



## Profile and Plan Essentials

|                                             |              |                                         |
|---------------------------------------------|--------------|-----------------------------------------|
| <b>LEA Type</b>                             |              | AUN                                     |
| Baldwin-Whitehall School District           |              | 103021102                               |
| <b>Address 1</b>                            |              |                                         |
| 4900 Curry Road                             |              |                                         |
| <b>Address 2</b>                            |              |                                         |
|                                             |              |                                         |
| <b>City</b>                                 | <b>State</b> | <b>Zip Code</b>                         |
| PITTSBURGH                                  | Pennsylvania | 15236                                   |
| <b>Chief School Administrator</b>           |              | <b>Chief School Administrator Email</b> |
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| <b>Single Point of Contact Name</b>         |              |                                         |
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| <b>Single Point of Contact Email</b>        |              |                                         |
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| <b>Single Point of Contact Phone Number</b> |              |                                         |
| 412-884-6300                                |              |                                         |

## Steering Committee

| Name                 | Position/Role | Building/Group/Organization                           | Email                         |
|----------------------|---------------|-------------------------------------------------------|-------------------------------|
| Randal A Lutz        | Administrator | District                                              | rlutz@bwschools.net           |
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| Jill Fleming-Salopek | Administrator | District                                              | jflemingsalopek@bwschools.net |
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|                    |                  |                                              |                              |
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|                      |                  |                                                       |                            |
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## LEA Profile

### Background

The history of Baldwin-Whitehall has been filled with diversity, hard-working citizens, and community pride for over 300 years. It began before the 18th century with the Lenape and Delaware Indians, who inhabited the Baldwin area until Scotch-Irish and German immigrants began to settle into the 19th century. They were attracted to the area's fruitful land grants, plentiful coal mines, and valuable farm land. They felt at home as the Baldwin area's hills and forests resembled their countries back home.

In 1844, due to this flood of immigrants, Henry Baldwin, a Pittsburgh lawyer who served as an Associate Justice of the US Supreme Court, founded Baldwin Township to create a sense of community pride in their hard work and common aspirations. Fostering an educational system that reflected their goals became a necessity. As such, in the early 1900s, the township erected seven strategically placed schools. These structures had several rooms for grades one through six and could accommodate approximately 100 children within each. Although the township lost much land and population over the next several decades, there remained a strong commitment to community and education of the children. Old, dilapidated buildings were replaced with modern elementary schools, reflecting the latest technology and educational theories of how children should be preparing for the future.

At this time, high school students were sent to neighboring high schools as "tuition students." In order to serve the increasing high school population, Baldwin Township decided that their own high school was becoming a necessity. They greatly valued education and wanted to create the best environment for their students in inventive, creative ways, including a simulated farm for agriculture class. Thus, Baldwin Township High School opened in the fall of 1939 with 655 students in ninth and tenth grade with the first class graduating in 1941. The Fighting Highlander, chosen to pay tribute to the Scottish settlers of the Baldwin area, became the mascot for activities and athletics as early as the 1940s and has continued to the present day.

When Whitehall Borough was created in 1947 and Baldwin Borough in 1951, the educational services to the community remained intact. In 1966, a decision was made to rename the district to the Baldwin-Whitehall School District. Academically, the goal of the Baldwin-Whitehall School District remains the same; however, the facilities themselves have evolved, reflecting the ever-present changes in our community and world. Throughout our history as a district, we have become well-known for our partnership with Special Olympics as we host the South Western Regional Summer Games. Today, there are three elementary schools, a middle school, and a high school fostering the educational ideals that were originally valued and espoused by our forefathers over 150 years ago: "Let us all, educators and parents, never lose sight of our goals: [the tenets of morality, culture, and citizenship]. Our future lies in the quality of education that we provide our children in the present."

## **Community Demographics**

The three suburban communities of Baldwin Borough, Baldwin Township, and Whitehall Borough, located in the South Hills of Pittsburgh, are approximately six miles from downtown Pittsburgh. The Baldwin-Whitehall community provides access to a regional market in excess of one million persons. The district is within minutes of world class cultural, educational, and recreational facilities. The city of Pittsburgh and Southwestern Pennsylvania is the site of more than 100 universities, hospitals, and corporate centers and one of the nation's leaders in research and development for software engineering, robotics, artificial intelligence, advanced materials, and biomedicine. In the District, collectively, the three community's resources include volunteer fire departments, fully-staffed police departments for each local entity, and emergency medical rescue teams with ambulance services. Additionally, our communities boast two thriving local libraries that provide considerable access to a variety of both print and digital resources. Recreational opportunities abound within the Baldwin-Whitehall School District area as well. Residents and students alike can take advantage of local community swimming pools, tennis courts, ball fields, playgrounds, bike trails, recreational athletic leagues, and parks. South Hills Country Club adds to these amenities with their private golf course.

Caste Village, a large shopping center, including a small strip mall, outbuildings, and offices, is the hub of retail activity in this largely-residential community. Additional stand-alone storefronts line PA Route 51. Of these businesses along PA Route 51, the majority of them have five employees or fewer. Our local chamber of commerce members are in service based industries such as banks, real estate agencies, accounting, contractors, health care services, insurance agencies, and restaurants. The closest business that we have to manufacturing would be Schneider's Dairy, a family-owned and operated dairy with headquarters and processing plant located in Whitehall. The largest employers within our region are Jefferson Hospital, Giant Eagle grocery store, Bombardier Transportation (rail division), Bettis Nuclear Plant, the County Airport, and the Bureau of Mines; however, none of these businesses reside within the confines of the district even though they are extremely proximal.

## **Student Demographics and Growth Projections**

According to a demographic study completed by Stewman Demographics LLC in May 2018, the BWSD is expected to increase enrollment from 4,292 students in 2017 to approximately 5,300 students by 2027. The majority of the growth will occur at the elementary grades, with overall district growth related to the progression of the larger class sizes through the grade levels. While the pandemic of 2020 has slowed the student growth to some degree, the district continues to grow annually. Since 2018, BWSD has moved from the 6th largest school district in Allegheny County to the current rank of #5. The demographic shifts experienced in the District involve ethnicity, economically disadvantaged, English Language Learners, and special education. Ten years ago, the District had less than 20% economically disadvantaged students; that number today is estimated to be around 52.27% district-wide, with some of our schools in excess of that

number. District special education participation is approximately 16% of the overall student enrollment. The District hosts nearly all programs to serve student needs within the schools. BWSD boasts a diverse student body with a global representation of students whose origin of births come from over 53 countries world-wide. The District has 19% of students Kindergarten through grade 12 entering the community as refugees or immigrants. While that number is representative of our current K-12 population, the Kindergarten through 3rd population is much higher with the most represented group being Asian/refugee students. English Language Development services are received by 8% of the student body. While many students are learning and/or have an understanding of the English language, many parents do not speak English. The District has extensive translation and interpretation services to ensure that all members of the school community are able to be involved in their child's education. The District also has extensive partnerships with the community libraries and outreach programs to help with hunger, poverty, safety, and making a better life in America for refugee families.

### **School Budget**

The annual district budget for 2024-2025 is \$88.5 million. Revenues were generated from local sources (\$54M or 61% of the budget), state (\$33M or 37% of the budget), and federal (\$1.5M or about 2% of the budget). The expense side consisted of \$48M or 54% of the overall budget related to instruction, \$29M or 33% of the overall budget is dedicated to services for students, and about \$10M or 11% of the budget is slated to pay for debt service related to construction and renovation costs.

The millage rate for 2024-2025 is 25.00 mils with taxable assessed values of roughly \$1.9B.

### **The Schools**

Currently, in the Baldwin-Whitehall School District, there are three elementary schools: McAnnulty Elementary School with an enrollment of 354 students in Pre-K and Kindergarten, Whitehall Elementary School with an enrollment of 667 in Grades 1 and 2, and R. A. Lutz Elementary School with an enrollment of 1058 students in Grades 3 through 5.

J. E. Harrison Middle School serves 710 students in Grades 6 and 7, while Baldwin High School school serves 1,611 students in Grades 8 through 12. For the 2024-2025 school year, an additional 54 students are enrolled in the District Cyber Academy (Grades K through 12).

The delivery of the educational program is organized around the traditional grade-level structure. The District boasts an exceptional fine arts program in all of its schools. There are 17 Advanced Placement and 21 College in the High School courses offered at Baldwin High School. Baldwin-Whitehall School District offers 53 different athletic teams and 43 clubs and extracurricular activities for students in middle and high school, in addition to a robust intramural program. Many of the extracurricular programs in both the arts and athletics receive state and national recognition each year.

The District's work on personalizing learning for all students has been recognized regionally and nationally by organizations, such as Digital Promise League of Innovative Schools, Google, and Common Sense Media, etc. One of the highlights for the District and community is the Senior Exit Interview process held in May each year during which seniors present post-graduate goals to professional staff and community members.

### **Employees**

There are 580+ employees in the Baldwin-Whitehall School District. The District is proud to maintain its own transportation fleet, food service program, and facilities departments with over 240 classified employees. The professional faculty is made up of over 295 teachers and 39 administrators.

## **Mission and Vision**

### **Mission**

Unlocking potential, empowering learners, inspiring futures. Baldwin-Whitehall School District is committed to fostering an inclusive, enriching, and future-focused education. Through meaningful connections and a culture of academic excellence, we inspire students to explore their passions, develop critical skills, and thrive in an ever-evolving world. The Baldwin-Whitehall School District is committed to ensuring that every student reaches their highest potential through a comprehensive and future-focused plan for continuous improvement. Our strategic priorities focus on enhancing instructional practices, improving student outcomes, and strengthening family and community engagement.

### **Vision**

In collaboration with our community partners, the Baldwin-Whitehall School District empowers adaptive learners, responsible collaborators, communicators, empathetic individuals, and creative and critical thinkers through innovative and inclusive learning, preparing every student to shape their future with purpose.

## **Educational Values**

### **Students**

Equity in Learning Opportunities: Every student deserves access to engaging, appropriately challenging, and meaningful learning experiences that honor their unique abilities, interests, and aspirations. Student-Centered Design: School schedules and instructional programs are intentionally crafted with student voices and needs in mind, embracing the diversity of educational and developmental pathways. Future-Ready Skills: Students are empowered to build essential skills—critical thinking, adaptability, collaboration, and innovation—to thrive in a future of their choosing. High Expectations for All: Excellence is fostered across academics, extracurriculars, and athletics, ensuring every student has the opportunity to achieve their personal best. Learning Beyond the Classroom: Learning extends beyond traditional boundaries, connecting students to real-world experiences and global opportunities to deepen their understanding and growth. Digital Fluency and Responsibility: Students and staff exemplify digital literacy and ethical use of media, leveraging technology to connect, create, and contribute responsibly in a digital world.

### **Staff**

Equity-Driven Instruction: Teachers and staff commit to creating inclusive, empathetic, and equitable learning environments by using data-informed decisions to address individual needs and ensure every student has access to appropriately challenging and meaningful opportunities for growth. Learner-Centered Practices: Educators design and implement programs, schedules, and strategies that prioritize the diverse educational and developmental needs of all students, fostering personalized and inclusive learning experiences that support their growth and success. Future Focused: Staff empower students to develop essential skills such as adaptability, critical thinking, collaboration, innovation, and digital literacy. By integrating real-world applications, emerging technologies, and opportunities for creative problem-solving, they prepare students to navigate and excel in an ever-evolving global society and thrive in their chosen futures. Excellence in Professional Practice: By modeling a culture of growth mindset across academics, extracurriculars, and community engagement, teachers and staff uphold high expectations and foster dynamic learning experiences that extend beyond traditional settings. Digital Literacy Leadership: Educators demonstrate and teach digital fluency, promoting ethical and responsible use of technology to enhance learning and global connections. Collaborative Growth: Teachers and staff cultivate a culture of collaboration, empathy, and shared purpose, working together to inspire and support every student's success.

### **Administration**

Leadership for Equity: Administrators champion inclusive policies and practices that ensure every student has access to equitable, challenging, and meaningful learning opportunities. Learner-Centered Decision Making: Leaders prioritize the needs, voices, and

experiences of students in every decision, designing programs and schedules that honor the diversity of their educational and developmental pathways. **Future-Focused Leadership:** Administrators guide the development of future-ready skills—adaptability, critical thinking, collaboration, and innovation—by fostering an environment where these are prioritized across all programs. **Excellence in Leadership:** Leaders set and model high expectations for academic, extracurricular, and operational excellence, creating a culture of achievement and accountability across the district. **Cultivation of Learning Beyond the Classroom:** Administrators support and promote learning opportunities that connect classrooms to real-world experiences, encouraging curiosity, creativity, and lifelong learning. **Digital Transformation Advocacy:** Leaders champion digital literacy for students, staff, and themselves, ensuring the ethical and innovative integration of technology to enhance teaching, learning, and communication. **Collaborative and Inclusive Leadership:** Administrators foster a culture of trust, empathy, and collaboration among staff, students, families, and the community to achieve shared goals and continuous improvement. **Professional Growth for All:** Leaders empower teachers and staff by supporting professional development and innovation, building a dynamic and forward-thinking educational system.

## **Parents**

**Partnership in Equity:** Parents are essential partners in creating inclusive and equitable opportunities, ensuring all children receive the support they need to thrive academically, socially, and emotionally. **Support for Student-Centered Growth:** Parents collaborate with schools to nurture learning environments that honor the individuality, diversity, and developmental needs of each child. **Future-Ready Advocacy:** Parents encourage their children to develop skills like adaptability, critical thinking, collaboration, and innovation, helping them prepare for a successful and fulfilling future. **Commitment to Excellence:** Parents actively support high expectations across academics, extracurricular activities, and character development, contributing to a culture of achievement. **Learning Beyond the Classroom:** Parents promote curiosity and lifelong learning by connecting classroom lessons to real-world experiences, family discussions, and community involvement. **Digital Citizenship at Home:** Parents support digital literacy by guiding responsible and ethical use of technology, encouraging balanced and productive engagement with digital tools. **Collaboration with Schools:** Parents maintain open communication and strong partnerships with educators and administrators, fostering a supportive and collaborative learning community. **Engagement in Growth and Development:** Parents actively participate in school events, initiatives, and decision-making processes to enhance their child’s educational journey and the school’s success.

## **Community**

**Commitment to Equity and Opportunity:** The community actively supports schools in providing every student with equitable access to quality education and opportunities for success. **Student-Centered Partnerships:** Community members collaborate with schools to create inclusive environments that respect and respond to the diverse needs of all students. **Future-Ready Support:** The community engages in

partnerships that help students develop essential skills—adaptability, critical thinking, collaboration, and creativity—preparing them to thrive in their chosen futures. Celebrating Excellence in Education: The community takes pride in supporting and recognizing student achievements across academics, athletics, and extracurricular activities, fostering a culture of excellence. Extending Learning Beyond the Classroom: Local organizations and businesses provide resources, mentorship, and real-world experiences that enrich learning and connect students to the wider world. Advocating for Digital Literacy: The community promotes responsible and ethical use of technology, working alongside schools to help students succeed in a digitally connected society. Active Engagement and Collaboration: Community members participate in school initiatives, volunteer programs, and decision-making processes, contributing to the success and growth of local education. Inspiring a Culture of Lifelong Learning: The community models and supports a love of learning, innovation, and personal growth, inspiring students to embrace education as a lifelong journey.

**Other (Optional)**

Omit selected.

## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

| Indicator                                                                                                                                      | Comments/Notable Observations                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Baldwin High School's (Grades 7-12) performance is exceeding the Career Standards Benchmark at 94.9%.                                          | The school is currently surpassing the Statewide Average, demonstrating a commitment to preparing students for successful career pathways. |
| Baldwin High School's (Grades 7-12) performance is exceeding the Industry-Based Standards Benchmark at 96.0%.                                  | The school is currently surpassing the Statewide Performance Standard.                                                                     |
| Baldwin High School's (Grades 7-12) performance is exceeding the 4 Year Graduation Cohort Benchmark at 95.5%.                                  | The school is currently surpassing the 2033 Statewide Goal.                                                                                |
| R. A. Lutz Elementary School's (Formally J. E. Harrison Education Center, Grades K-6) performance is exceeding the Science Benchmark at 83.3%. | The school is currently surpassing the 2033 Statewide Goal.                                                                                |

#### Challenges

| Indicator                                                                                                                                                                                              | Comments/Notable Observations                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|
| Baldwin High School (Grades 7-12) is not currently meeting the interim targets for all tested areas, including Algebra, Biology, and Literature.                                                       | There is a need for focused intervention and improvement in these three content areas. |
| Baldwin High School (Grades 7-12) is not currently meeting the growth targets (PVAAS) for all tested areas, including Algebra, Biology, and Literature.                                                | There is a need for focused intervention and improvement in these three content areas. |
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the interim targets for the tested areas of English Language Arts and Mathematics.        | There is a need for focused intervention and improvement in these three content areas. |
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the growth (PVAAS) targets for the tested areas of English Language Arts and Mathematics. | There is a need for focused intervention and improvement in these three content areas. |

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

#### Strengths

| Indicator | Comments/Notable Observations |
|-----------|-------------------------------|
|-----------|-------------------------------|

|                                                                                                                                                                                                                                                                                           |                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The subgroup of English Learners at Baldwin High School is exceeding the Career Standards Benchmark at 97.6%.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>English Learners</p>                                                                                            | <p>English Learners are currently surpassing the Statewide Average.</p>                                                                       |
| <p><b>Indicator</b><br/>The subgroup of English Learners at Baldwin High School is meeting the regular attendance benchmarks.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>English Learners</p>                                                                               | <p><b>Comments/Notable Observations</b><br/>English Learners are regularly attending school.</p>                                              |
| <p><b>Indicator</b><br/>The subgroup of English Learners at R. A. Lutz Elementary School (Formally J. E. Harrison Education Center) is meeting the Science Benchmark.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>English Learners</p>                                       | <p><b>Comments/Notable Observations</b><br/>English Learners are achieving proficiency in the content area of science.</p>                    |
| <p><b>Indicator</b><br/>The subgroup of Economically Disadvantaged Students at R. A. Lutz Elementary School (Formally J. E. Harrison Education Center) is meeting the Science Benchmark.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>Economically Disadvantaged Students</p> | <p><b>Comments/Notable Observations</b><br/>Economically Disadvantaged Students are achieving proficiency in the content area of science.</p> |
| <p><b>Indicator</b><br/>The subgroup of Students with Disabilities at R. A. Lutz Elementary School (Formally J. E. Harrison Education Center) is meeting the Science Benchmark.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>Students with Disabilities</p>                   | <p><b>Comments/Notable Observations</b><br/>Students with Disabilities are achieving proficiency in the content area of science.</p>          |
| <p><b>Indicator</b><br/>The subgroup of Minority Students at R. A. Lutz Elementary School (Formally J. E. Harrison Education Center) is meeting the Science Benchmark.</p> <p><b>Grade Level(s) and/or Student Group(s)</b><br/>Minority Students</p>                                     | <p><b>Comments/Notable Observations</b><br/>Minority Students are achieving proficiency in the content area of science.</p>                   |

### Challenges

|                                                                                                                                                              |                                                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Indicator</b><br/>The subgroup of English Learners at Baldwin High School is falling well below average in growth across all tested content areas.</p> | <p><b>Comments/Notable Observations</b><br/>The underperformance highlights the need for targeted support and interventions to help improve</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade Level(s) and/or Student Group(s)</b><br>English Learners                                                                                                                                                                                                                                                                                | their academic progress.                                                                                                                                         |
| <b>Indicator</b><br>The subgroup of Economically Disadvantaged Students at Baldwin High School is falling well below average in growth across all tested content areas.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Economically Disadvantaged Students                                                                                  | <b>Comments/Notable Observations</b><br>The underperformance highlights the need for targeted support and interventions to help improve their academic progress. |
| <b>Indicator</b><br>The subgroup of Students with Disabilities at Baldwin High School is falling well below average in growth across all tested content areas.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Students with Disabilities                                                                                                    | <b>Comments/Notable Observations</b><br>The underperformance highlights the need for targeted support and interventions to help improve their academic progress. |
| <b>Indicator</b><br>The subgroup of English Learners at R. A. Lutz Elementary School (formally J. E. Harrison Education Center) is falling below average in growth across the content areas of English Language Arts and Mathematics.<br><b>Grade Level(s) and/or Student Group(s)</b><br>English Learners                                       | <b>Comments/Notable Observations</b><br>The underperformance highlights the need for targeted support and interventions to help improve their academic progress. |
| <b>Indicator</b><br>The subgroup of Economically Disadvantaged Students at R. A. Lutz Elementary School (formally J. E. Harrison Education Center) is falling below average in growth across the content areas of English Language Arts and Mathematics.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Economically Disadvantaged Students | <b>Comments/Notable Observations</b><br>The underperformance highlights the need for targeted support and interventions to help improve their academic progress. |
| <b>Indicator</b><br>The subgroup of Students with Disabilities at R. A. Lutz Elementary School (formally J. E. Harrison Education Center) is falling below average in growth across the content areas of English Language Arts and Mathematics.<br><b>Grade Level(s) and/or Student Group(s)</b><br>Students with Disabilities                   | <b>Comments/Notable Observations</b><br>The underperformance highlights the need for targeted support and interventions to help improve their academic progress. |

## Summary

### Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

|                                                                                                       |
|-------------------------------------------------------------------------------------------------------|
| Baldwin High School's (Grades 7-12) performance is exceeding the Career Standards Benchmark at 94.9%. |
|-------------------------------------------------------------------------------------------------------|

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| Baldwin High School's (Grades 7-12) performance is exceeding the Industry-Based Standards Benchmark at 96.0%. |
|---------------------------------------------------------------------------------------------------------------|

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| Baldwin High School's (Grades 7-12) performance is exceeding the 4 Year Graduation Cohort Benchmark at 95.5%. |
|---------------------------------------------------------------------------------------------------------------|

### Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

|                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Baldwin High School (Grades 7-12) is not currently meeting the interim targets for all tested areas, including Algebra, Biology, and Literature. |
|--------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the interim targets for the tested areas of English Language Arts and Mathematics. |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Baldwin High School (Grades 7-12) is not currently meeting the growth targets (PVAAS) for all tested areas, including Algebra, Biology, and Literature. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the growth (PVAAS) targets for the tested areas of English Language Arts and Mathematics. |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Local Assessment

### English Language Arts

| Data          | Comments/Notable Observations                                                                                                |
|---------------|------------------------------------------------------------------------------------------------------------------------------|
| mCLASS DIBELS | mCLASS DIBELS is administered three times per year to students in Grades K-3.                                                |
| CDTs          | CDTs are used in secondary grades three times per year to project learning outcomes and performance on standardized testing. |
| NWEA          | NWEA is administered three times per year to students in Grades 1-8.                                                         |

### English Language Arts Summary

#### Strengths

|                                                                                                      |
|------------------------------------------------------------------------------------------------------|
| Students demonstrate higher proficiency in English Language Arts (ELA) compared to Math and Science. |
| Students show growth in English Language Arts (ELA).                                                 |

#### Challenges

|                                                                                 |
|---------------------------------------------------------------------------------|
| Students are lacking the growth needed to move to levels of proficiency.        |
| Interim targets are not being met for the tested area of English Language Arts. |

### Mathematics

| Data   | Comments/Notable Observations                                          |
|--------|------------------------------------------------------------------------|
| CDTS   | CDTS are administered three times per year to students in Grades 9-11. |
| NWEA   | NWEA is administered three times per year to students in Grades 1-8.   |
| mCLASS | mCLASS is administered three times per year to students in Grades K-3. |

### Mathematics Summary

#### Strengths

|                                                                                      |
|--------------------------------------------------------------------------------------|
| Growth is being made in the content area of Math, despite not meeting state targets. |
|--------------------------------------------------------------------------------------|

#### Challenges

|                                                                                                     |
|-----------------------------------------------------------------------------------------------------|
| Students demonstrate lower proficiency in Math compared to English Language Arts (ELA) and Science. |
| Students are lacking the growth needed to move to levels of proficiency.                            |

|                                                                |
|----------------------------------------------------------------|
| Interim targets are not being met for the tested area of Math. |
|----------------------------------------------------------------|

### Science, Technology, and Engineering Education

| Data | Comments/Notable Observations                                          |
|------|------------------------------------------------------------------------|
| CDTs | CDTS are administered three times per year to students in Grades 8-11. |

### Science, Technology, and Engineering Education Summary

#### Strengths

|                                                                                         |
|-----------------------------------------------------------------------------------------|
| Growth is being made in the content area of Science, despite not meeting state targets. |
| Learning spaces and programming redesign is actively occurring.                         |
| Coaching is available K-12 in the area of Science.                                      |

#### Challenges

|                                                                                                           |
|-----------------------------------------------------------------------------------------------------------|
| Students are lacking the growth needed to move to levels of proficiency.                                  |
| Students are currently underperforming in the content area of Science when compared to the state average. |
| Interim targets are not being met for the tested area of Science.                                         |

## Related Academics

### Career Readiness

| Data                                                                                                                                               | Comments/Notable Observations                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Industry Based Learning: Work-Based Learning Experiences                                                                                           | Baldwin High School exceeds the state average in this area.                                                                                                    |
| Post-Secondary Transition: Graduates who are enrolled in an institution of higher learning, enlisted in the military, and/or entered the workforce | Baldwin High School falls short of the state average in this area.                                                                                             |
| Career Standards: By the end of Grade 11, students produce a minimum total of eight pieces of evidence for their career portfolio.                 | The district continues to demonstrate growth in this area.                                                                                                     |
| Senior Exit Interviews: District Graduation Requirement                                                                                            | All Baldwin High School seniors are required to participate in an exit interview that explores and/or supports secondary career and educational opportunities. |

### Career and Technical Education (CTE) Programs

**False** Career and Technical Education (CTE) Programs Omit

| Data                    | Comments/Notable Observations                                                                                                                                                                                    |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Steel Center Enrollment | Baldwin High School consistently sends the highest number of students to Steel Center compared to neighboring schools, reflecting the strong interest and success of our students in the programs offered there. |

### 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

Seton Hill University

## Agreement Type

Dual Credit

## Program/Course Area

SEL 105 Composition and Culture (Part A)

## Uploaded Files

COLLEGE IN HIGH SCHOOL (CHS) COURSES (1).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.

Requiring all Baldwin High School seniors to participate in an exit interview is a strength, as it ensures each student has the opportunity to reflect on their career and educational goals while receiving personalized guidance for their next steps. This process helps identify and address any challenges they may face, providing targeted support that empowers them to make informed decisions about their future and better prepares them for post-secondary success.

Baldwin High School's consistent leadership in sending the highest number of students to Steel Center is a clear strength, demonstrating our students' strong interest in hands-on, career-focused education. This trend reflects the success of our programs in preparing students for meaningful careers and skill development while also fostering valuable partnerships with Steel Center. It underscores our commitment to providing diverse opportunities that align with student interests and the demands of the workforce.

## 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.

The lower-than-average rate of Baldwin-Whitehall School District graduates enrolling in higher education, enlisting in the military, or entering the workforce presents a challenge as it indicates that all students may not be fully prepared for or supported in their post-secondary transitions. This gap highlights the need for enhanced resources, guidance, and opportunities to better equip our graduates for success in their next steps, whether academic, military, or professional.

To continue growing in the process of career portfolio development, we can focus on providing students with more opportunities to engage in real-world experiences and reflection throughout their academic journey. This could include expanding internships, job shadowing, and collaboration with local businesses or organizations. Additionally, offering more guidance on selecting meaningful evidence that showcases their skills, achievements, and aspirations will help ensure that students are fully prepared to present a comprehensive and impactful career portfolio by the end of Grade 12. This continued focus on hands-on experiences and personalized support will strengthen the portfolio process and better prepare students for their future careers.

## Equity Considerations

### English Learners

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

### Students with Disabilities

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

### Students Considered Economically Disadvantaged

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

### 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.

Students identified in the subgroups of English Learners, Economically Disadvantaged, Minority, and Students with Disabilities are consistently meeting state standards in the content area of science. This progress reflects our commitment to providing equitable learning opportunities and targeted support to all students, ensuring their success in meeting state expectations.

English Learners are exceeding the benchmarks for career readiness, showcasing their ability to adapt, communicate, and thrive in a variety of career-focused environments. Through targeted language support, tailored resources, and engagement in real-world experiences, these students are not only meeting but surpassing expectations, demonstrating resilience and strong preparation for success in their future careers.

### 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.

The challenge of not meeting state targets for Math and English Language Arts across our high school student subgroups highlights disparities in academic achievement that need to be addressed. This situation calls for a comprehensive approach to identify the specific barriers each subgroup faces, whether related to access, resources, or support, and to implement targeted interventions. Failing to meet these targets affects our students' preparedness for post-secondary opportunities and future careers, making it crucial to strengthen our efforts in closing achievement gaps and ensuring equitable educational outcomes for all students.

The challenge of not meeting state targets for Math and English Language Arts across our elementary student subgroups highlights the need for early intervention and more targeted support to address foundational learning gaps. Without meeting these key benchmarks, students may struggle to build the necessary skills for future academic success, potentially hindering their overall growth. It is essential to provide differentiated instruction, additional resources, and individualized support to help all students, especially those in underperforming subgroups, reach their full potential and ensure a strong academic foundation moving forward.

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

| Programs and Plans                    | Comments/Notable Observations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Special Education Plan                | The Baldwin-Whitehall School District has met LRE requirements in all areas. The District offers a comprehensive continuum of services from the least to most restrictive environments. The District continues to meet state targets in all educational environments and continues to expand programming, considering the least restrictive environment first, across all district locations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Title 1 Program                       | The Baldwin-Whitehall School District supports a school-wide Title 1 program in Grades K-5 within three elementary schools. Funds are used to support staffing levels of eight FTEs within schools, providing Tier 2 and 3 supports for children within Language Arts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Student Services                      | All Baldwin-Whitehall buildings Grades K-12 offer positive behavior intervention and support programming. The programming at each building is under the direction of the assigned building level team via consultation with the Allegheny Intermediate Unit. In addition, administration, faculty, and staff participate in on-going professional development regarding the positive approaches to behavior and restorative practices. The 6-8 building is transitioning to the Leader in Me programming. All school buildings Grades K-12 are implementing the Journey of a Highlander and its five competencies, which will be embedded into programming.                                                                                                                                                                                                                                |
| K-12 Guidance Plan (339 Plan)         | Plan can be found here: <a href="https://drive.google.com/file/d/1YITJLlyWsTp_mWK50QluaCjRZbrrke3m/view?usp=sharing">https://drive.google.com/file/d/1YITJLlyWsTp_mWK50QluaCjRZbrrke3m/view?usp=sharing</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| Technology Plan                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| English Language Development Programs | The Baldwin-Whitehall School District provides English Language Development to over 495 students in a pull-out, push-in and content-based instructional model. Student language development progress is monitored yearly through WIDA ACCESS testing, along with other formative and summative assessments, including benchmark screening. There are 11 ESL teachers in grades K-12 who provide direct instruction, support, and monitoring to students. Parent engagement is a critical piece in the success of our ELLs, thus indicating the importance of the District providing translated and interpreted services to close the language barrier between school and home. Through our partnerships in our community and the work of the EMBRACE team, there has been a continual effort to provide our families with the academic, social-emotional, and community support they need. |

## Strengths

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

BWSD has a significant amount of support that provides an inclusive learning environment for all students.

Programming and instructional focus has shifted to include all students having the same access to resources and learning materials.

|                                             |
|---------------------------------------------|
| BWSD has met LRE requirements in all areas. |
|---------------------------------------------|

|                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|
| BWSD has an extensive and growing ELL population consisting of approximately 24 different native languages represented by students. |
|-------------------------------------------------------------------------------------------------------------------------------------|

### 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.

|                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------|
| Achievement of ELLs and Special Education population can increase in the areas of language acquisition and foundational math skills. |
|--------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| All teachers would benefit from a deeper understanding of inclusive instructional practices for all students. |
|---------------------------------------------------------------------------------------------------------------|

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| A stronger data focus will assist our teachers in the deeper understanding of individual student needs. |
|---------------------------------------------------------------------------------------------------------|

## Conditions for Leadership, Teaching, and Learning

### Empower Leadership for District Continuous Improvement

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

### 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 | Operational |

### Implement Data-Driven Human Capital Strategies

|                                                                                                                                                                         |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| Recruit and retain fully credentialed, experienced and high-quality leaders and teachers                                                                                | Exemplary   |
| 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 | Exemplary |
| Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities                              | Exemplary |

## Summary

### Strengths

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

|                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------|
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. |
| Ensure effective, standards-aligned curriculum and assessment *                                                                                  |
| Foster a vision and culture of high expectations for success for all students, educators, and families.                                          |
| Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.                                                       |

### 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.

|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.       |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. |

## 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 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Baldwin High School's (Grades 7-12) performance is exceeding the Career Standards Benchmark at 94.9%.                                                                                                                                                                                                                                                                                                                                                                                                                               | False                           |
| Baldwin High School's (Grades 7-12) performance is exceeding the Industry-Based Standards Benchmark at 96.0%.                                                                                                                                                                                                                                                                                                                                                                                                                       | False                           |
| Baldwin High School's (Grades 7-12) performance is exceeding the 4 Year Graduation Cohort Benchmark at 95.5%.                                                                                                                                                                                                                                                                                                                                                                                                                       | False                           |
| Students demonstrate higher proficiency in English Language Arts (ELA) compared to Math and Science.                                                                                                                                                                                                                                                                                                                                                                                                                                | False                           |
| Students show growth in English Language Arts (ELA).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | False                           |
| Growth is being made in the content area of Math, despite not meeting state targets.                                                                                                                                                                                                                                                                                                                                                                                                                                                | False                           |
| Growth is being made in the content area of Science, despite not meeting state targets.                                                                                                                                                                                                                                                                                                                                                                                                                                             | False                           |
| Requiring all Baldwin High School seniors to participate in an exit interview is a strength, as it ensures each student has the opportunity to reflect on their career and educational goals while receiving personalized guidance for their next steps. This process helps identify and address any challenges they may face, providing targeted support that empowers them to make informed decisions about their future and better prepares them for post-secondary success.                                                     | True                            |
| Foster a vision and culture of high expectations for success for all students, educators, and families.                                                                                                                                                                                                                                                                                                                                                                                                                             | True                            |
| Recruit and retain fully credentialed, experienced, and high-quality leaders and teachers.                                                                                                                                                                                                                                                                                                                                                                                                                                          | False                           |
| Ensure effective, standards-aligned curriculum and assessment *                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | True                            |
| Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data.                                                                                                                                                                                                                                                                                                                                                                                    | False                           |
| Baldwin High School's consistent leadership in sending the highest number of students to Steel Center is a clear strength, demonstrating our students' strong interest in hands-on, career-focused education. This trend reflects the success of our programs in preparing students for meaningful careers and skill development while also fostering valuable partnerships with Steel Center. It underscores our commitment to providing diverse opportunities that align with student interests and the demands of the workforce. | False                           |
| BWSD has a significant amount of support that provides an inclusive learning environment for all students.                                                                                                                                                                                                                                                                                                                                                                                                                          | True                            |
| Programming and instructional focus has shifted to include all students having the same access to resources                                                                                                                                                                                                                                                                                                                                                                                                                         | False                           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                    |       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| and learning materials.                                                                                                                                                                                                                                                                                                                                                                                                            |       |
| BWSD has met LRE requirements in all areas.                                                                                                                                                                                                                                                                                                                                                                                        | False |
| BWSD has an extensive and growing ELL population consisting of approximately 24 different native languages represented by students.                                                                                                                                                                                                                                                                                                | False |
| Students identified in the subgroups of English Learners, Economically Disadvantaged, Minority, and Students with Disabilities are consistently meeting state standards in the content area of science. This progress reflects our commitment to providing equitable learning opportunities and targeted support to all students, ensuring their success in meeting state expectations.                                            | False |
| English Learners are exceeding the benchmarks for career readiness, showcasing their ability to adapt, communicate, and thrive in a variety of career-focused environments. Through targeted language support, tailored resources, and engagement in real-world experiences, these students are not only meeting but surpassing expectations, demonstrating resilience and strong preparation for success in their future careers. | False |
| Learning spaces and programming redesign is actively occurring.                                                                                                                                                                                                                                                                                                                                                                    | False |
| Coaching is available K-12 in the area of Science.                                                                                                                                                                                                                                                                                                                                                                                 | 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 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|
| Baldwin High School (Grades 7-12) is not currently meeting the interim targets for all tested areas, including Algebra, Biology, and Literature.                                                       | False                           |
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the interim targets for the tested areas of English Language Arts and Mathematics.        | False                           |
| Baldwin High School (Grades 7-12) is not currently meeting the growth targets (PVAAS) for all tested areas, including Algebra, Biology, and Literature.                                                | False                           |
| R. A. Lutz Elementary School (Formally J. E. Harrison Education Center, Grades K-6) is not currently meeting the growth (PVAAS) targets for the tested areas of English Language Arts and Mathematics. | False                           |
| Students are lacking the growth needed to move to levels of proficiency.                                                                                                                               | False                           |
| Students demonstrate lower proficiency in Math compared to English Language Arts (ELA) and Science.                                                                                                    | False                           |
| Students are lacking the growth needed to move to levels of proficiency.                                                                                                                               | False                           |
| Students are lacking the growth needed to move to levels of proficiency.                                                                                                                               | False                           |
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.                                                                                                | True                            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | True  |
| Interim targets are not being met for the tested area of English Language Arts.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | False |
| Interim targets are not being met for the tested area of Math.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | False |
| Achievement of ELLs and Special Education population can increase in the areas of language acquisition and foundational math skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | False |
| All teachers would benefit from a deeper understanding of inclusive instructional practices for all students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | True  |
| A stronger data focus will assist our teachers in the deeper understanding of individual student needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | True  |
| Students are currently underperforming in the content area of Science when compared to the state average.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | False |
| Interim targets are not being met for the tested area of Science.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | False |
| The lower-than-average rate of Baldwin-Whitehall School District graduates enrolling in higher education, enlisting in the military, or entering the workforce presents a challenge as it indicates that all students may not be fully prepared for or supported in their post-secondary transitions. This gap highlights the need for enhanced resources, guidance, and opportunities to better equip our graduates for success in their next steps, whether academic, military, or professional.                                                                                                                                                                                                                                                                             | False |
| To continue growing in the process of career portfolio development, we can focus on providing students with more opportunities to engage in real-world experiences and reflection throughout their academic journey. This could include expanding internships, job shadowing, and collaboration with local businesses or organizations. Additionally, offering more guidance on selecting meaningful evidence that showcases their skills, achievements, and aspirations will help ensure that students are fully prepared to present a comprehensive and impactful career portfolio by the end of Grade 12. This continued focus on hands-on experiences and personalized support will strengthen the portfolio process and better prepare students for their future careers. | False |
| The challenge of not meeting state targets for Math and English Language Arts across our high school student subgroups highlights disparities in academic achievement that need to be addressed. This situation calls for a comprehensive approach to identify the specific barriers each subgroup faces, whether related to access, resources, or support, and to implement targeted interventions. Failing to meet these targets affects our students' preparedness for post-secondary opportunities and future careers, making it crucial to strengthen our efforts in closing achievement gaps and ensuring equitable educational outcomes for all students.                                                                                                               | False |
| The challenge of not meeting state targets for Math and English Language Arts across our elementary student subgroups highlights the need for early intervention and more targeted support to address foundational learning gaps. Without meeting these key benchmarks, students may struggle to build the necessary skills for future academic success, potentially hindering their overall growth. It is essential to provide differentiated instruction, additional resources, and individualized support to help all students, especially those in underperforming subgroups, reach their full potential and ensure a strong academic foundation moving forward.                                                                                                           | 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.

Equitably providing inclusive academic supports in a future-focused learning environment where we use data to inform our practices and decisions to be more intentional in our student-centered approach to teaching and learning. Defining a collective vision for expectations of excellence in each classroom for all students.

## Analyzing (Strengths and Challenges)

### Analyzing Challenges

| Analyzing Challenges                                                                                          | Discussion Points                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Check for Priority |
|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| Establish and maintain a focused system for continuous improvement and ensure organizational coherence.       | Focus should be on enhancing instructional practices, which could then lead to improving student outcomes. District professional development should equip educators with innovative and inclusive strategies, including the redesign of programming to personalize learning pathways and ensure equitable access to high-quality curriculum, and foster meaningful partnerships with families, businesses, and community organizations. By making this type of PD focus, it will hopefully will result in forward-thinking practices that reflect the District's mission and vision.                                                                                                                                                                                                                                                                                                  | True               |
| Partner with local businesses, community organizations, and other agencies to meet the needs of the district. | Baldwin-Whitehall School District belongs to a strong community, so it would be pertinent to tap into those resources and partnerships for stronger communication and networking. Working with various members of the community to construct an organizational unity through the lens of the Journey of a Highlander competencies (Adaptive Learner, Communication, Empathy, Responsible Collaborator, and Creative and Critical Thinker) was highly beneficial. The District can continue engaging teachers, staff, students, administrators, families, and the community in collaborative efforts, where we will take purposeful actions to enhance curriculum design, expand innovative learning opportunities, and integrate meaningful work and learning experiences. The outcome would be to provide students with enhanced access to learning beyond the walls of our schools. | True               |
| All teachers would benefit from a deeper understanding of inclusive instructional practices for all students. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | False              |
| A stronger data focus will assist our teachers in the deeper understanding of individual student needs.       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | False              |

### Analyzing Strengths

| Analyzing Strengths                                                  | Discussion Points                                          |
|----------------------------------------------------------------------|------------------------------------------------------------|
| Foster a vision and culture of high expectations for success for all | Clear and explicit communication sharing the vision of the |

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| students, educators, and families.                                                                                                                                                                                                                                                                                                                                                                                                                                              | District with all key stakeholders. Involve student voice into the discussion. Have a supportive school board that works alongside our team in the future-focused development of programming.                               |
| Ensure effective, standards-aligned curriculum and assessment *                                                                                                                                                                                                                                                                                                                                                                                                                 | Solid process to redesign and rewrite curriculum. Implement and continue to revisit conversations with team leaders to improve and adapt. Open K-12 conversations to ensure vertical and horizontal alignment with content. |
| BWSD has a significant amount of support that provides an inclusive learning environment for all students.                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                             |
| Requiring all Baldwin High School seniors to participate in an exit interview is a strength, as it ensures each student has the opportunity to reflect on their career and educational goals while receiving personalized guidance for their next steps. This process helps identify and address any challenges they may face, providing targeted support that empowers them to make informed decisions about their future and better prepares them for post-secondary success. |                                                                                                                                                                                                                             |

### Priority Challenges

| Analyzing Priority Challenges | Priority Statements                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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|                               | To enhance instructional practices, improve student outcomes, and strengthen family and community engagement, the Baldwin-Whitehall School District will align its efforts with the four pillars—Student-Centered, Equity-Driven, Future-Focused, and Data-Informed—by providing targeted professional development that equips educators with innovative and inclusive strategies, redesigning programs to personalize learning pathways and ensure equitable access to high-quality curriculum, and fostering meaningful partnerships with families, businesses, and community organizations. These efforts will empower students, educators, and stakeholders to achieve their highest potential through innovative, equitable, and forward-thinking practices that reflect the district's mission and vision. |
|                               | To provide students with a well-rounded and engaged approach to education, Baldwin-Whitehall School District will establish and maintain a focused system for continuous improvement that ensures organizational coherence through the lens of the Journey of a Highlander competencies: Adaptive Learner, Communication, Empathy, Responsible Collaborator, and Creative and Critical Thinker. By engaging teachers, staff, students, administrators, families, and the community in collaborative efforts, the District will take purposeful actions to enhance curriculum design, expand innovative learning opportunities, and integrate meaningful work and learning experiences. These efforts will empower                                                                                                |

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|  | every student to thrive academically, socially, and emotionally, while preparing them to adapt and excel in an ever-changing world. |
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## Goal Setting

**Priority:** To provide students with a well-rounded and engaged approach to education, Baldwin-Whitehall School District will establish and maintain a focused system for continuous improvement that ensures organizational coherence through the lens of the Journey of a Highlander competencies: Adaptive Learner, Communication, Empathy, Responsible Collaborator, and Creative and Critical Thinker. By engaging teachers, staff, students, administrators, families, and the community in collaborative efforts, the District will take purposeful actions to enhance curriculum design, expand innovative learning opportunities, and integrate meaningful work and learning experiences. These efforts will empower every student to thrive academically, socially, and emotionally, while preparing them to adapt and excel in an ever-changing world.

| Outcome Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Measurable Goal Statement (Smart Goal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| To cultivate a thriving educational ecosystem where the Journey of a Highlander competencies are shared, learned, and lived by all stakeholders, the Baldwin-Whitehall School District will align resources, instruction, professional development, and community outreach efforts. These priorities will ensure that students, staff, and the broader community embrace the competencies as core elements of academic, social, and emotional success. By the end of Year 3, the Baldwin-Whitehall School District will have established a sustainable system of continuous improvement where the Journey of a Highlander competencies are deeply embedded in teaching, learning, and community culture. Students will thrive as lifelong learners equipped with the skills necessary to navigate an ever-changing world. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Measurable Goal Nickname (35 Character Max)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Journey of a Highlander                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Target Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Target Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Target Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| COMPETENCY INTEGRATION INTO THE CURRICULUM: -Align curriculum maps and unit plans in all content areas to explicitly incorporate Journey of a Highlander competencies. -Integrate interdisciplinary projects in grades K-5 and 6-12 that emphasize one or more competencies. PROFESSIONAL DEVELOPMENT: -Provide professional development time for teachers and administrators on designing lessons and assessments that embed the                                                                                                                                                                                                                                                                                                                                                                                         | ADVANCED CURRICULUM INTEGRATION: -Fully implement competency-based learning frameworks across all grade levels, ensuring alignment with state standards and district goals. -Launch a competency-based/badging/standards-based approach to assessing student learning and performance. EXPANDED PROFESSIONAL DEVELOPMENT: -Establish committees where teachers are working collaboratively to design badging, competency-based reporting of progress, and/or standards-based reporting of progress. - Provide opportunities for teachers and students to | To cultivate a thriving educational ecosystem where the Journey of a Highlander competencies are shared, learned, and lived by all stakeholders, the Baldwin-Whitehall School District will align resources, instruction, professional development, and community outreach efforts. These priorities will ensure that students, staff, and the broader community embrace the competencies as core elements of academic, social, and emotional |

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| <p>competencies. -Establish professional learning communities (PLCs) focused on sharing best practices for teaching and assessing competencies. FAMILY AND COMMUNITY ENGAGEMENT: -Share the work of Journey of a Highlander competencies, including newsletters, social media updates, and community events. -Infuse the work of the Journey of a Highlander through curriculum night events, EMBRACE meetings, and other district-wide gatherings for families to understand how the competencies will be integrated into student learning. STUDENT VOICE AND OWNERSHIP: -Through the work of the Journey of a Highlander team, develop self-assessment tools for students to see their progress in the competencies. -Encourage students to lead discussions or projects showcasing their development in specific competencies as it pertains to the work they are doing and their future goals. -As a culminating learning experience, 12th grade students will integrate how they have met the five competencies within the Journey of a Highlander through their Senior Exit Interview in May 2026.</p> | <p>share their work tied to the competencies through curriculum events, student showcases, and/or open house events. STRENGTHENING COMMUNITY AND FAMILY COLLABORATION: -Partner with local businesses and organizations to offer internships, workshops, or mentorships emphasizing Journey of a Highlander competencies. -Grow the work of EMBRACE as a family engagement and district-community advisory board to support the ongoing refinement of competency-focused initiatives. MEASURING AND CELEBRATING SUCCESS: - Develop rubrics and benchmarks for assessing competency growth that align with student grading (badging and/or standards-based) and teacher evaluations. -Celebrate student and employee achievements in the competencies through awards, exhibitions, and community recognition events.</p> | <p>success. By the end of Year 3, the Baldwin-Whitehall School District will have established a sustainable system of continuous improvement where the Journey of a Highlander competencies are deeply embedded in teaching, learning, and community culture. Students will thrive as lifelong learners equipped with the skills necessary to navigate an ever-changing world.</p> |
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**Priority: To enhance instructional practices, improve student outcomes, and strengthen family and community engagement, the Baldwin-Whitehall School District will align its efforts with the four pillars—Student-Centered, Equity-Driven, Future-Focused, and Data-Informed—by providing targeted professional development that equips educators with innovative and inclusive strategies, redesigning programs to personalize learning pathways and ensure equitable access to high-quality curriculum, and fostering meaningful partnerships with families, businesses, and community organizations. These efforts will empower students, educators, and stakeholders to achieve their highest potential through innovative, equitable, and forward-thinking practices that reflect the district's mission and vision.**

| Outcome Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Measurable Goal Statement (Smart Goal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| By June 2028, the district will enhance student outcomes, community engagement, and instructional practices by integrating student-centered, equity-driven, future-focused, and data-informed practices. Specifically, the district will: 1. Develop a professional development calendar aligned with personalized learning and equity-driven strategies. 2. Redesign and implement programs tailored to diverse student needs, increasing access to personalized learning pathways. 3. Develop and sustain new and existing community partnerships to support innovative educational practices. 4. Utilize data analytics to monitor progress and report measurable improvements in student performance, achieving an increase in proficiency rates across all content areas by the end of the 2028 academic year. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Measurable Goal Nickname (35 Character Max)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4 Pillars - District Focus                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Target Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Target Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Target Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| PROFESSIONAL DEVELOPMENT: -Create a professional development team consisting of administrators and teachers to collaboratively develop the professional learning plan. - Design and implement professional learning sessions focused on equity-driven and high quality instructional practices and personalized learning by the end of the 2025-2026 school year. -Utilizing a job embedded coaching model to differentiate coaching to build sustainability for all educators and administrators. -Collect qualitative feedback from at least 75% of participants to refine the professional development offerings for year 2.                                                                                                                                                                                     | PROFESSIONAL DEVELOPMENT: -Expand topics of professional development sessions, integrating insights from Year 1 feedback. - Increase educator attendance in professional development opportunities based upon Year 1 participation rates. -Assess the application of learned strategies through fidelity checks in classrooms and provide feedback for future planned professional development in Year 3. DISTRICT PROGRAMMING and CURRICULAR ALIGNMENT: -Identify and evaluate existing programs to pinpoint gaps in meeting diverse student needs, providing inclusive learning opportunities, enhancing | By June 2028, the district will enhance student outcomes, community engagement, and instructional practices by integrating student-centered, equity-driven, future-focused, and data-informed practices. Specifically, the district will: 1. Develop a professional development calendar aligned with personalized learning and equity-driven strategies. 2. Redesign and implement programs tailored to diverse student needs, increasing access to personalized learning pathways. 3. Develop and sustain new and existing community partnerships to support innovative |

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| <p>DISTRICT PROGRAMMING: -Identify and evaluate existing programs to pinpoint gaps in meeting diverse student needs. -Develop redesigned future-focused programming (e.g., personalized learning, innovative instructional schedule, or MTSS flexible grouping) by the end of the 2025-2026 year. -Focus on instructional strategies such as student engagement, authentic inquiry, and its relation to academic performance within these redesigned programs for future comparison and growth. -Reconvene core curriculum mapping teams for each content area and create encore/elective curriculum mapping teams to guide alignment efforts.</p> <p>COMMUNITY PARTNERSHIPS: -Establish partnerships with new organizations or businesses aligned with district goals and personalized learning programming at the secondary level (e.g., technology integration, career pathways, Fusion, etc.). -Strengthen family and community connections through effective communication, collaboration and engaging events through the EMBRACE committee.</p> <p>UTILIZING and ANALYZING DATA: -Implement a data-team process with a building core team and subsequent data team members in secondary schools. -Provide training for educators and administrators on using data tools effectively, inclusive of analyzing data, making data-informed instructional decisions and monitoring progress of individuals and groups of students.. -Establish fidelity checks, subject-specific benchmarks and plans for</p> | <p>learning beyond the classroom walls, and providing students and teachers with the flexibility in their learning model. -Continue to grow redesigned future-focused programming in grades K-12 (e.g., personalized learning, innovative schedules, flexible working and learning, etc.) to launch in the 2027-2028 school year. -Gather baseline data on student engagement, authentic inquiry, and its impact on academic performance for future comparison and program development. -Create a district-wide curriculum landing page to ensure consistency and alignment across all schools. -Create a K-12 Program of Studies outline housed on the District's website for all courses to be shared with parents, community, and stakeholders. -Introduce one additional new program focused on personalized learning for ELL students, special education, and/or gifted education.</p> <p>COMMUNITY PARTNERSHIPS: -Maintain Year 1 partnerships and expand collaborative family and community partnerships to support students. -Determine the impact of partnerships on students through internships and enhanced programming opportunities.</p> <p>UTILIZING and ANALYZING DATA: -Develop and implement a district-wide data monitoring framework to collect and analyze baseline student performance data. -Educators and Administrators are utilizing data analytics to inform instruction and interventions. -Share updates and insights through district</p> | <p>educational practices. 4. Utilize data analytics to monitor progress and report measurable improvements in student performance, achieving an increase in proficiency rates across all content areas by the end of the 2028 academic year.</p> |
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| interventions for Year 2 based on initial data findings. | communication tools and public board presentations mid-year and end of year 2027. |  |
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| Outcome Category                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Other                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Measurable Goal Statement (Smart Goal)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| By June 2028, the district will enhance student learning and academic achievement by aligning instructional practices with the district’s four pillars—Student-Centered, Equity-Driven, Future-Focused, and Data-Informed. Students will be impacted through the implementation of effective instructional practices that promote higher-level questioning, critical thinking, and active engagement in their learning. By applying their knowledge to solve real-world problems and engaging in innovative programming focused on authentic inquiry and assessments, students will develop skills that are both future-focused and relevant. The district will further expand equitable supports to meet the diverse needs of all learners, foster inclusive practices that promote empathy and belonging, and create personalized learning pathways. These efforts will drive measurable improvements in academic performance across all content areas and ensure that 100% of students have access to opportunities that cultivate a sense of inclusion, belonging, and equitable success. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Measurable Goal Nickname (35 Character Max)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 4 Pillars - Student Learning Impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Target Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Target Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Target Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| STUDENT ENGAGEMENT: -Students will demonstrate increased engagement in their learning as measured by classroom observations, participation data, and student self-reflection surveys focusing on higher-level questioning and active learning strategies. -All students in grades K-12 will engage in at least one real-world, project-based learning activity tied to curriculum standards. STUDENT APPLICATION OF LEARNING: -Students will successfully complete an authentic assessment or inquiry-based project that demonstrates their ability to apply learning to solve real-world problems, as evaluated by teacher-created rubrics. EQUITY AND INCLUSION: - Personalized learning opportunities will be                                                                                                                                                                                                                                                                                                                                                                              | STUDENT ENGAGEMENT: -Students will demonstrate increased engagement, based upon Year 1 data, in their learning as measured by participation in collaborative, inquiry-based, and future-focused activities, evidenced through student work and classroom walkthroughs. -All students in grades K-12 district-wide will engage in at least two real-world, project-based learning activities aligned with district goals and future-focused programming. STUIDENT APPLICATION OF LEARNING: -Students will demonstrate proficiency in applying their learning to solve real-world problems through authentic inquiry-based assessments, as measured by standards-based rubrics. EQUITY AND INCLUSION: - | By June 2028, the district will enhance student learning and academic achievement by aligning instructional practices with the district’s four pillars—Student-Centered, Equity-Driven, Future-Focused, and Data-Informed. Students will be impacted through the implementation of effective instructional practices that promote higher-level questioning, critical thinking, and active engagement in their learning. By applying their knowledge to solve real-world problems and engaging in innovative programming focused on authentic inquiry and assessments, students will develop skills that are both future-focused and relevant. The district will further expand equitable supports to meet the diverse needs of all |

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| provided to students identified as needing additional academic support, with progress tracked through individualized growth goals. | Personalized learning opportunities will expand and demonstrate measurable growth in areas identified as needing support through targeted interventions and progress monitoring. | learners, foster inclusive practices that promote empathy and belonging, and create personalized learning pathways. These efforts will drive measurable improvements in academic performance across all content areas and ensure that 100% of students have access to opportunities that cultivate a sense of inclusion, belonging, and equitable success. |
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## Action Plan

### Measurable Goals

|                                     |                            |
|-------------------------------------|----------------------------|
| Journey of a Highlander             | 4 Pillars - District Focus |
| 4 Pillars - Student Learning Impact |                            |

### Action Plan For: Strengthening Instructional Practices through Personalized Professional Learning

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| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"> <li>By June 2028, the district will enhance student outcomes, community engagement, and instructional practices by integrating student-centered, equity-driven, future-focused, and data-informed practices. Specifically, the district will: 1. Develop a professional development calendar aligned with personalized learning and equity-driven strategies. 2. Redesign and implement programs tailored to diverse student needs, increasing access to personalized learning pathways. 3. Develop and sustain new and existing community partnerships to support innovative educational practices. 4. Utilize data analytics to monitor progress and report measurable improvements in student performance, achieving an increase in proficiency rates across all content areas by the end of the 2028 academic year.</li> </ul> |

| Action Step                                                                                                                                                                            |                                                                                                                    | Anticipated Start/Completion Date |            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Create a professional development team to design and deliver sessions focused on personalized learning, highly engaging instructional strategies, and inclusive educational practices. |                                                                                                                    | 2025-04-01                        | 2028-06-28 |
| Lead Person/Position                                                                                                                                                                   | Material/Resources/Supports Needed                                                                                 | PD Step?                          | Com Step?  |
| Education Services Department and Student Services Department: Dr. Kara Eckert, Mrs. Andrea Huffman, Mrs. Jill Fleming-Salopek and Ms. Marissa Gallagher                               | PD Platforms, coaching tools, research-based resources and strategies, training supports via AIU or other networks | Yes                               | Yes        |
| Action Step                                                                                                                                                                            |                                                                                                                    | Anticipated Start/Completion Date |            |
| Provide job-embedded coaching tailored to teacher needs for sustainability                                                                                                             |                                                                                                                    | 2025-04-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                                                                                   | Material/Resources/Supports Needed                                                                                 | PD Step?                          | Com Step?  |

|                                                                                               |                                                                                  |                                          |                  |
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| Education Services Department - Coaches                                                       | Coaching tools, research-based strategies, time for PD sessions, fidelity checks | Yes                                      | Yes              |
| <b>Action Step</b>                                                                            |                                                                                  | <b>Anticipated Start/Completion Date</b> |                  |
| Gather qualitative feedback from 75% of participants to refine offerings annually.            |                                                                                  | 2025-08-14                               | 2026-06-15       |
| <b>Lead Person/Position</b>                                                                   | <b>Material/Resources/Supports Needed</b>                                        | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Education Services Department, Student Services Department, and professional development team | Survey to gather feedback, analyze feedback                                      | No                                       | No               |

|                                                                                                                  |                                                                  |
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| <b>Anticipated Output</b>                                                                                        | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>     |
| Increased teacher effectiveness, higher student engagement, and improved achievement across diverse populations. | PD attendance, teacher feedback, and classroom observation data. |

### Action Plan For: Redesign and Align District Programs to Meet Diverse Student Needs

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| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <ul style="list-style-type: none"> <li>By June 2028, the district will enhance student learning and academic achievement by aligning instructional practices with the district's four pillars—Student-Centered, Equity-Driven, Future-Focused, and Data-Informed. Students will be impacted through the implementation of effective instructional practices that promote higher-level questioning, critical thinking, and active engagement in their learning. By applying their knowledge to solve real-world problems and engaging in innovative programming focused on authentic inquiry and assessments, students will develop skills that are both future-focused and relevant. The district will further expand equitable supports to meet the diverse needs of all learners, foster inclusive practices that promote empathy and belonging, and create personalized learning pathways. These efforts will drive measurable improvements in academic performance across all content areas and ensure that 100% of students have access to opportunities that cultivate a sense of inclusion, belonging, and equitable success.</li> </ul> |

|                    |                                          |
|--------------------|------------------------------------------|
| <b>Action Step</b> | <b>Anticipated Start/Completion Date</b> |
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|                                                                                                                                       |                                                                                                                                                                                  |                                          |                  |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------|
| Evaluate existing programs and identify gaps in serving diverse student needs.                                                        |                                                                                                                                                                                  | 2025-04-01                               | 2025-08-15       |
| <b>Lead Person/Position</b>                                                                                                           | <b>Material/Resources/Supports Needed</b>                                                                                                                                        | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Dr. Janeen Peretin, Mrs. Andrea Huffman and Mrs. Jill Fleming-Salopek                                                                 | Tool to evaluate the effectiveness of the tools and programs                                                                                                                     | No                                       | No               |
| <b>Action Step</b>                                                                                                                    |                                                                                                                                                                                  | <b>Anticipated Start/Completion Date</b> |                  |
| Pilot redesigned programs focused on personalized learning and innovative scheduling.                                                 |                                                                                                                                                                                  | 2025-04-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>                                                                                                           | <b>Material/Resources/Supports Needed</b>                                                                                                                                        | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Dr. Kara Eckert, Deputy Superintendent for Instruction and Learning; Education Services Department; and Building Level Administrators | Skyward for scheduling, research for innovative schedules, visits to districts already implementing innovative ideas, AASA, Remake Learning, AIU, and other network partnerships | No                                       | Yes              |
| <b>Action Step</b>                                                                                                                    |                                                                                                                                                                                  | <b>Anticipated Start/Completion Date</b> |                  |
| Convene curriculum teams to ensure alignment across core and encore areas.                                                            |                                                                                                                                                                                  | 2025-06-15                               | 2028-06-30       |
| <b>Lead Person/Position</b>                                                                                                           | <b>Material/Resources/Supports Needed</b>                                                                                                                                        | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Mrs. Andrea Huffman, Mrs. Jill Fleming-Salopek, Dr. Janeen Peretin                                                                    | Alignment to standards, future-focused programming mindset, examples of programming, connections to real world application, site visits                                          | Yes                                      | No               |

|                                                                                                                                         |                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Anticipated Output</b>                                                                                                               | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                                                                                                                                                         |
| Understand the value of the purchased programs and their effectiveness to the learning outcomes, teacher usage, and the student impact. | Review all technology programs for usage and effectiveness. From data collection, determine next steps with continuation of usage or elimination of tool. Discuss findings with department leads in schools and district leadership. |

## Action Plan For: Strengthen Family, Community and Partnerships

### Measurable Goals:

- By June 2028, the district will enhance student outcomes, community engagement, and instructional practices by integrating student-centered, equity-driven, future-focused, and data-informed practices. Specifically, the district will: 1. Develop a professional development calendar aligned with personalized learning and equity-driven strategies. 2. Redesign and implement programs tailored to diverse student needs, increasing access to personalized learning pathways. 3. Develop and sustain new and existing community partnerships to support innovative educational practices. 4. Utilize data analytics to monitor progress and report measurable improvements in student performance, achieving an increase in proficiency rates across all content areas by the end of the 2028 academic year.

| Action Step                                                                                                                                       |                                                                                              | Anticipated Start/Completion Date |            |
|---------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Form new partnerships to support career pathways, technology integration, and student innovation.                                                 |                                                                                              | 2025-08-15                        | 2028-07-01 |
| Lead Person/Position                                                                                                                              | Material/Resources/Supports Needed                                                           | PD Step?                          | Com Step?  |
| Dr. Randal A. Lutz, Superintendent; Dr. Kara Eckert, Deputy Superintendent; Dr. Janeen Peretin, Assistant to the Superintendent; District Leaders | EMBRACE, AASA, Remake Learning, AIU, Digital Promise - connections in and out of the region. | No                                | No         |
| Action Step                                                                                                                                       |                                                                                              | Anticipated Start/Completion Date |            |
| Host family and community engagement events annually to strengthen connections through the EMBRACE team.                                          |                                                                                              | 2025-05-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                                              | Material/Resources/Supports Needed                                                           | PD Step?                          | Com Step?  |
| Dr. Kara Eckert - Deputy Superintendent, EMBRACE team members and supports                                                                        | Team to plan and implement the events, financial support through grants or donations         | No                                | Yes        |
| Action Step                                                                                                                                       |                                                                                              | Anticipated                       |            |

|                                                                                                                                 |                                                                                                                         | <b>Start/Completion Date</b> |                  |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------|
| Implement and train staff on K-12 data-teaming processes for collaborative decision-making that meets individual student needs. |                                                                                                                         | 2025-10-01                   | 2026-06-01       |
| <b>Lead Person/Position</b>                                                                                                     | <b>Material/Resources/Supports Needed</b>                                                                               | <b>PD Step?</b>              | <b>Com Step?</b> |
| Mrs. Andrea Huffman, Mrs. Jill Fleming-Salopek, Building Principals, core data teams                                            | AIU support from MTSS tiered instruction and data analysis, data tools (NWEA, CDT, formative assessments, mClass, etc.) | Yes                          | No               |

| <b>Anticipated Output</b>                                                                                                                                | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                 |
|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| Stronger community support, enhanced family engagement, and improved student outcomes through the networks to create enhanced programming opportunities. | Partnership agreements, event attendance, and additional program opportunities for students. |

### Action Plan For: Embedding Journey of a Highlander Competecies

| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>To cultivate a thriving educational ecosystem where the Journey of a Highlander competencies are shared, learned, and lived by all stakeholders, the Baldwin-Whitehall School District will align resources, instruction, professional development, and community outreach efforts. These priorities will ensure that students, staff, and the broader community embrace the competencies as core elements of academic, social, and emotional success. By the end of Year 3, the Baldwin-Whitehall School District will have established a sustainable system of continuous improvement where the Journey of a Highlander competencies are deeply embedded in teaching, learning, and community culture. Students will thrive as lifelong learners equipped with the skills necessary to navigate an ever-changing world.</li> </ul> |

| <b>Action Step</b>                                                                 | <b>Anticipated Start/Completion Date</b> |            |
|------------------------------------------------------------------------------------|------------------------------------------|------------|
| Align curriculum maps and unit plans with explicit references to the competencies. | 2025-08-15                               | 2027-06-30 |

| <b>Lead Person/Position</b>                                                                                                                                              | <b>Material/Resources/Supports Needed</b>                                                                     | <b>PD Step?</b>                          | <b>Com Step?</b> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------|
| Mrs. Andrea Huffman, Director of Educational Programming and Student Performance; Mrs. Jill Fleming-Salopek, Director of Curriculum Implementation and Learning Pathways | Curriculum maps, curriculum writing teams, competencies                                                       | No                                       | No               |
| <b>Action Step</b>                                                                                                                                                       |                                                                                                               | <b>Anticipated Start/Completion Date</b> |                  |
| Implement K-12 interdisciplinary projects that focus on at least one competency per project.                                                                             |                                                                                                               | 2025-10-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>                                                                                                                                              | <b>Material/Resources/Supports Needed</b>                                                                     | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Coaches, teachers                                                                                                                                                        | Project-based learning PD, collaboration time.                                                                | Yes                                      | No               |
| <b>Action Step</b>                                                                                                                                                       |                                                                                                               | <b>Anticipated Start/Completion Date</b> |                  |
| Develop and adopt competency-based learning frameworks, including badging and standards-based/competency-based assessment strategies and tools.                          |                                                                                                               | 2025-04-01                               | 2028-06-30       |
| <b>Lead Person/Position</b>                                                                                                                                              | <b>Material/Resources/Supports Needed</b>                                                                     | <b>PD Step?</b>                          | <b>Com Step?</b> |
| Education Services Department, Building Administrators, coaches, and teachers                                                                                            | Examples of resources and different types of competency based assessment. Time to work and build the product. | Yes                                      | Yes              |

| <b>Anticipated Output</b>                                                                                                         | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                  |
|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Students will demonstrate measurable growth in competencies supported by aligned curriculum and innovative assessment strategies. | Review curriculum maps, project-plans, and student progress data per quarter. |

## Action Plan For: Enhance Professional Development and Collaboration to Support Competency-Based Learning

### Measurable Goals:

- To cultivate a thriving educational ecosystem where the Journey of a Highlander competencies are shared, learned, and lived by all stakeholders, the Baldwin-Whitehall School District will align resources, instruction, professional development, and community outreach efforts. These priorities will ensure that students, staff, and the broader community embrace the competencies as core elements of academic, social, and emotional success. By the end of Year 3, the Baldwin-Whitehall School District will have established a sustainable system of continuous improvement where the Journey of a Highlander competencies are deeply embedded in teaching, learning, and community culture. Students will thrive as lifelong learners equipped with the skills necessary to navigate an ever-changing world.

| Action Step                                                                                                                 |                                                                                                         | Anticipated Start/Completion Date |            |
|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Establish professional development learning communities (PLCs) focused on embedding and assessing competencies.             |                                                                                                         | 2026-08-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                        | Material/Resources/Supports Needed                                                                      | PD Step?                          | Com Step?  |
| Building administrators                                                                                                     | PLC meeting templates, time to meet and discuss                                                         | No                                | No         |
| Action Step                                                                                                                 |                                                                                                         | Anticipated Start/Completion Date |            |
| Offer professional development on lesson design, interdisciplinary projects, and standards-based assessments.               |                                                                                                         | 2025-07-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                        | Material/Resources/Supports Needed                                                                      | PD Step?                          | Com Step?  |
| Coaches                                                                                                                     | time to meet, teams planning tools to design collaborative projects                                     | No                                | No         |
| Action Step                                                                                                                 |                                                                                                         | Anticipated Start/Completion Date |            |
| Create committees to design and implement badgin/competency-based reporting and assessments for reporting student progress. |                                                                                                         | 2025-04-01                        | 2027-06-30 |
| Lead Person/Position                                                                                                        | Material/Resources/Supports Needed                                                                      | PD Step?                          | Com Step?  |
| Mrs. Andrea Huffman, building-level teacher teams, Building Administrators                                                  | curriculum, standards, competencies, unit plans, samples of other badging, and competency-based systems | Yes                               | Yes        |

| Anticipated Output | Monitoring/Evaluation (People, Frequency, and Method) |
|--------------------|-------------------------------------------------------|
|--------------------|-------------------------------------------------------|

|                                                                                                                                                                  |                                                                                                                                               |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Teachers will demonstrate increased competency in delivering and assessing competency-based education, ensuring alignment across grade levels and content areas. | PLC meeting notes, completed badging and competency-based assessment tools - after each meeting and quarter when assessment data is released. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|

### Action Plan For: Foster Family, Community and Student Engagement in the Journey of a Highlander

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Measurable Goals:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <ul style="list-style-type: none"> <li>To cultivate a thriving educational ecosystem where the Journey of a Highlander competencies are shared, learned, and lived by all stakeholders, the Baldwin-Whitehall School District will align resources, instruction, professional development, and community outreach efforts. These priorities will ensure that students, staff, and the broader community embrace the competencies as core elements of academic, social, and emotional success. By the end of Year 3, the Baldwin-Whitehall School District will have established a sustainable system of continuous improvement where the Journey of a Highlander competencies are deeply embedded in teaching, learning, and community culture. Students will thrive as lifelong learners equipped with the skills necessary to navigate an ever-changing world.</li> </ul> |

| Action Step                                                                                                                                     |                                                                                                                  | Anticipated Start/Completion Date |            |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------|------------|
| Share the Journey of a Highlander competencies with families through newsletters, social media, curriculum nights, and EMBRACE meetings.        |                                                                                                                  | 2025-04-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                                            | Material/Resources/Supports Needed                                                                               | PD Step?                          | Com Step?  |
| Mrs. Jill Fleming-Salopek, all District employees                                                                                               | Journey of a Highlander materials, social media tools, and communication methods                                 | No                                | Yes        |
| Action Step                                                                                                                                     |                                                                                                                  | Anticipated Start/Completion Date |            |
| Develop partnerships with businesses and organizations to create internships, mentorships and workshops emphasizing the competencies in action. |                                                                                                                  | 2025-06-01                        | 2028-06-30 |
| Lead Person/Position                                                                                                                            | Material/Resources/Supports Needed                                                                               | PD Step?                          | Com Step?  |
| Dr. Randal Lutz, Dr. Kara Eckert, Dr. Janeen Peretin, Ms. Marissa Gallagher, Mrs. Jill Fleming-Salopek                                          | EMBRACE team, Future Pathways Facilitator, HS administrative team and teachers connected with the Fusion program | No                                | No         |

| <b>Action Step</b>                                                                                      |                                                                                                                     | <b>Anticipated Start/Completion Date</b> |                  |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------------|------------------|
| Encourage student-led projects, self-assessments, and presentations that demonstrate competency growth. |                                                                                                                     | 2026-05-01                               | 2028-06-01       |
| <b>Lead Person/Position</b>                                                                             | <b>Material/Resources/Supports Needed</b>                                                                           | <b>PD Step?</b>                          | <b>Com Step?</b> |
| All teachers and students under the guidance and support of principals and district leaders             | competency resources, curriculum aligned with competencies, and opportunities for students to share their progress. | No                                       | No               |

| <b>Anticipated Output</b>                                                                                                                               | <b>Monitoring/Evaluation (People, Frequency, and Method)</b>                                                                                |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|
| Strengthened family and community understanding of and involvement in competency-based education, resulting in a more supportive and engaged ecosystem. | Event attendance records/sign-in sheets, family surveys, community partnership agreements, and student project showcases/open house events. |

## Professional Development

### Professional Development Action Steps

| Evidence-based Strategy                                                                 | Action Steps                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strengthening Instructional Practices through Personalized Professional Learning        | Create a professional development team to design and deliver sessions focused on personalized learning, highly engaging instructional strategies, and inclusive educational practices. |
| Strengthening Instructional Practices through Personalized Professional Learning        | Provide job-embedded coaching tailored to teacher needs for sustainability                                                                                                             |
| Redesign and Align District Programs to Meet Diverse Student Needs                      | Convene curriculum teams to ensure alignment across core and encore areas.                                                                                                             |
| Strengthen Family, Community and Partnerships                                           | Implement and train staff on K-12 data-teaming processes for collaborative decision-making that meets individual student needs.                                                        |
| Embedding Journey of a Highlander Competecies                                           | Implement K-12 interdisciplinary projects that focus on at least one competency per project.                                                                                           |
| Embedding Journey of a Highlander Competecies                                           | Develop and adopt competency-based learning frameworks, including badging and standards-based/competency-based assessment strategies and tools.                                        |
| Enhance Professional Development and Collaboration to Support Competency-Based Learning | Create committees to design and implement badgin/competency-based reporting and assessments for reporting student progress.                                                            |

### Strengthening Instructional Practices through Personalized Professional Learning

| Action Step                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Create a professional development team to design and deliver sessions focused on personalized learning, highly engaging instructional strategies, and inclusive educational practices.</li> <li>Provide job-embedded coaching tailored to teacher needs for sustainability</li> </ul>                                         |
| Audience                                                                                                                                                                                                                                                                                                                                                             |
| All District Employees                                                                                                                                                                                                                                                                                                                                               |
| Topics to be Included                                                                                                                                                                                                                                                                                                                                                |
| Trauma-informed professional development aligned with Act 18, including all required training components. Recognition of student trauma and its effects on learning Strategies to support student mental health and trauma recovery Development of a trauma-sensitive school climate Integration of trauma-informed practices into instruction and behavior supports |
| Evidence of Learning                                                                                                                                                                                                                                                                                                                                                 |
| Completion of mandated training modules Reflection Inclusion of trauma-informed strategies in lesson plans and MTSS documentation                                                                                                                                                                                                                                    |

|                                                                                                                                                                                            |                          |                               |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| and other work pertinent to job responsibility                                                                                                                                             |                          |                               |
| <b>Lead Person/Position</b>                                                                                                                                                                | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Dr. Rachel Sprouse - Deputy Superintendent for Employee and Student Services: Ms. Marissa Gallagher - Director of Student Services, School Psychologists, External Trauma-Informed Trainer | 2025-04-12               | 2028-06-30                    |

### Learning Format

|                                                                                                                                                                                                                                                                                                                                                      |                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                                                                                                                                                                                                                                                                                                            | <b>Frequency</b> |
| Inservice day                                                                                                                                                                                                                                                                                                                                        | Yearly           |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                                           |                  |
| <ul style="list-style-type: none"> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3c: Engaging Students in Learning</li> <li>• 3d: Using Assessment in Instruction</li> <li>• 3e: Demonstrating Flexibility and Responsiveness</li> <li>• 4a: Reflecting on Teaching</li> </ul> |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                                  |                  |
| At Least 1-hour of Trauma-informed Care Training for All Staff                                                                                                                                                                                                                                                                                       |                  |

### Learning Format

|                                                                                                                                                                                                                                                                                                                                         |                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>Type of Activities</b>                                                                                                                                                                                                                                                                                                               | <b>Frequency</b> |
| Professional Learning Community (PLC)                                                                                                                                                                                                                                                                                                   | quarterly        |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                                                                                              |                  |
| <ul style="list-style-type: none"> <li>• 4a: Reflecting on Teaching</li> <li>• 1c: Setting Instructional Outcomes</li> <li>• 1e: Designing Coherent Instruction</li> <li>• 2b: Establishing a Culture for Learning</li> <li>• 3b: Using Questioning and Discussion Techniques</li> <li>• 3d: Using Assessment in Instruction</li> </ul> |                  |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                                                                                                     |                  |
| At Least 1-hour of Trauma-informed Care Training for All Staff                                                                                                                                                                                                                                                                          |                  |

### Learning Format

|                           |                  |
|---------------------------|------------------|
| <b>Type of Activities</b> | <b>Frequency</b> |
|---------------------------|------------------|

|                                                                                             |                               |
|---------------------------------------------------------------------------------------------|-------------------------------|
| Inservice day                                                                               | Scheduled throughout the year |
| <b>Observation and Practice Framework Met in this Plan</b>                                  |                               |
| <ul style="list-style-type: none"> <li>4e: Growing and Developing Professionally</li> </ul> |                               |
| <b>This Step Meets the Requirements of State Required Trainings</b>                         |                               |
| Structured Literacy                                                                         |                               |

### Implement and train staff on K-12 data-teaming processes for collaborative decision-making that meets individual student needs.

|                                                                                                                                                                                                                                                                                                                                                                             |                          |                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------|
| <b>Action Step</b>                                                                                                                                                                                                                                                                                                                                                          |                          |                               |
| <ul style="list-style-type: none"> <li>Implement K-12 interdisciplinary projects that focus on at least one competency per project.</li> <li>Convene curriculum teams to ensure alignment across core and encore areas.</li> <li>Implement and train staff on K-12 data-teaming processes for collaborative decision-making that meets individual student needs.</li> </ul> |                          |                               |
| <b>Audience</b>                                                                                                                                                                                                                                                                                                                                                             |                          |                               |
| Teachers                                                                                                                                                                                                                                                                                                                                                                    |                          |                               |
| <b>Topics to be Included</b>                                                                                                                                                                                                                                                                                                                                                |                          |                               |
| MTSS process, data-teaming, analyzing data, curriculum revisions and alignment                                                                                                                                                                                                                                                                                              |                          |                               |
| <b>Evidence of Learning</b>                                                                                                                                                                                                                                                                                                                                                 |                          |                               |
| Data teaming and providing students with tiered level of instruction based upon need. Data from benchmark assessments.                                                                                                                                                                                                                                                      |                          |                               |
| <b>Lead Person/Position</b>                                                                                                                                                                                                                                                                                                                                                 | <b>Anticipated Start</b> | <b>Anticipated Completion</b> |
| Mrs. Andrea Huffman - principals, teachers, data teams                                                                                                                                                                                                                                                                                                                      | 2025-08-01               | 2028-06-30                    |

### Learning Format

|                                                                                                                                                                                                                                                                   |                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <b>Type of Activities</b>                                                                                                                                                                                                                                         | <b>Frequency</b>                      |
| Professional Learning Community (PLC)                                                                                                                                                                                                                             | quarterly after benchmark assessments |
| <b>Observation and Practice Framework Met in this Plan</b>                                                                                                                                                                                                        |                                       |
| <ul style="list-style-type: none"> <li>1c: Setting Instructional Outcomes</li> <li>1e: Designing Coherent Instruction</li> <li>1f: Designing Student Assessments</li> <li>3a: Communicating with Students</li> <li>3d: Using Assessment in Instruction</li> </ul> |                                       |
| <b>This Step Meets the Requirements of State Required Trainings</b>                                                                                                                                                                                               |                                       |
| Teaching Diverse Learners in Inclusive Settings                                                                                                                                                                                                                   |                                       |

### Enhance Professional Development and Collaboration to Support Competency-Based Learning

|                    |
|--------------------|
| <b>Action Step</b> |
|--------------------|

- Implement K-12 interdisciplinary projects that focus on at least one competency per project.
- Develop and adopt competency-based learning frameworks, including badging and standards-based/competency-based assessment strategies and tools.
- Create committees to design and implement badging/competency-based reporting and assessments for reporting student progress.

#### **Audience**

Teachers, administrators

#### **Topics to be Included**

competency-based grading, badging, alternative forms of assessments

#### **Evidence of Learning**

Finalized products for new approach to grading

#### **Lead Person/Position**

Mrs. Andrea Huffman - principals, badging/assessment team members

#### **Anticipated Start**

2025-04-01

#### **Anticipated Completion**

2028-05-31

### **Learning Format**

#### **Type of Activities**

Collaborative curriculum development

#### **Frequency**

quarterly

#### **Observation and Practice Framework Met in this Plan**

#### **This Step Meets the Requirements of State Required Trainings**

Teaching Diverse Learners in Inclusive Settings

## Communications Activities

Host family and community engagement events annually to strengthen connections through the EMBRACE team.

| Action Step | Audience                                                           | Topics to be Included                                                   | Type of Communication                                                                                                                                                                             | Anticipated Timeline Start Date | Anticipated Timeline Completion Date |
|-------------|--------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|--------------------------------------|
|             | EMBRACE team, families, community, key stakeholders, all employees | relevant and timely communications of district initiatives and programs | Dr. Kara Eckert, Deputy Superintendent; Dr. Randal Lutz, Superintendent; Dr. Janeen Peretin, Assistant to the Superintendent; Dr. Rachel Sprouse, Deputy Superintendent; and all other Directors. | 04/10/2025                      | 07/01/2028                           |

### Communications

| Type of Communication       | Frequency                     |
|-----------------------------|-------------------------------|
| Email                       | Regular basis                 |
| Newsletter                  | quarterly                     |
| Posting on district website | regular basis                 |
| Presentation                | monthly school board meetings |

**Approvals & Signatures**

| Uploaded Files                                                                                                     |
|--------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>BWSD Comprehensive Plan Board Approved March 12, 2025_93666a3c.pdf</li></ul> |

| Chief School Administrator | Date       |
|----------------------------|------------|
| Randal Lutz                | 2026-01-06 |