School District School Board	bwell6@outlook.com
Bethayn Tarsi	Staff Member	Wilson Area High School	btarsi@wilsonareasd.org
Heather Maginn	Staff Member	Williams Township Elementary School	hmaginn@wilsonareasd.org
Katie Pietrouchie	Administrator	Avona Elementary School	kpiet@wilsonareasd.org
Amy Austin	Administrator	Wilson Area School District	aaustin@wilsonareasd.org
Ian Beitler	Administrator	Wilson Borough Elementary School	ibeitler@wilsonareasd.org
Alex Mindler	Administrator	Wilson Area School District	amindler@wilsonareasd.org
Kevin Steidle	Administrator	Williams Township Elementary School	ksteidle@wilsonareasd.org
Jan Krieger	Board Member	Wilson Area School District School Board	jkrieger@wilsonareasd.org
Holly Waugh	Board Member	Wilson Area School District School Board	hwaugh@wilsonareasd.org
Allyson Palinkas	Board Member	Wilson Area School District School Board	palinkasx7@gmail.com
Molly Sunderlin	Board Member	Wilson Area School District	msunderlin@wilsonareasd.org
Kathleen MacHose	Parent	Parent	kmachose@wilsonareasd.org
Judy Herbstreith	Board Member	Wilson Area School District	jcarl2@ptd.net
Michael Chromey	Administrator	Wilson Area Intermediate School	mchromey@wilsonareasd.org
Chris Albi	Administrator	Wilson Area High School	calbi@wilsonareasd.org
Heather Dachiu	Staff Member	Wilson Borough Elementary School	hdachiu@wilsonareasd.org
Lizzie Bakhuizen	Staff Member	Wilson Area Intermediate School	lbakhuizen@wilsonareasd.org
Gail Gagner	Staff Member	Wilson Area Intermediate School	ggagner@wilsonareasd.org
Stephanie Arnold	Administrator	Wilson Area School District	sarnold@wilsonareasd.org
Michael Browne	Staff Member	Wilson Area High School	mbrowne@wilsonareasd.org
Trina Johnson-Brady	Community Member	LINCS	tjohnsonbrady@wilsonareasd.org
Ashley Clarke	Staff Member	Avona Elementary School	aclarke@wilsonareasd.org
Sarah Poynton	Parent	Parent	sarahpoynton250@gmail.com
Garry Musselman	Administrator	Wilson Area School District	gmusselman@wilsonareasd.org
Jamal Green	Student	Wilson Area High School	250360@apps.wilsonareasd.org
Kelsey Kollar	Student	Wilson Area High School	260307@apps.wilsonareasd.org
Jack Samra	Student	Wilson Area High School	900779@apps.wilsonareasd.org
Keira Schneider-Schuyler	Student	Wilson Area High School	260329@apps.wilsonareasd.org
Jeffrey Breidinger Jr.	Administrator	Wilson Area School District	jbreidinger@wilsonareasd.org

Johnathan Jones	Board Member	Wilson Area School District	JJones@lehighvalleyadultservices.com
-----------------	--------------	-----------------------------	--------------------------------------

LEA Profile

The Wilson Area School District (WASD) is a small, diverse, inclusive school district that is committed to creating an equitable safe learning environment for all students and staff. The District is located in the southeastern corner of Northampton County in the eastern portion of the Lehigh Valley. The District covers 20.7 square miles and comprises four municipalities: the Boroughs of Wilson, West Easton, and Glendon as well as Williams Township. Located next to the City of Easton, the Wilson Area School District is within 75 miles of New York City and Philadelphia. Major highways provide easy access to these metropolitan areas. The District residents reside in a mixture of urban, suburban, and semi-rural areas. A population of approximately 15,700 lives within the community and exhibits great pride in its traditions and history. The long-time residents of the District are often quoted that “they bleed blue and gold.” Many of the community activities center around the schools.

The WASD has approximately 2200 students and consists of three community-based grades K-4 elementary schools (Wilson Borough, Avona, and Williams Township), one intermediate school (grades 5-8) and one high school (grades 9-12). The cultural and racial diversity of the District is steadily increasing with its 2200 students identifying approximately 4% Asian, 10% Black, 27% Hispanic, 8% Multi-racial, and 51% White. Approximately 47% of our students are considered economically disadvantaged, 16% receive Special Education services, and 6% are recognized as English Language Learners. Of our graduating seniors, approximately 44% go on to four-year universities, 26% to two-year or career institutes of higher learning, 4% enter the military, and 26% remain to enter the job force. Our students have performed well both in and out of the classroom and the District has been recognized by US News and World Reports and Niche.com as one of the top school districts in the Lehigh Valley.

The WASD has three neighborhood elementary schools with self-contained classrooms where students receive instruction in reading language arts, mathematics, social studies, science, social/emotional learning, and computer applications. Students also receive specialized instruction in music, art, physical education/health, and career and media arts. Each school operates a Multi-Tiered System of Supports (MTSS), a framework that helps the schools provide academic, behavioral, and social-emotional support to all students. Special Education instruction occurs at Wilson Borough and Williams Township Elementary schools while English Language instruction takes place at Avona Elementary School.

The Wilson Area Intermediate School houses students in 5th through 8th grades. The fifth and sixth grades have classes in one wing of the building using an elementary school model and have an MTSS program. The seventh and eighth grades are located in a separate part of the building and follow a traditional middle school model. Students receive core instruction in reading, language arts, mathematics, science, and social studies. Students also have encore classes in art, career and media arts (grade 5), computers, family and consumer science, health, music, physical education, physical wellness, and technology education. Intermediate School students can also participate in a variety of clubs and activities. Students in grades seven and eight can also participate on a variety of interscholastic athletic teams.

The Wilson Area High School has approximately 750 students in grades nine through twelve. Academic courses are offered in art, business, computers, English, family and consumer science, French, mathematics, music, physical education/health, science, social studies, Spanish, and technology education as well as special education and English language services. WASD high school students may also attend the Career Institute of Technology during grades 10-12. Fifteen different AP courses are available for students as well as dual enrollment college courses with Northampton Community College. Students have the opportunity

to participate in over 20 clubs and activities which include band, chorus, debate, drama, and other co-curricular activities. Students may also participate in 16 different PIAA interscholastic athletic teams.

Mission and Vision

Mission

ENTER TO LEARN.....Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work together in partnership to prepare our students for tomorrow's challenges so that they may.....GO FORTH TO SERVE

Vision

We envision the Wilson Area School District to be composed of outstanding student-centered schools which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will embrace diversity and become critical thinkers, quality collaborators, problem solvers, effective communicators, and 21st-century learners. To this end, students will become lifelong learners who embody the W.A.R.R.I.O.R. values. Our graduates will be responsible and productive citizens with a passion for excellence in a competitive global society.

Educational Values

Students

We believe education is a shared responsibility of students, families, faculty, community, and administration. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe an inspirational environment sets the foundation for lifelong learning. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn. We believe that education should equip students with the tools necessary for future success.

Staff

We believe education is a shared responsibility of students, families, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe all students can be successful. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe people, not programs, determine the quality of a school. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe a safe, secure, and healthy environment is essential for students to learn. We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment. We believe an inclusive learning environment is respectful of and equitable for all students regardless of identities and embraces the unique contributions and attributions that each has to offer. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being. We believe that Allyship cultivates an environment where students and staff feel valued, supported, and empowered to reach their full potential. We believe that the level of student engagement in the classroom is directly related to a student's commitment to and connection with school.

Administration

We believe education is a shared responsibility of students, families, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe all students can be successful. We believe high expectations create high achievers. We believe education promotes and improves knowledge, creativity, curiosity, self esteem, and social interaction. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being. We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn. We believe that the support we provide to our teachers and staff has a direct impact on student success and achievement. We believe that Allyship cultivates an environment where students and staff feel valued, supported, and empowered to reach their full potential. We believe that the level of student engagement in the classroom is directly related to a student's commitment to and connection with school.

Parents

We believe education is a shared responsibility of students, families, faculty, community, and administration. We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future. We believe high expectations create high achievers. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe an inspirational environment sets the foundation for lifelong learning. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being. We believe people, not programs, determine the quality of a school. We believe a safe, secure, and healthy environment is essential for students to learn. We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment. We believe that family support and engagement in students' academic, co-curricular, and extracurricular pursuits are crucial to their success. We believe that the level of student engagement in the classroom is directly related to a student's commitment to and connection with school.

Community

We believe the community values and respects diversity. We believe education is a shared responsibility of students, families, faculty, community, and administration. We believe high expectations create high achievers. We believe every student possesses talents and abilities that will be nurtured and inspired by our schools. We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Proficient or Advanced on PA State Assessments (PSSA and Keystone)	Met or exceeded the statewide goals in all subject areas- Williams, WBES
Meeting annual academic growth expectations- PVAAS	Met or exceeded the statewide goals in all subject areas- Avona, Williams, HS
English language growth and attainment	Met or exceeded the statewide goal.
HS Graduation Rate	Met or exceeded the statewide goal.
Career Standards Benchmark	Met or exceeded the statewide goal.

Challenges

Indicator	Comments/Notable Observations
Did not meet the state-wide goals for proficient/advanced achievement on PSSA and Keystone assessments in all grade levels and at all schools.	Proficient or Advanced on PA State Assessments (PSSA and Keystone)
Meeting annual academic growth expectations- PVAAS	Did not meet the statewide goals in all subjects - WBES, WAIS
Regular attendance	WAIS did not meet statewide goal.

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

Strengths

Indicator Meeting Annual Academic Growth Expectations- PVAAS Grade Level(s) and/or Student Group(s) 9-12	Comments/Notable Observations Exceeded statewide goals for academic growth in ELA, Math, and Science.
Indicator Career Standards Benchmark Grade Level(s) and/or Student Group(s) 5-8	Comments/Notable Observations Exceeded statewide performance standard.
Indicator Meeting Annual Academic Growth Expectations- PVAAS Grade Level(s) and/or Student Group(s) 3-4	Comments/Notable Observations Exceeded statewide goals for academic growth in ELA, Math, and Science - Williams, Avona.
Indicator	Comments/Notable Observations

<p>Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) 3-4</p>	<p>Exceeded statewide goals in ELA, Math, and Science- Williams, WBES.</p>
<p>Indicator Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) Economically Disadvantaged, 3-4</p>	<p>Comments/Notable Observations Met or exceeded statewide goals in Math.</p>
<p>Indicator Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) Economically Disadvantaged, 5-8</p>	<p>Comments/Notable Observations Met or exceeded statewide goals in ELA.</p>

Challenges

<p>Indicator Regular Attendance Grade Level(s) and/or Student Group(s) 5-8</p>	<p>Comments/Notable Observations Did not meet the statewide goal</p>
<p>Indicator Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) Students with disabilities</p>	<p>Comments/Notable Observations Students with disabilities scored below statewide in ELA and Math at all levels.</p>
<p>Indicator Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) English Learner</p>	<p>Comments/Notable Observations EL students did not meet the ELA statewide goal.</p>
<p>Indicator Proficient or Advanced on PA State Assessments (PSSA and Keystone) Grade Level(s) and/or Student Group(s) Economically Disadvantaged, 9-12</p>	<p>Comments/Notable Observations Did not meet statewide goals in all subjects- ELA, Math, Science.</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.

Meeting Annual Academic Growth Expectations- PVAAS, 9-12

Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 3-4
Proficient or Advanced on PA State Assessments (PSSA and Keystone)- economically disadvantaged, 5-8

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.

Regular Attendance, 5-8
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - students with disabilities
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 9-12
Did not meet the state-wide goals for proficient/advanced achievement on PSSA and Keystone assessments in all grade levels and at all schools.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Acadience-grades K-4	77% of all K-4 students were Core or above on the 23-24 end of year Acadience benchmark.
Study Island - grades 5-8	14% of EL students scored proficient or advanced. 19% of students with disabilities scored proficient or advanced on the 3rd quarter Study Island Benchmark.
Acadience-grades 5-6	On the 2023-2024 Acadience benchmark assessment: 5th grade students increased from 62% at or above benchmark at the BOY to 69% at or above benchmark on the MOY assessment. 6th grade students increased from 78% at or above benchmark at the BOY to 79% at or above benchmark on the MOY assessment.
Study Island - grades 3-4	41 % of grade 3-4 students were proficient or advanced on the final Study Island ELA benchmark.

English Language Arts Summary

Strengths

Proficiency increased across grade levels 5-8 on the ELA Study Island Benchmarks
Increase in the percentage of students reading at grade level in 5th and 6th grade
43% of students in grades K-4 achieved above typical progress on the EOY Acadience benchmark.

Challenges

EL Students and Students with Disabilities are not demonstrating an increase in performance on Study Island Benchmarks, grades 5-8.
Students' Acadience levels do not reflect grade level reading proficiency on the PSSA.
Grades 3-4 ELA proficiency on Study Island benchmarks has decreased by 5% from 22-23 to 23-24.
There is no current local assessment data for grades 9-12 ELA

Mathematics

Data	Comments/Notable Observations
Study Island 5-8	Math proficiency had no increase in 23-24 in grades 5-8 based on the Study Island benchmark from 22-23.
Study Island 3-4	65% of all grades 3-4 students were proficient or advanced on the 23-24 EOY Study Island benchmark.
Alg I Quarterly Assessment	42% of HS Algebra I students passed the Q3 Algebra I common assessment.

Mathematics Summary

Strengths

Math proficiency on Study Island increased in all grades (3-8) on each benchmark administered.

42% of HS Algebra I students passed the Q3 Algebra I common assessment.

Challenges

Math proficiency had no increase in 23-24 in grades 5-8 based on the Study Island benchmark from 22-23.

Math proficiency decreased in 23-24 in grades 3-4 based on the Study Island benchmark from 22-23.

42% of HS Algebra I students passed the Q3 Algebra I common assessment.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Study Island-Grade 8	Science proficiency demonstrated in Students with Disabilities. 12% of Students with Disabilities were proficient or advanced on the 3rd Quarter Study Island Benchmarks.

Science, Technology, and Engineering Education Summary

Strengths

Grade 8 proficiency increased throughout the year on the Study Island benchmark.

Challenges

Over the three Study Island benchmark assessments there is overall little growth in proficiency.

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career Standards Benchmark - High School	Met the statewide goal in 2023.
Career Standards Benchmark - Intermediate School	Exceeded the statewide goal in 2023.

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

Northampton County Community College

Agreement Type

Dual Credit

Program/Course Area

Academic

Uploaded Files

launch.bat

Wilson Area SD-NCC Dual Enrollment Signed MOU 2022-2023.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.

Met or exceeded the statewide career benchmark goal at the Intermediate and High schools.

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.

Economically Disadvantaged and Students with Disabilities did not meet the Statewide goal.
According to the 2023 PAYS survey, 40% of students view that what they are learning will be important later in life, which is lower than the state average. 32% of students enjoy being in school which is lower than the state average.

Equity Considerations

English Learners

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

Data	Comments/Notable Observations
2023 WIDA Access	85.2% of elementary students met the English Language Growth and attainment goal in 2022-2023, which is higher than the 2033 statewide goal. 17.2% of students at the intermediate school and 13% of students at the high school met or exceeded the interim goal/improvement target.
2021-2022 Attendance	Avona and Intermediate school did not meet the 2033 statewide goal/interim target. The high school met or exceeded the interim target with 88.5% of EL students having regular attendance.

Students with Disabilities

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

Data	Comments/Notable Observations
2023 PSSA	Students with an IEP scored well below the statewide average in Math, Science, or ELA. At the intermediate school, students with an IEP met or exceeded the interim target in science.
2023 Keystone Exams	HS IEP students scored well below the statewide average on the Keystone Exams.
2021-2022 Attendance	Only 70.2% of IEP students met the regular attendance criteria at the intermediate school, and 69.4% of students met the criteria at Williams Township. This is below the statewide average of 73.9% and the 2033 goal of 94.9%. The HS IEP students and WBES students were above the statewide average for regular attendance with 74.2% of students at the HS, and 74% of students at Wilson Borough.

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
2023 PSSA	At the elementary schools, economically disadvantaged students scored above the statewide average in math and ELA. Intermediate school students who are considered economically disadvantaged scored below the statewide average in math, ELA, and science.
2023 Keystone Exam	HS Economically disadvantaged students scored below the statewide average in Algebra and Biology, but higher than the statewide average in Literature.
2021-2022 Attendance	Economically disadvantaged students' attendance was higher than the state average at all buildings except at the Intermediate School.

Student Groups by Race/Ethnicity

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

Student Groups	Comments/Notable Observations
Hispanic	Though they did not meet the interim target, Hispanic students scored above the statewide average in Literature and Algebra on the Keystone Exams. Hispanic students' attendance was above the statewide average at all buildings except for the Intermediate school during the 2021-2022 school year.
Black	On the 2023 PSSA exams, Black students scored below the statewide average in math and ELA at the intermediate school. Black students' attendance was above the statewide average at WBES and WAHS during the 2021-2022 school year. It was below the statewide average for the Intermediate School.
2 or More Races	On the 2023 PSSA, students of 2 or more races scored below the statewide average in math and ELA at the Intermediate school. Attendance for students of 2 or more races was above the statewide average at WBES, Avona, and WAHS during the 2021-2022 school year. The Intermediate school was below the statewide average.

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.

At the elementary schools, economically disadvantaged students scored above the statewide average in math and ELA.
At the intermediate school, students with an IEP met or exceeded the interim target in science on the 2023 PSSA exam.
Hispanic students scored above the statewide average in Literature and Algebra on the Keystone Exams.

Challenges

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

Students with an IEP scored well below the statewide average in Math, Science, or ELA on the 2023 PSSA Exams.
Only 17.2% of EL students at the intermediate school and 13% of EL students at the high school met or exceeded the interim goal/improvement target of the English Language Growth and attainment goal.

Designated Schools

Wilson Area Intermediate Sch

Priority Challenge	Comments and Notable Observations
EL students did not meet the state goal in ELA.	36.5% of EL students were proficient or advanced on the 2022-2023 ELA PSSA.
Students with disabilities met the interim target but did not meet the state goal in math and ELA.	22.9% of students with disabilities were proficient or advanced on the 2022-2023 ELA PSSA. 9.3% of students with disabilities were proficient or advanced on the 2022-2023 Math PSSA.

Systemic LEA Challenges
The number of district enrolled EL students K-12 increased from 61 in 2017 to 180 in 2024.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	
Title 1 Program	
Student Services	
K-12 Guidance Plan (339 Plan)	The plan addresses academic, career, and personal/social goals, and highlights stakeholder involvement from parents to the business community. It features an advisory council, a monthly counseling calendar, a comprehensive program delivery system, and a curriculum action plan. Resources for career and post-secondary education, as well as services for student transitions, are included. The document also provides job descriptions, duties, and qualifications for counselors at each level. Overall, it acts as a guide to ensure the program effectively supports students' academic, career, and personal development.
Technology Plan	
English Language Development Programs	Number of district EL students has increased from 61 in 2017 to 180 in 2024. WAIS is identified as A-TSI for English Language.

Strengths

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

On target with the State average of students identified (Special Ed Plan).
Alllyship initiative and district-wide focus has strengthened relationships and communication with Hispanic families.
High school graduation rate exceeds the state benchmark.
District maintains a 1:1 technology initiative.

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.

Number of district EL students has increased from 61 in 2017 to 180 in 2024.
Large speech and language caseloads (special ed plan).
Funding to support instructional technology, cyber security, and student information system enhancements.
Achievement of EL students and students with disabilities on state assessments.
Chronic absenteeism rates are below the state standard.

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	Exemplary
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	Operational

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

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

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

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.

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

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

Ensure effective, standards-aligned assessments.

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
Meeting Annual Academic Growth Expectations- PVAAS, 9-12	True
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 3-4	True
Proficient or Advanced on PA State Assessments (PSSA and Keystone)- economically disadvantaged, 5-8	True
Proficiency increased across grade levels 5-8 on the ELA Study Island Benchmarks	False
Increase in the percentage of students reading at grade level in 5th and 6th grade	True
43% of students in grades K-4 achieved above typical progress on the EOY Acadience benchmark.	False
Math proficiency on Study Island increased in all grades (3-8) on each benchmark administered.	False
Grade 8 proficiency increased throughout the year on the Study Island benchmark.	False
Met or exceeded the statewide career benchmark goal at the Intermediate and High schools.	True
At the elementary schools, economically disadvantaged students scored above the statewide average in math and ELA.	False
At the intermediate school, students with an IEP met or exceeded the interim target in science on the 2023 PSSA exam.	False
Hispanic students scored above the statewide average in Literature and Algebra on the Keystone Exams.	True
42% of HS Algebra I students passed the Q3 Algebra I common assessment.	False
On target with the State average of students identified (Special Ed Plan).	False
Foster a vision and culture of high expectations for success for all students, educators, and families.	True
Coordinate and monitor supports aligned with students' and families' needs.	True
Allyship initiative and district-wide focus has strengthened relationships and communication with Hispanic families.	False
High school graduation rate exceeds the state benchmark.	False
District maintains a 1:1 technology initiative.	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
Regular Attendance, 5-8	False
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - students with disabilities	True

Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 9-12	True
EL Students and Students with Disabilities are not demonstrating an increase in performance on Study Island Benchmarks, grades 5-8.	False
Did not meet the state-wide goals for proficient/advanced achievement on PSSA and Keystone assessments in all grade levels and at all schools.	True
Students' Acadience levels do not reflect grade level reading proficiency on the PSSA.	False
Grades 3-4 ELA proficiency on Study Island benchmarks has decreased by 5% from 22-23 to 23-24.	False
Math proficiency had no increase in 23-24 in grades 5-8 based on the Study Island benchmark from 22-23.	False
Over the three Study Island benchmark assessments there is overall little growth in proficiency.	False
Economically Disadvantaged and Students with Disabilities did not meet the Statewide goal.	False
There is no current local assessment data for grades 9-12 ELA	True
Math proficiency decreased in 23-24 in grades 3-4 based on the Study Island benchmark from 22-23.	False
42% of HS Algebra I students passed the Q3 Algebra I common assessment.	False
According to the 2023 PAYS survey, 40% of students view that what they are learning will be important later in life, which is lower than the state average. 32% of students enjoy being in school which is lower than the state average.	True
Students with an IEP scored well below the statewide average in Math, Science, or ELA on the 2023 PSSA Exams.	False
Only 17.2% of EL students at the intermediate school and 13% of EL students at the high school met or exceeded the interim goal/improvement target of the English Language Growth and attainment goal.	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.	True
Ensure effective, standards-aligned assessments.	True
Number of district EL students has increased from 61 in 2017 to 180 in 2024.	True
Large speech and language caseloads (special ed plan).	False
Funding to support instructional technology, cyber security, and student information system enhancements.	False
Achievement of EL students and students with disabilities on state assessments.	False
Chronic absenteeism rates are below the state standard.	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.

Other needs were: regular attendance K-12, performance and growth of students with disabilities and EL students, EL student support and instruction, targeted professional development for teachers and administrators, ensuring standards-aligned assessments and benchmarking, recruiting and retaining certified teachers, school building and cyber safety, maintaining student mental health supports.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - students with disabilities		False
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 9-12		False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers.		True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities.		False
Ensure effective, standards-aligned assessments.		False
Only 17.2% of EL students at the intermediate school and 13% of EL students at the high school met or exceeded the interim goal/improvement target of the English Language Growth and attainment goal.		False
There is no current local assessment data for grades 9-12 ELA		False
Number of district EL students has increased from 61 in 2017 to 180 in 2024.		True
Did not meet the state-wide goals for proficient/advanced achievement on PSSA and Keystone assessments in all grade levels and at all schools.		True
According to the 2023 PAYS survey, 40% of students view that what they are learning will be important later in life, which is lower than the state average. 32% of students enjoy being in school which is lower than the state average.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Meeting Annual Academic Growth Expectations- PVAAS, 9-12	
Proficient or Advanced on PA State Assessments (PSSA and Keystone) - economically disadvantaged, 3-4	
Proficient or Advanced on PA State Assessments (PSSA and Keystone)- economically disadvantaged, 5-8	
Increase in the percentage of students reading at grade level in 5th and 6th grade	
Met or exceeded the statewide career benchmark goal at the Intermediate and High schools.	
Foster a vision and culture of high expectations for success for all students, educators, and families.	
Coordinate and monitor supports aligned with students' and families' needs.	
Hispanic students scored above the statewide average in Literature and Algebra on the Keystone Exams.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Recruit and retain full credentialed, experienced, and high quality teachers, building leaders, and district leaders.

	Create a school district environment that fosters English language acquisition, academic achievement, and holistic development for EL students, while actively engaging their families in the educational process.
	Improve PSSA and Keystone exam performance for all student groups across all district schools.
	Foster a positive and supportive learning environment where all students feel valued, engaged, and connected.

Goal Setting

Priority: Recruit and retain full credentialed, experienced, and high quality teachers, building leaders, and district leaders.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By Summer 2028, all new professional staff hires will possess, at minimum, one Level I or II PDE-issued teaching certificate.		
Measurable Goal Nickname (35 Character Max)		
Teacher Recruitment		
Target Year 1	Target Year 2	Target Year 3
Reduce the number of professional staff with emergency certificates when compared to the number during Fall 2024.	Reduce the number of professional staff with emergency certificates when compared to the number during Fall 2025.	By Summer 2028, all new professional staff hires will possess, at minimum, one Level I or II PDE-issued teaching certificate.

Outcome Category		
Essential Practices 5: Allocate Resources Strategically and Equitably		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, with the exception of retirements and relocations out of the area, Wilson Area School District will achieve a professional staff retention rate of 100%.		
Measurable Goal Nickname (35 Character Max)		
Staff Retention		
Target Year 1	Target Year 2	Target Year 3
Reduce the number of professional staff resignations for reasons other than retirement and relocation when compared to the average number of resignations during 2021-2024 (13.6).	Reduce the number of professional staff resignations for reasons other than retirement and relocation when compared to the average number of resignations when compared to 2025-2026.	By Spring 2028, with the exception of retirements and relocations out of the area, Wilson Area School District will achieve a professional staff retention rate of 100%.

Priority: Create a school district environment that fosters English language acquisition, academic achievement, and holistic development for EL students, while actively engaging their families in the educational process.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by		

2027-2028.		
Measurable Goal Nickname (35 Character Max)		
English Language Growth and Attainment		
Target Year 1	Target Year 2	Target Year 3
All Wilson Area School District schools will increase their EL students' English language proficiency percentage compared to 2024-2025.	All Wilson Area School District schools will increase their EL students' English language proficiency percentage compared to 2025-2026.	All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028.

Outcome Category		
English Language Growth and Attainment		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families.		
Measurable Goal Nickname (35 Character Max)		
EL Support		
Target Year 1	Target Year 2	Target Year 3
By Spring 2026, the Wilson Area School District will offer summer instructional support to EL students, K-12.	By Spring 2027, the Wilson Area School will offer after school instructional support to EL students, K-12.	By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families.

Priority: Improve PSSA and Keystone exam performance for all student groups across all district schools.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By Spring 2028, benchmark and diagnostic assessments will be implemented in each Pennsylvania-assessed subject (ELA, Math, Science) in all assessed grade levels throughout the district.		
Measurable Goal Nickname (35 Character Max)		
Diagnostic and Benchmark Assessments		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, benchmark assessments will be implemented in each tested subject (ELA, Math, Science) in all State-assessed grade levels throughout the district.	By the end of the 2026-2027 school year, diagnostic assessments will be implemented in each tested subject (ELA, Math, Science) in all State-assessed grade levels throughout the district.	By Spring 2028, benchmark and diagnostic assessments will be implemented in each Pennsylvania-assessed subject (ELA, Math, Science) in all assessed grade levels throughout the district.

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)		
By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.		
Measurable Goal Nickname (35 Character Max)		
Achievement		
Target Year 1	Target Year 2	Target Year 3
By the end of the 2025-2026 school year, there will be an increase in PSSA and Keystone exam scores across all student groups as compared to the 2024-2025 PSSA and Keystone exam results.	By the end of the 2026-2027 school year, there will be an increase in PSSA and Keystone exam scores across all student groups as compared to the 2025-2026 PSSA and Keystone exam results.	By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.

Priority: Foster a positive and supportive learning environment where all students feel valued, engaged, and connected.

Outcome Category		
School climate and culture		
Measurable Goal Statement (Smart Goal)		
Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey.		
Measurable Goal Nickname (35 Character Max)		
Commitment Towards School		
Target Year 1	Target Year 2	Target Year 3
When compared to 2024-2025 data, there will be an Increase in positive peer interactions as indicated by the WASD-created student survey.	There will be an increase in the 7-12 grade student participation in clubs and activities, compared to the 2024-2025 school year.	Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey.

Action Plan

Measurable Goals

Teacher Recruitment	English Language Growth and Attainment
Staff Retention	EL Support
Diagnostic and Benchmark Assessments	Commitment Towards School
Achievement	

Action Plan For: Use data and research to guide decisions regarding personnel.

Measurable Goals:
<ul style="list-style-type: none"> By Summer 2028, all new professional staff hires will possess, at minimum, one Level I or II PDE-issued teaching certificate. All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. By Spring 2028, with the exception of retirements and relocations out of the area, Wilson Area School District will achieve a professional staff retention rate of 100%. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.

Action Step		Anticipated Start/Completion Date	
Increase district presence at local job fairs.		2025-06-01	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Increase district presence at local job fairs.	Funding, job fair registrations	No	No
Action Step		Anticipated Start/Completion Date	
Increase professional connections with local colleges and universities with teacher preparation programs.		2025-06-25	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	College coordinator contacts	No	No
Action Step		Anticipated Start/Completion Date	
Improve online and social media marketing of the district through creation and implementation of a weekly schedule.		2025-08-25	2028-08-25
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Building Technology Leaders	No	No
Action Step		Anticipated Start/Completion Date	
Evaluate our current posting and marketing procedures for open district positions.		2025-06-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Fees for marketing subscriptions	No	No
Action Step		Anticipated Start/Completion Date	

Create standardized guidelines and timeline for hiring new professional and support staff.		2025-06-01	2025-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stephanie Arnold, Business Manager	Timeline document	No	No
Action Step		Anticipated Start/Completion Date	
Conduct a professional staff salary analysis.		2025-06-01	2025-07-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stephanie Arnold, Business Manager	Funding, salary schedule	No	Yes
Action Step		Anticipated Start/Completion Date	
Create a staff appreciation and staff WARRIOR recognition plan and schedule.		2025-06-01	2025-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Funding	No	Yes
Action Step		Anticipated Start/Completion Date	
Create a student graduate spotlight on the district website.		2026-06-01	2027-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instruction	alumni contacts	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement exit interviews for staff to provide insight on retention.		2025-07-01	2025-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stephanie Arnold, Business Manager	Exit interview tool	No	No
Action Step		Anticipated Start/Completion Date	
Increase EL instructional staff.		2025-06-01	2026-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	2 FT EL teachers	No	No
Action Step		Anticipated Start/Completion Date	
Analyze the need for additional staff resources for the District EL program.		2025-06-01	2025-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction.	EL enrollment data	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. By Summer 2028, all new professional staff hires will possess, at minimum, one Level I or II PDE-issued teaching certificate. 2. By Spring 2028, with the exception of retirements and relocations out of the area, Wilson Area School District will achieve a professional staff retention rate of 100%. 3. All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. 4. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.	PSSA and Keystone data, WIDA data, staff retention data, and emergency certificate data.

Action Plan For: Using data and evidence-based instructional strategies to guide curriculum and instruction.

Measurable Goals:
<ul style="list-style-type: none"> By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools. By Spring 2028, benchmark and diagnostic assessments will be implemented in each Pennsylvania-assessed subject (ELA, Math, Science) in all assessed grade levels throughout the district.

Action Step		Anticipated Start/Completion Date	
Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students.		2025-08-01	2028-08-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Session facilitators, WIDA site virtual trainings	Yes	No
Action Step		Anticipated Start/Completion Date	
Utilize the Firefly benchmarking system in all tested subjects and prepare teachers for online testing.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Training, support	Yes	No
Action Step		Anticipated Start/Completion Date	
Tailor small group support for PSSA and Keystone test prep for all student groups.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals	Training, support	No	No
Action Step		Anticipated Start/Completion Date	
Compare Study Island and Firefly benchmark results and analyze them to determine best alignment with state testing scores in grade levels 3-8.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Firefly reports, Study Island reports	No	Yes
Action Step		Anticipated Start/Completion Date	
Implement Firefly benchmark assessments in Keystone-tested subjects: Biology, Algebra I, English 10.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Alex Mindler, Supervisor of Curriculum and Instructional Technology	Firefly program	No	Yes
Action Step		Anticipated Start/Completion Date	
Use Spring Math program to diagnose and adjust instruction for individual and small groups of students struggling with math concepts in grades 3 and 4.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kevin Steidle, Principal	Spring Math licenses, data meetings	No	Yes
Action Step		Anticipated Start/Completion Date	
Research possible diagnostic opportunities, including CDTs, for students in PSSA and Keystone-tested subject areas.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alexandra Mindler, Supervisor of Curriculum and Instructional Technology, Amy Austin, Director of Curriculum, Jen Burd, Assistant Principal	CDT, IU training	No	No
Action Step		Anticipated Start/Completion Date	
Implement Spring Math in grades 5 and 6.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Spring Math licenses, training	Yes	No
Action Step		Anticipated Start/Completion Date	
Following the research step, implement diagnostic common assessments in grades 3-8 in all PSSA and Keystone tested subjects that align with state standards.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology, Chris Albi, Asst. Principal; Jen Burd, Asst. Principal	Programs and/or assessments	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools. 2. By Spring 2028, benchmark and diagnostic assessments will be implemented in each Pennsylvania-assessed subject (ELA, Math, Science) in all assessed grade levels throughout the district.	PSSA, Keystone, and WIDA data, and professional development assessments, faculty and data meeting discussions

Action Plan For: Increase student engagement of all students.

Measurable Goals:

- Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey.
- By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families.

Action Step		Anticipated Start/Completion Date	
Research and provide summer, after school, and family engagement EL programs and opportunities in other districts and provided by outside organizations.		2025-08-01	2028-08-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kim Steirer, EL Coordinator	Contacts at local school districts and organizations, staff, program funding	No	Yes
Action Step		Anticipated Start/Completion Date	
Conduct support needs assessment with secondary students and families of all EL students.		2025-11-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kim Steirer, EL Coordinator	Needs assessment tool, EL teachers	No	Yes
Action Step		Anticipated Start/Completion Date	
Expand the availability of written and verbal communication in multilingual families' home languages.		2025-08-01	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology.	Translation applications and services from bilingual staff	No	Yes
Action Step		Anticipated Start/Completion Date	
Increase conversation and active engagement during classroom instruction.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum, Alex Mindler, Supervisor of Curriculum and Instructional Technology	Training, support	Yes	No
Action Step		Anticipated Start/Completion Date	
Develop a committee to create and implement a plan for a peer buddy program for grades 9:12 and 5:8.		2025-09-01	2027-09-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Laura Samson, Director of Student Services	Research, Allyship Committee	No	Yes
Action Step		Anticipated Start/Completion Date	
Create and implement a student and parent survey for students in grades 4, 6, 8 in order to understand what students enjoyed		2025-09-01	2028-06-30

about their school day and co-curricular/extra-curricular activity experiences.			
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Ian Beitler, Principal; Jen Burd, Asst. Principal; Chris Albi, Asst. Principal	Electronic student and parent surveys	No	Yes
Action Step		Anticipated Start/Completion Date	
Analyze and connect District co- and extra-curricular activities by grade level, district-wide, in grades 5-12 in order to create consistency for students across levels.		2025-09-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jeff Breidinger Jr., Athletic Director	Activities data, student handbooks	No	No
Action Step		Anticipated Start/Completion Date	
Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures.		2025-08-01	2027-10-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Jen Burd, Asst. Principal; Chris Albi, Asst. Principal	Survey	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey. 2. By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families.	PAYS data, student/parent activity survey data, EL parent/family engagement data, SAP referrals, student attendance data, discipline data

Action Plan For: Individualize learning for each student's strengths, needs, skills, and interests.

Measurable Goals:
<ul style="list-style-type: none"> Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey. All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.

Action Step	Anticipated Start/Completion Date
--------------------	--

Form committee, research, and implement new, supplemental instructional resources and instructional technology for K-12 students in the EL program.		2025-08-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and instruction.	Curriculum supplement material samples, outside district research	No	Yes
Action Step		Anticipated Start/Completion Date	
Create and implement a plan for K-4 EL students to receive instruction at their home school.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Enrollment and home school residence data, additional professional and support staff	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Research and provide summer, after school, and family engagement EL programs and opportunities in other districts and provided by outside organizations.		2025-08-01	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kim Steirer, ESL Coordinator	Contacts at local school districts and organizations, staff, program funding	No	No
Action Step		Anticipated Start/Completion Date	
Research and transition IEP goal progress monitoring system and extend beyond 8th grade.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Laura Samson, Director of Student Services	Potential program research, training	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families. 2. All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. 3. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools. 4. Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey.	PSSA, Keystone, and WIDA data, PAYS data.

Action Plan For: Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion.

Measurable Goals:
<ul style="list-style-type: none"> Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey. By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.

Action Step		Anticipated Start/Completion Date	
Conduct support needs assessment with secondary students and families of all EL students.		2025-11-01	2026-01-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Kim Steirer, EL Coordinator	Needs assessment tool, EL teachers	No	Yes
Action Step		Anticipated Start/Completion Date	
Expand the availability of written and verbal communication in multilingual families' home languages.		2025-08-01	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology.	Translation applications and services from bilingual staff	No	Yes
Action Step		Anticipated Start/Completion Date	
Research and transition IEP goal progress monitoring system and extend beyond 8th grade.		2025-08-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Laura Samson, Director of Student Services	Program research, training	No	No
Action Step		Anticipated Start/Completion Date	
Create and implement a plan for K-4 EL students to receive instruction at their home school.		2025-08-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Enrollment and home school residence data, additional professional and support staff	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Develop working partnership with Project of Easton to provide additional support to our EL families.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Project of Easton contact	No	No

Anticipated Output	Monitoring/Evaluation (People,
---------------------------	---------------------------------------

	Frequency, and Method)
1. Wilson Area School District will see a decrease in the percentage of 6th, 8th, 10th and 12th graders with low school commitment on the 2027 PAYS Survey. 2. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools. 3. By Spring 2028, the Wilson Area School District will develop and implement an improved, holistic EL program that offers both in-school and out-of-school resources for students and their families.	PAYS data, PSSA/Keystone data, EL parent/family engagement survey results, SAP referrals.

Action Plan For: Develop and implement rigorous, high quality curriculum that meets the PA Standards.

Measurable Goals:
<ul style="list-style-type: none"> All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.

Action Step		Anticipated Start/Completion Date	
Update science curriculum to align with STEELS standards.		2025-06-01	2026-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and Instruction	Time	No	No
Action Step		Anticipated Start/Completion Date	
Research additional targeted math remediation and intervention for secondary students.		2026-08-01	2027-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Alex Mindler, Supervisor of Curriculum and Instructional Technology	Research, district visits	No	No
Action Step		Anticipated Start/Completion Date	
Form committee, research, and implement new, supplemental instructional resources and instructional technology for K-12 students in the EL program.		2025-08-01	2026-06-15
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Amy Austin, Director of Curriculum and instruction.	Curriculum supplement material samples, outside district research	No	Yes
Action Step		Anticipated Start/Completion Date	
Align all classroom assessments in grade levels with tested subjects to state standards.		2026-08-01	2028-08-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?

Alex Mindler, Supervisor of Curriculum and Instructional Technology	Time	Yes	No
---	------	-----	----

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
1. All Wilson Area School District schools will increase their EL students' English language proficiency and meet the PA benchmark for growth and attainment by 2027-2028. 2. By Spring 2028, there will be an increase in PSSA and Keystone exam scores across all student groups in all Wilson Area School District schools.	Administrator classroom walk-through data, teacher and student feedback, PSSA and Keystone data, and WIDA data.

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Using data and evidence-based instructional strategies to guide curriculum and instruction.	Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students.
Using data and evidence-based instructional strategies to guide curriculum and instruction.	Utilize the Firefly benchmarking system in all tested subjects and prepare teachers for online testing.
Using data and evidence-based instructional strategies to guide curriculum and instruction.	Implement Spring Math in grades 5 and 6.
Using data and evidence-based instructional strategies to guide curriculum and instruction.	Following the research step, implement diagnostic common assessments in grades 3-8 in all PSSA and Keystone tested subjects that align with state standards.
Increase student engagement of all students.	Increase conversation and active engagement during classroom instruction.
Increase student engagement of all students.	Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures.
Individualize learning for each student's strengths, needs, skills, and interests.	Create and implement a plan for K-4 EL students to receive instruction at their home school.
Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion.	Create and implement a plan for K-4 EL students to receive instruction at their home school.
Develop and implement rigorous, high quality curriculum that meets the PA Standards.	Align all classroom assessments in grade levels with tested subjects to state standards.

Using data and evidence-based instructional strategies to guide curriculum and instruction.

<p>Action Step</p> <ul style="list-style-type: none"> • Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. • Utilize the Firefly benchmarking system in all tested subjects and prepare teachers for online testing. • Implement Spring Math in grades 5 and 6. • Following the research step, implement diagnostic common assessments in grades 3-8 in all PSSA and Keystone tested subjects that align with state standards.
<p>Audience</p> <p>All classroom and special education teachers of PSSA and Keystone-tested courses; all elementary teachers, K-4; paraprofessionals</p>
<p>Topics to be Included</p> <p>Analyzing PSSA, Keystone, and WIDA data; Spring Math implementation and data analysis; Firefly implementation and data analysis; Providing modifications and accommodations for EL students in core instruction; Diagnostic common assessment plan creation; Structured Literacy - science of reading</p>
<p>Evidence of Learning</p>

Informal and formal classroom observations; periodic data review, professional development staff survey,		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	2025-08-18	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1-2 days per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 1b: Demonstrating Knowledge of Students 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 2b: Establishing a Culture for Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Workshop(s)	1-2 days per year.
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1a: Demonstrating Knowledge of Content and Pedagogy 1b: Demonstrating Knowledge of Students 2b: Establishing a Culture for Learning 3d: Using Assessment in Instruction 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	K-6 (biweekly and monthly data meetings); 9-12 (department meetings); 7-8 (monthly at grade level meetings)
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 1e: Designing Coherent Instruction 	

<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 1c: Setting Instructional Outcomes
This Step Meets the Requirements of State Required Trainings
Teaching Diverse Learners in Inclusive Settings

Increase student engagement of all students

Action Step		
<ul style="list-style-type: none"> • Increase conversation and active engagement during classroom instruction. • Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures. 		
Audience		
All classroom and special education teachers, K-12; specialists, EL teachers, and interventionists, K-12; paraprofessionals		
Topics to be Included		
EL modifications and accommodations in core instruction, questions/discussion and collaborative learning, active learning, real-world connections, trauma-informed practices		
Evidence of Learning		
Informal and formal classroom observations; professional development staff survey; PAYS survey data; PSSA/Keystone data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	2025-08-01	2027-10-30

Learning Format

Type of Activities	Frequency
Inservice day	2-4 days total
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 3a: Communicating with Students • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

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

- 3c: Engaging Students in Learning
- 3b: Using Questioning and Discussion Techniques
- 3a: Communicating with Students

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

Individualize learning for each student's strengths, needs, skills, and interests.

Action Step		
<ul style="list-style-type: none"> • Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. • Create and implement a plan for K-4 EL students to receive instruction at their home school. 		
Audience		
All K-4 teachers and paraprofessionals		
Topics to be Included		
Modifications and accommodations for EL and learning support students in the inclusion setting; family communication, IEP document interpretation, understanding EL levels and LIEPs, Trauma-informed practices, Language and Literacy,		
Evidence of Learning		
Informal and formal classroom observations; professional development staff survey; WIDA ACCESS data review		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	2025-08-01	2027-10-30

Learning Format

Type of Activities	Frequency
Inservice day	2-4 days total
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1b: Demonstrating Knowledge of Students • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Monthly
Observation and Practice Framework Met in this Plan	

- 3a: Communicating with Students
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 1f: Designing Student Assessments
- 1e: Designing Coherent Instruction

This Step Meets the Requirements of State Required Trainings

Language and Literacy Acquisition for All Students

Learning Format

Type of Activities	Frequency
Inservice day	1 hr/year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3a: Communicating with Students • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
At Least 1-hour of Trauma-informed Care Training for All Staff	

Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion.

Action Step		
<ul style="list-style-type: none"> • Provide professional development opportunities focused on modifications and accommodations for all proficiency levels of EL students. • Create and implement a plan for K-4 EL students to receive instruction at their home school. • Train professional staff on instructional strategies to teach content in a way that is meaningful and functional for students' futures. 		
Audience		
All K-4 teachers and paraprofessionals; 5-12 teachers and paraprofessionals		
Topics to be Included		
Modifications and accommodations for EL and learning support students in the inclusion setting; family communication, IEP document interpretation, understanding EL levels and LIEPs, Professional Ethics, Common Ground practices		
Evidence of Learning		
Informal and formal classroom observations; professional development staff survey; WIDA ACCESS data review; PSSA/Keystone data review, PAYS data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	2025-08-01	2027-10-30

Learning Format

Type of Activities	Frequency
Inservice day	2-4 days total
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1b: Demonstrating Knowledge of Students 	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Learning Format

Type of Activities	Frequency
Learning walk	bi-monthly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3a: Communicating with Students • 2d: Managing Student Behavior • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Learning Format

Type of Activities	Frequency
Inservice day	1 time
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 4f: Showing Professionalism • 4c: Communicating with Families • 4b: Maintaining Accurate Records • 3a: Communicating with Students 	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Develop and implement rigorous, high quality curriculum that meets the PA Standards.

Action Step
<ul style="list-style-type: none"> • Align all classroom assessments in grade levels with tested subjects to state standards.
Audience
3-8 ELA, Math, and Science teachers, HS Keystone subject teachers

Topics to be Included		
Review of PA Standards and STEELS, curriculum alignment and review, assessment review and creation, SAS assessment utilization		
Evidence of Learning		
Local assessment data, PSSA/Keystone data		
Lead Person/Position	Anticipated Start	Anticipated Completion
Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology	2025-08-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2-4 days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Use data and research to guide decisions regarding personnel

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Conduct a professional staff salary analysis. Create a staff appreciation and staff WARRIOR recognition plan and schedule. Create a student graduate spotlight on the district website. Analyze the need for additional staff resources for the District EL program. 	District staff, WASD community, WASD Board members, prospective new teachers, EL families	1- Results of professional staff salary analysis; 2- Plan for staff WARRIOR recognition plan; 3- Graduate spotlights; 4- Data and recommendations for additional EL staff	Amy Austin, Director of Curriculum and Instruction; Superintendent; Alex Mindler, Supervisor of Curriculum and Instructional Technology	06/30/2025	08/30/2028

Communications

Type of Communication	Frequency
Email	As needed
Posting on district website	2-4 per year
Presentation	As needed for public at Board meetings

Use data and evidence-based instructional strategies to guide curriculum and instruction

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Compare Study Island and Firefly benchmark results and analyze them to determine best alignment with state testing scores in grade levels 3-8. Implement Firefly benchmark assessments in Keystone-tested subjects: Biology, Algebra I, English 10. Use Spring Math program to diagnose and adjust instruction for individual and small groups of students struggling with math concepts in grades 3 and 4. Following the research step, implement diagnostic common assessments in grades 3-8 in all PSSA and Keystone tested subjects that align with state standards. 	Teachers of all state-assessed subjects, K-12; building principals; students and families	1- Results of Firefly benchmarking; 2- Results and rationale from Firefly and Study Island comparison; 3- Spring Math data; 4- Common assessment creation	Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology; Building Principals	06/30/2025	06/30/2028

Communications

Type of Communication	Frequency
Email	As needed throughout to communicate plans and progress
Presentation	As needed at grade level and department data meetings; yearly regarding PSSA and Keystone data; monthly at faculty meetings

Increase student engagement of all students

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Research and provide summer, after school, and family engagement EL programs and opportunities in other districts and provided by outside organizations. • Conduct support needs assessment with secondary students and families of all EL students. • Expand the availability of written and verbal communication in multilingual families' home languages. • Develop a committee to create and implement a plan for a peer buddy program for grades 9:12 and 5:8. • Create and implement a student and parent survey for students in grades 4, 6, 8 in order to understand what students enjoyed about their school day and co-curricular/extra-curricular activity experiences. 	<p>EL students and families, WASD community, WASD Board, WASD staff, parents and students in grades 4, 6, 8</p>	<p>1- Extra and co- curricular activity survey results; 2- EL student and family program opportunities; 3- EL needs assessment results; 4- Communication; 5- Peer Buddy program information</p>	<p>Amy Austin, Director of Curriculum and Instruction; Alex Mindler, Supervisor of Curriculum and Instructional Technology; Laura Samson, Director of Student Services</p>	<p>06/30/2025</p>	<p>08/30/2028</p>

Communications

Type of Communication	Frequency
Newsletter	Monthly
Other	Yearly EL needs assessment and activity survey
Brief	As needed at Board and Cabinet meetings for updates on Peer Buddy program.
Presentation	Yearly - EL communication

Individualize learning for each student's strengths, needs, skills, and interests

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form committee, research, and implement new, supplemental instructional resources and instructional technology for K-12 students in the EL program. Create and implement a plan for K-4 EL students to receive instruction at their home school. 	All teachers and administrators on EL Committee, building principals; K-4 teachers and paraprofessionals; Board members; WASD community	1- EL and IEP accommodations and modifications; 2- EL curricular resources research	Amy Austin, Director of Curriculum and Instruction	06/30/2025	08/30/2028

Communications

Type of Communication	Frequency
Presentation	1-3 days total for staff training; 2-3 times for public at Board meetings
Letter	1 time each year

Build a learning community that appreciates diversity, promotes equity, and demonstrates inclusion

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> • Conduct support needs assessment with secondary students and families of all EL students. • Expand the availability of written and verbal communication in multilingual families' home languages. • Create and implement a plan for K-4 EL students to receive instruction at their home school. 	EL students and families, WASD Board and community; all K-4 teachers and paraprofessionals	1- EL student and family program opportunities; 2- EL needs assessment results; 3- Communication;	Amy Austin, Director of Curriculum and Instruction	06/30/2025	08/30/2028

Communications

Type of Communication	Frequency
Presentation	2-3 times
Posting on district website	Yearly
Presentation	2-3 times per year for staff

Develop and implement rigorous, high quality curriculum that meets the PA standards

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Form committee, research, and implement new, supplemental instructional resources and instructional technology for K-12 students in the EL program. 	All committee members; K-12 EL teachers and paraprofessionals, School Board and WASD community	EL curriculum supplemental materials	Amy Austin, Director of Curriculum and Instruction	06/01/2025	08/30/2028

Communications

Type of Communication	Frequency
Presentation	As needed at Board meetings
Presentation	1-2 times at Excellence in Education meetings

Approvals & Signatures

Uploaded Files
<ul style="list-style-type: none">Board Affirmation Statement Comp Plan 2025.docx.pdf

Chief School Administrator	Date
Harrison Bailey III	2025-08-18