

Warrior Run SD Comprehensive Plan | 2025 - 2028

Profile and Plan Essentials

LEA Type		AUN
School District		116498003
Address 1		
4800 Susquehanna Trail		
Address 2		
City	State	Zip Code
Turbotville	PA	17772
Chief School Administrator		Chief School Administrator Email
Dr. Thor Edmiston		tedmiston@wrsd.org
Single Point of Contact Name		
Casey Magargle		
Single Point of Contact Email		
cmagargle@wrsd.org		
Single Point of Contact Phone Number		
570-649-5138		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Thor Edmiston	Administrator	Leadership Team / Comprehensive Planning Committee	tedmiston@wrsd.org
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Rachel Yoder	Parent	Comprehensive Planning Committee	rachel.m.yoder@gmail.com

LEA Profile

Warrior Run School District is a small rural district covering 113 square miles. Located in north central Pennsylvania just north of I80 and 20 miles south of Williamsport, Pa. on Route 180. With a staff of 122 teachers and 11 administrators we provide the educational program for 1525+ students in kindergarten through 12th grades. The district is in the northern end of Northumberland County and draws students from Greg Township in northern Union County, Delaware Township and Lewis Township in Northumberland County, and Anthony Township and Limestone Township in Northern Montour County. The district also draws students from the small towns of Allenwood in Union County and Watsontown, McEwensville, and Turbotville in Northumberland County and Exchange and White Hall in Montour County. The district population is 17,278 as of the 2010 Census.

The population density, as of 2010 Census, is 153 persons per square mile. The district is the second largest employer exceeded only by the Allenwood Federal Prison. The leading industry of the district is farming which is split between dairy and grain farming.

The district traces its roots back to 1955 when eight municipalities joined together to form the Warrior Run School District. Facilities at the time consisted of two high schools - one in Turbotville and one in Watsontown, and eight elementary schools. Construction on a new high school began almost immediately, and it opened for its first student in September of 1958. That building serves the district as the middle school today. In 1962 a new elementary school was built in Watsontown. Over the years, all of the elementary schools were consolidated into the Watsontown and Turbotville Elementary Schools which serve the district today. Both of these schools underwent major renovations and additions in 1978 to accommodate the consolidation. In 1968 the present high school was opened and the former high school became the middle school. The complex underwent major renovations and additions in 1992 which included new libraries, computer labs, and a science wing. Today, Turbotville Elementary School and the Middle/High School complex make up the facilities of the Warrior Run School District. A new elementary complex on the middle/high school complex site is in planning for an opening in 2022.

The Warrior Run Area has a rich history dating back to pre-European settlements of Native American people, and it was their connection which gave the region its name. The Middle/High School complex sits on a farm that is the site of a battle of the Revolutionary War. That battle saw the involvement of 108 Americans and more than 300 Senecas, Tories, and British. Twenty-one Americans died on the school farm.

European settlement was aided by the region's central location with rich limestone soils, numerous streams and ready access to the West Branch of the Susquehanna River and its watershed. Farming was the major source of livelihood for the region for nearly 175 years, but with the end of World War II and the changes it precipitated, farming is no longer the major occupation within the district. Most people work outside the district in communities like Williamsport, Danville, Lewisburg, and Milton, making the district what some would call a "bedroom" community.

Geographically, the northern boundary of the district is made up of the Muncy Hills which is primarily a ridge and valley region with considerable forest coverage. Much of the rest of the district is comprised of rich farmland interspersed with

small villages and towns. The major highways consist of I-80 which runs through the extreme southern portion of the district, I-180 which dissects the district from north to south through its very center, US Route 15 in the western portion of the district running from north to south, and State Route 54 running from east to west through the center of the district.

The School District is the common bond that connects the region.

Mission and Vision

Mission

Our Warrior Run mission is to cultivate a culture of lifelong learning and continual growth where students are invested in their future, are inspired by rigorous and meaningful learning experiences, and encouraged to think, innovate, and create.

Vision

Our Warrior Run vision is to be an exemplary, student-centered learning community where students develop knowledge and skills to positively influence a diverse, interconnected, and changing world.

Educational Values

Students

In the Warrior Run School District, excellence is our goal; therefore, we believe:all students have the capacity to learn based on their individual skills, passions, and interests.everyone has worth and must be treated with dignity and respect.meaningful learning of high standards can occur any time and in any place.intellectual growth occurs when learners are empowered and engaged in their learning.learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.parents and community members are valuable partners and must be involved in their schools.that every member of the school community contributes to student learning and should be a continuous learner.all of our employees must function as a team, advocate for students, create capacity, and build community.moral values of responsibility, reliability, self-control, and integrity are critical for individual and collective success.

Staff

In the Warrior Run School District, excellence is our goal; therefore, we believe:all students have the capacity to learn based on their individual skills, passions, and interests.everyone has worth and must be treated with dignity and respect.meaningful learning of high standards can occur any time and in any place.intellectual growth occurs when learners are empowered and engaged in their learning.learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.parents and community members are valuable partners and must be involved in their schools.that every member of the school community contributes to student learning and should be a continuous learner.all of our employees must function as a team, advocate for students, create capacity, and build community.moral values of responsibility, reliability, self-control, and integrity are critical for individual and collective success.

Administration

In the Warrior Run School District, excellence is our goal; therefore, we believe:all students have the capacity to learn based on their individual skills, passions, and interests.everyone has worth and must be treated with dignity and respect.meaningful learning of high standards can occur any time and in any place.intellectual growth occurs when learners are empowered and engaged in their learning.learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.parents and community members are valuable partners and must be involved in their schools.that every member of the school community contributes to student learning and should be a continuous learner.all of our employees must function as a team, advocate for students, create capacity, and build community.moral values of responsibility, reliability, self-control, and integrity are critical for individual and collective success.

Parents

In the Warrior Run School District, excellence is our goal; therefore, we believe:all students have the capacity to learn based on their individual skills, passions, and interests.everyone has worth and must be treated with dignity and respect.meaningful learning of high standards can occur any time and in any place.intellectual growth occurs when learners are empowered and engaged in their learning.learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.parents and community members are valuable partners and must be involved in their schools.that every member of the school community contributes to student learning and should be a continuous learner.all of our employees must function as a team, advocate for students, create capacity, and build community.moral values of responsibility, reliability, self-control, and integrity are critical for individual and collective success.

Community

In the Warrior Run School District, excellence is our goal; therefore, we believe:all students have the capacity to learn based on their individual skills, passions, and interests.everyone has worth and must be treated with dignity and respect.meaningful learning of high standards can occur any time and in any place.intellectual growth occurs when learners are empowered and engaged in their learning.learners will do challenging work when failure is embraced as a valuable part of the learning process and they feel safe and valued.parents and community members are valuable partners and must be involved in their schools.that every member of the school community contributes to student learning and should be a continuous learner.all of our employees must function as a team, advocate for students, create capacity, and build community.moral values of responsibility, reliability, self-control, and integrity are critical for individual and collective success.

Other (Optional)

Omit selected.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
WRES - ELA Growth exceeds the state average	The academic growth score is 82, which is above the state average of 75.4 for WRES
WR Jr/Sr HS - 98.5% of students meet career standards benchmarks	
WR Jr/Sr HS - 96% of students met the 4 year graduation cohort, which is above the state average of 92.4%	
WR Jr/Sr HS - 85% of Biology students showed growth vs. the statewide average of 75.7	

Challenges

Indicator	Comments/Notable Observations
WR Jr/Sr HS - The percent of students who are chronically absent has increased from last year	Not chronically absent - 75.4% for WR but statewide average is 94.1%
WR Jr/Sr HS - All students across ELA, Math and Biology did NOT meet the interim goal or improvement target	
WR Jr/Sr HS - All Student Group Did Not Meet the Standard Demonstrating Growth for ELA and Math	
WRES - All Student Group Did Not Meet Interim Goal/Improvement Target for ELA	
WRES - All Student Group Did Not Meet the Standard Demonstrating Growth for Science	

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

Strengths

Indicator All Student Group Exceeds the Standard Demonstrating Growth for ELA Grade Level(s) and/or Student Group(s) Economically disadvantaged students tested the highest	Comments/Notable Observations
Indicator All Student Group Exceeds Performance Standard Grade Level(s) and/or Student Group(s) The most challenging group is the students with disabilities	Comments/Notable Observations When this is broken down, which group of students is this?
Indicator Four-Year Cohort Graduation Rate Grade Level(s) and/or Student Group(s) The whole group is 96% and economically disadvantaged is 93.6%	Comments/Notable Observations
Indicator All Student Group Exceeds the Standard Demonstrating Growth Grade Level(s) and/or Student Group(s) All students and white students are above 80%, but economically disadvantaged and students with disabilities are 78 and 73	Comments/Notable Observations

Challenges

Indicator Attendance Grade Level(s) and/or Student Group(s) The lowest attendance is with economically disadvantaged at 61.9% and students with disabilities at 51.3%	Comments/Notable Observations
Indicator ELA, Math and Science Interim Goal Grade Level(s) and/or Student Group(s) Lowest score is with students with disabilities at 12% for ELA, 4% for math, and 5.7% in science	Comments/Notable Observations
Indicator WR Jr/Sr HS - All Student Group Did Not Meet the Standard Demonstrating Growth for ELA and Math Grade Level(s) and/or Student Group(s) The economically disadvantaged and students with disabilities outperformed white students	Comments/Notable Observations
Indicator WRES - All Student Group Did Not Meet Interim Goal/Improvement Target for ELA Grade Level(s) and/or Student Group(s) The students with disabilities scored 13.6, significantly below the other subgroups	Comments/Notable Observations
Indicator WRES - All Student Group Did Not Meet the Standard Demonstrating Growth for Science Grade Level(s) and/or Student Group(s) the economically disadvantaged students scored at 56 whereas all students scored 62	Comments/Notable Observations

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.

WR Jr/Sr HS - 96% of students met the 4 year graduation cohort, which is above the state average of 92.4%

WRES - ELA Growth exceeds the state average

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.

WR Jr/Sr HS - The percent of students who are chronically absent has increased from last year

WRES - All Student Group Did Not Meet Interim Goal/Improvement Target for ELA

Local Assessment

English Language Arts

Data	Comments/Notable Observations
DIBELs universal screener	5th grade DIBELS scores are low; 3rd and 6th grade scores are very healthy for the beginning of the year
Benchmark data (IXL, Firefly)	3rd grade diagnostic is healthy; 6th grade diagnostic is concerning; vocabulary instruction for 7 and 8 is strong, but reading ability is low
PSSAs, Keystones, and PVAAS Scores	See previous section

English Language Arts Summary

Strengths

Science of reading instruction and MTSS structure

Challenges

5th grade reading composite scores

Mathematics

Data	Comments/Notable Observations
Benchmark data (IXL, Firefly)	Numbers and operations is high, but measurement is low
PSSAs, Keystones, and PVAAS Scores	See previous section

Mathematics Summary

Strengths

Numbers and operations and algebraic thinking score highest on the benchmarks

Challenges

Measurement is low across all grades

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Benchmark data (IXL, Study Island)	We shifted our scope and sequence for science and this is the first year that we will see those results on a state assessment in the spring 2025 exam
PSSAs, Keystones, and PVAAS Scores	Growth scores are high for Biology

Science, Technology, and Engineering Education Summary

Strengths

Biology growth scores

Challenges

Switch to new standards

Related Academics

Career Readiness

Data	Comments/Notable Observations
Career standards benchmarks on FRCPP	98.5% completed for WR Jr/Sr HS

Career and Technical Education (CTE) Programs

False Career and Technical Education (CTE) Programs Omit

Data	Comments/Notable Observations
Education CTE	Year 1 - we are refining our program based on feedback
General Ag	In development
Childcare and Support Services	In development

Arts and Humanities

False Arts and Humanities Omit

Data	Comments/Notable Observations
AP Art Results	
Number of students participating in elementary and secondary band	
Annual musical and play	

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

False Family and Consumer Sciences Omit

Data	Comments/Notable Observations
Student enrollment	
CTE programming	

Health, Safety, and Physical Education

False Health, Safety, and Physical Education Omit

Data	Comments/Notable Observations
Referrals from the nurse	
Behavior incidents involving safety	

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

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

Data	Comments/Notable Observations
AP scores	
Grades and final assessment results	

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

Commonwealth University of PA

Agreement Type

Local Articulation

Program/Course Area

CIP Code 13.0101 - Education, General

Uploaded Files

WRSD-Commonwealth Middle-Level.pdf

Warrior Run Area School District Secondary Social Studies Secondary English Level Education agreement_90212dd9.pdf

Warrior Run Area School District Secondary Social Studies Secondary English Level Education agreement_e6fa94ad.pdf

WRSD-Commonwealth Math & Science.pdf

WRSD-Commonwealth Math & Science_461a7220.pdf

WRSD-Commonwealth Health & Phys Ed.pdf

WRSD-Commonwealth Health & Phys Ed_7e943f35.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.

Students are completing their career standards benchmarks with 98.5% completed for WR Jr/Sr HS

We now have an approved CTE program for General Education (13.0101)

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.

We do not have many data points for the related arts areas

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
PVAAS growth scores	Students scored higher on growth but still do not represent achievement
Interim targets	Students maintain a lower achievement than their peers

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
PVAAS growth scores	Students scored higher on growth but still do not represent achievement
Interim targets	Students maintain a lower achievement than their peers

Student Groups by Race/Ethnicity

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

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.

MTSS system offers significant growth opportunities for student subgroups

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.

Student subgroups are still underperforming their peers

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Inclusion is a very high rate, but Gifted education is very low, consistent with programs across the state
Title 1 Program	Fully approved for schoolwide program, but continually improving parent and family engagement
Student Services	Use of MTSS for all programming
K-12 Guidance Plan (339 Plan)	Counselors host bi-annual advisory council meetings
Technology Plan	We just switched Directors of Technology, meaning a shift in priorities
English Language Development Programs	Fully approved

Strengths

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

Title I Program approved for Schoolwide Program
Special Education Plan working on inclusion and MTSS training
Chapter 339 plan is fully aligned K-12

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.

Change in Director of Technology

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	Emerging
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	Operational
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	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.

Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities (83.4 %)
Ensure effective, standards-aligned curriculum and assessment (77.8%)
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction (77.8%)
Establish and maintain a focused system for continuous improvement and ensure organizational coherence (72.2%)

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 (38.9%)
Foster a vision and culture of high expectations for success for all students, educators, and families (50%)
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning (50%)
Partner with local businesses, community organizations, and other agencies to meet the needs of the district (Emerging was highest at 38.9%)

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
WR Jr/Sr HS - 96% of students met the 4 year graduation cohort, which is above the state average of 92.4%	False
WRES - ELA Growth exceeds the state average	False
Science of reading instruction and MTSS structure	False
Numbers and operations and algebraic thinking score highest on the benchmarks	False
Title I Program approved for Schoolwide Program	True
Special Education Plan working on inclusion and MTSS training	False
Chapter 339 plan is fully aligned K-12	True
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities (83.4 %)	True
Ensure effective, standards-aligned curriculum and assessment (77.8%)	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction (77.8%)	True
Biology growth scores	False
Students are completing their career standards benchmarks with 98.5% completed for WR Jr/Sr HS	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence (72.2%)	True
MTSS system offers significant growth opportunities for student subgroups	False
We now have an approved CTE program for General Education (13.0101)	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
WR Jr/Sr HS - The percent of students who are chronically absent has increased from last year	False
WRES - All Student Group Did Not Meet Interim Goal/Improvement Target for ELA	False
5th grade reading composite scores	False
Measurement is low across all grades	False
Change in Director of Technology	False
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers (38.9%)	True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district (Emerging was highest at 38.9%)	True
Foster a vision and culture of high expectations for success for all students, educators, and families (50%)	False

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning (50%)	False
Switch to new standards	True
Student subgroups are still underperforming their peers	True
We do not have many data points for the related arts areas	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.

The fiscal and instructional operations of the district are going well. The human resources and community partnerships need additional work. Curriculum and assessment need continual alignment, given the new standards and the changing needs of our students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers (38.9%)		True
Partner with local businesses, community organizations, and other agencies to meet the needs of the district (Emerging was highest at 38.9%)		True
Switch to new standards		False
Student subgroups are still underperforming their peers		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities (83.4 %)	
Ensure effective, standards-aligned curriculum and assessment (77.8%)	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction (77.8%)	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence (72.2%)	
Title I Program approved for Schoolwide Program	
Chapter 339 plan is fully aligned K-12	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Due to the lack of certified teachers statewide, Warrior Run has struggled to recruit and retain fully credentialed, experienced and high quality leaders and teachers. In order to improve this, we will develop a human resources plan that addresses recruitment through career fairs, online application system, and working closely with our higher ed partners, and addresses retention through benefits in the CBA.
	We seek to reintegrate the outside resources as part of the daily school practices. This would include wrap around services for students, CTE opportunities, and field trips.
	Leveraging our MTSS system, we will seek to provide additional supports to students and staff K-12

Goal Setting

Priority: Due to the lack of certified teachers statewide, Warrior Run has struggled to recruit and retain fully credentialed, experienced and high quality leaders and teachers. In order to improve this, we will develop a human resources plan that addresses recruitment through career fairs, online application system, and working closely with our higher ed partners, and addresses retention through benefits in the CBA.

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
Reduce the number of teachers who work on emergency certification to 2 or fewer		
Measurable Goal Nickname (35 Character Max)		
Emergency Cert		
Target Year 1	Target Year 2	Target Year 3
Reduce the number of teachers who work on emergency certification to 4 or fewer	Reduce the number of teachers who work on emergency certification to 3 or fewer	Reduce the number of teachers who work on emergency certification to 2 or fewer

Outcome Category		
Essential Practices 4: Implement Data-Driven Human Capital Strategies		
Measurable Goal Statement (Smart Goal)		
Increase long-term teacher retention with a focus on level 1 teachers by 10%		
Measurable Goal Nickname (35 Character Max)		
Retention		
Target Year 1	Target Year 2	Target Year 3
Increase long-term teacher retention with a focus on level 1 teachers by 5%	Increase long-term teacher retention with a focus on level 1 teachers by 7%	Increase long-term teacher retention with a focus on level 1 teachers by 10%

Priority: We seek to reintegrate the outside resources as part of the daily school practices. This would include wrap around services for students, CTE opportunities, and field trips.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
On a survey of students, 75% or more will indicate one or more ways that they are involved with community organizations		
Measurable Goal Nickname (35 Character Max)		
Community Involvement		
Target Year 1	Target Year 2	Target Year 3
On a survey of students, 50% or more will indicate one or more ways that they are involved with community organizations	On a survey of students, 60% or more will indicate one or more ways that they are involved with community organizations	On a survey of students, 75% or more will indicate one or more ways that they are involved with community organizations

Priority: Leveraging our MTSS system, we will seek to provide additional supports to students and staff K-12

Outcome Category
English Language Arts

Measurable Goal Statement (Smart Goal)		
On the end of year state assessments, student subgroups will perform within 10% of their grade level peers on average		
Measurable Goal Nickname (35 Character Max)		
MTSS for all students		
Target Year 1	Target Year 2	Target Year 3
On the end of year state assessments, student subgroups will perform within 15% of their grade level peers on average	On the end of year state assessments, student subgroups will perform within 12% of their grade level peers on average	On the end of year state assessments, student subgroups will perform within 10% of their grade level peers on average

Action Plan

Measurable Goals

Emergency Cert	Retention
Community Involvement	MTSS for all students

Action Plan For: Teacher Apprenticeship

Measurable Goals:
<ul style="list-style-type: none"> Reduce the number of teachers who work on emergency certification to 2 or fewer Increase long-term teacher retention with a focus on level 1 teachers by 10%

Action Step		Anticipated Start/Completion Date	
Work with the CSIU to create a position related to teacher apprenticeship for the 2025-2026 school year and beyond, with the goal of recruitment and retainment of special education teachers long-term		2025-01-06	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction	CSIU as sponsor, job descriptions, grant funding	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Hire at least 1 teacher apprentice for the 2025-2026 school year that would become a full-time special educator in the district by the 2027-2028 school year	Monthly monitoring through meetings with the CSIUEvaluation of teacher apprentice by Director of Student Support Services twice annuallyOngoing support for teacher apprentice through assignment of a mentor on site

Action Plan For: Career Fairs and Job Fairs

Measurable Goals:
<ul style="list-style-type: none"> Increase long-term teacher retention with a focus on level 1 teachers by 10%

Action Step		Anticipated Start/Completion Date	
Participate in career fairs, job fairs, and mock interviews through local universities for the purposes of recruiting certified teachers		2025-01-06	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction, Principals	Funding for participation fee, brochures and other information about WR	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Successful recruitment of all openings by the first day of school each year	Twice a year, the number of applications and the number of people recruited from each university will be compiled for review by the leadership team

Action Plan For: MTSS

Measurable Goals:
<ul style="list-style-type: none"> On the end of year state assessments, student subgroups will perform within 10% of their grade level peers on average

Action Step		Anticipated Start/Completion Date	
Through a use of the MTSS framework, we will provide supports in academics for all students K-12		2025-01-06	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Student Support Services and Principals	Funding for MTSS, Instructional coaches, training on MTSS, reading specialists, math interventionists	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Tier 2 and tier 3 students will show greater than average growth on PVAAS	Monitoring by instructional leadership 3 times per year through benchmark review Evaluation annually by leadership team through state assessment scores and PVAAS review

Action Plan For: Community Schools Model

Measurable Goals:
<ul style="list-style-type: none"> On a survey of students, 75% or more will indicate one or more ways that they are involved with community organizations

Action Step		Anticipated Start/Completion Date	
Through a review of the community schools model, review and improve our work with community organizations		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Director of Curriculum and Instruction and Director of Student Support Services	Community Schools Coordinator, Principal participation, funding for CSC, funding for part-time social worker (PCCD funds / partnership with CSIU)	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Map the MTSS student supports to the community schools model, checking for effectiveness	Monitoring by instructional leadership 3 times per year through benchmark review Evaluation annually by leadership team through ABC data

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
MTSS	Through a use of the MTSS framework, we will provide supports in academics for all students K-12

MTSS for All Students

Action Step		
<ul style="list-style-type: none"> Through a use of the MTSS framework, we will provide supports in academics for all students K-12 		
Audience		
K-12 Educators		
Topics to be Included		
What is MTSS?What does Tier 1 look like?What does Tier 2 look like?What does Tier 3 look like?Who is involved in the timeline? How does a student's timeline unfold?What are the results?		
Evidence of Learning		
Educators will complete a reflection where they discuss what their role in the MTSS model looks like		
Lead Person/Position	Anticipated Start	Anticipated Completion
Director of Curriculum and Instruction and Director of Student Support Services	2025-08-18	2026-06-05

Learning Format

Type of Activities	Frequency
Inservice day	2 times
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 3d: Using Assessment in Instruction 4d: Participating in a Professional Community 4b: Maintaining Accurate Records 	
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)	Every 12 days
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4d: Participating in a Professional Community 4b: Maintaining Accurate Records 3d: Using Assessment in Instruction 	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Communications Activities

Board presentations

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Work with the CSIU to create a position related to teacher apprenticeship for the 2025-2026 school year and beyond, with the goal of recruitment and retainment of special education teachers long-term 	All community members (parents, faculty, staff, board members) of the Warrior Run School District	Intro to Teacher Apprenticeship Job descriptions Budget Requirements Outcomes	Director of Curriculum and Instruction	01/06/2025	06/13/2028

Communications

Type of Communication	Frequency
Presentation	3 times per year
Newsletter	Monthly
Posting on district website	Ongoing
Other	Posted on social media after board meeting

Career Fairs and Job Fairs					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> Participate in career fairs, job fairs, and mock interviews through local universities for the purposes of recruiting certified teachers 	University seniors studying for a K-12 teacher certification	Details on WR What is the pay scale What are the current openings What makes WR a great place to work	Director of Curriculum and Instruction	01/06/2025	06/30/2028
Communications					
Type of Communication			Frequency		
Posting on district website			Jobs are posted on the district website through Frontline		
Other			Twice annual participation in career fairs		
Newsletter			Monthly virtual newsletters and social media postings		

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date