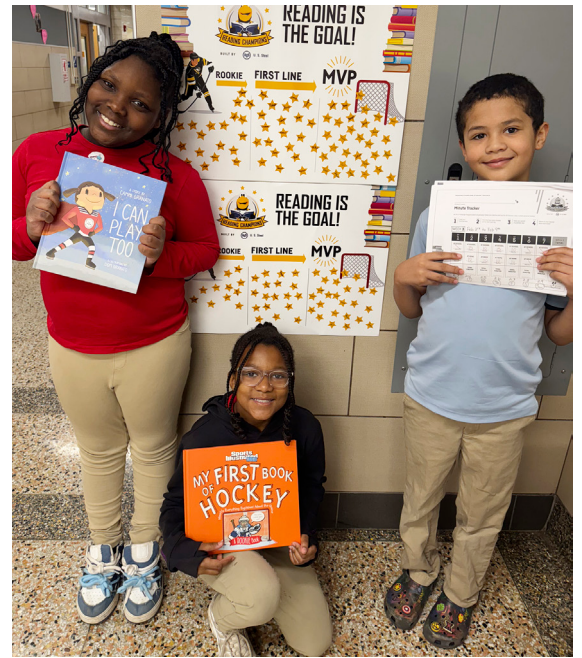


Wilkinsburg

SCHOOL DISTRICT

COMPREHENSIVE PLAN

2025–2028



Dear Wilkinsburg Families, Faculty, Staff, and Community,

WE ARE EXCITED TO SHARE WITH YOU our district's new multi-year comprehensive plan, a roadmap designed to help every student succeed academically, socially, and emotionally. This plan was built with one goal in mind: to ensure that all students have the support, opportunities, and high-quality learning experiences they deserve.

Over the next several years, our district will focus on four key priorities:

1. Reducing Chronic Absenteeism:

When students are in school every day, they have the best chance to learn and grow. We will strengthen partnerships with families, build a culture of daily attendance, and provide accountability systems that support consistent student participation. By 2028, our goal is to see at least two-thirds of students not chronically absent.

2. Strengthening Teaching and Learning:

Our educators are the foundation of student success. We are investing in ongoing professional learning, aligned instruction, and high expectations for all. By 2028, every educator will be part of multi-year professional development, with the goal of a 15% increase in students meeting or exceeding grade-level standards.

3. Ensuring Equitable Access to High-Quality Instruction:

Every student deserves challenging, engaging, and standards-aligned lessons. By 2028, all schools will use evidence-based instructional practices, with at least 90% of students actively engaged in high-quality learning every day.

4. Enhancing Tiered Supports through MTSS (Multi-Tiered System of Supports)

Students' needs are diverse, and we are committed to meeting them. By 2028, every school will fully implement MTSS to provide targeted academic, behavioral, and social-emotional supports, with measurable progress for at least 80% of identified students.

Accountability and Next Steps

We believe that transparency is key to building trust and making lasting progress. To keep our community informed, we will:

- Align yearly superintendent goals with the strategic plan, shared each August at the Board meeting.
- Provide quarterly progress updates through email newsletters and school board meetings.
- Publish an annual community report highlighting progress and key metrics.

In the coming months, we will also work to create a detailed operational plan that translates these priorities into clear, actionable steps for schools, faculty, and staff.

We know that achieving these goals requires strong partnerships between schools and families. Thank you for your commitment, your voice, and your partnership, as it is critical to this plan's and our district's success.

Sincerely,

Dr. Jocelyn V. Artinger
Superintendent of Schools



COMPREHENSIVE PLAN SUMMARY

The district's multi-year comprehensive plan focuses on advancing student achievement and well-being through targeted initiatives in attendance, instruction, engagement, and support systems.



The plan outlines four priority areas:

1. Reducing Chronic Absenteeism

Implement consistent accountability systems, strengthen family engagement, and foster a culture emphasizing daily attendance. The goal is to increase the percentage of students not chronically absent from 48% to at least 66% by 2028.

2. Strengthening Teaching and Learning

Develop a district-wide culture of high expectations, aligned instruction, and ongoing professional development. By 2028, all educators will participate in multi-year professional learning, aiming for at least a 15% increase in students meeting or exceeding grade-level standards.

3. Ensuring Equitable Access to High-Quality Instructional Materials and Practices

Strengthen Tier 1 instruction through evidence-based strategies and targeted use of human and instructional resources. By 2028, 100% of schools will implement standards-aligned strategies with at least 90% of students actively engaged in high-quality instruction.

4. Enhancing Tiered Supports through MTSS

Build comprehensive, data-driven support systems to meet academic, behavioral, and social-emotional needs. By 2028, all schools will fully implement MTSS, with at least 80% of identified students demonstrating measurable progress.

2028 Goals

Reduce Chronic Absenteeism* **18-20%**

* Defined as a student missing 10% or more of the school year for any reason, whether excused or unexcused.

ALL educators participating in continuing professional learning

15%+ Increase
meeting/exceeding grade-level standards

100% implementation of standards-aligned strategies

90% or greater student participation in high-quality instruction

MTSS fully implemented
in all schools

80% of students show measurable progress

GOAL 1: DECREASE CHRONIC ABSENTEEISM

Priority Statement

The district will decrease chronic absenteeism across all student groups by implementing consistent accountability systems, strengthening family engagement and supports, and promoting a district-wide culture that emphasizes the importance of regular attendance.

Action Steps

- Meeting with the families of students with chronic absenteeism for the 24/25 school year.
- Raising Awareness: District Newsletter Monthly
- Establish and reinforce clear and consistent procedures and protocols for faculty and staff when responding to student absences.
- Tiered Supports led by SAP/Attendance Coordinator:
 - **Tier 1:** Positive school culture, universal messaging (“Every Day Counts”), recognition programs.
 - **Tier 2:** Personalized outreach and problem-solving for students with emerging absentee patterns.
 - **Tier 3:** Intensive case management, wraparound supports, and partnerships with social services.
- Examine the effects of the availability of before- and after-school care on student attendance.
- Identify engagement strategies for increasing student attendance (ex: facilitate walking buddies, school/class incentives, PTO engagement, etc.)



Measurable Goal

By the end of the 2027–2028 school year, our district will increase the percentage of students who are not chronically absent from 48% to at least 66%, aligning with our five-year goal of meeting or exceeding the 2023 Pennsylvania state average. While this goal does not yet meet the state’s target of 94%, it reflects substantial progress and a commitment to reversing the district’s chronic absenteeism trend.



Target for Year 1:

54% of students not chronically absent

Target for Year 2:

60% of students not chronically absent

GOAL 2: STRENGTHEN TEACHING & LEARNING

Priority Statement

We must foster a district-wide vision and culture of high expectations for all students, educators, and families by raising the level of instruction to align with the rigor and complexity of academic standards. This requires a commitment to consistent instructional practices, professional growth, and shared accountability for student achievement.



Action Steps

- Develop and implement a district-wide instructional framework that aligns year-long standards and resources by quarter, while establishing clear and consistent expectations across grade levels.
- Standards Aligned Professional Development
- Implement/establish instructional rounds procedures for the admin team to build instructional leadership consistency with the vision of instructional practices.
- Explore research-based coaching models
- Pilot selected coaching model(s)
- Establish and observe/ reinforce district-wide non-negotiables for instruction
- Revisit our standards-based grading practices



Measurable Goal



By June 2028, the district will ensure that 100% of educators engage in multi-year, targeted professional development and coaching focused on rigorous, standards-aligned instruction. Through this sustained effort, the district aims to achieve at least a 15% increase in the percentage of students meeting or exceeding grade-level standards on district and state assessments by the end of the 2027–2028 school year.

Target for Year 1:

1. Launch district-wide professional development for educators on rigorous, standards-aligned instruction
2. Implement administrative instructional rounds to support leaders in developing consistent and thorough knowledge of content and instructional best practices.
3. Explore models of coaching cycles.

Target for Year 2:

1. Expand professional development and implement a pilot coaching model with a select group of teachers
2. Integrate consistent high-expectation instructional practices district-wide
3. Track incremental growth in student performance toward the 15% increase target.

GOAL 3 : ENSURING EQUITABLE ACCESS

Priority Statement

Our district's schools will implement evidence-based instructional strategies and programs to ensure that every student has equitable access to rigorous, standards-aligned instruction. Priority will be placed on strengthening core, Tier 1 instruction through the consistent use of research-based materials and resources. Additionally, we will maximize the effective use of human resources to provide targeted support, ensuring all students are actively engaged in high-quality core instruction and positioned for academic success.



Action Steps

- Develop and implement a curriculum review cycle and process.
- Develop a guiding statement outlining our pedagogical philosophy to inform curricular resource decisions, ensuring that all materials we select spark curiosity, engage in active exploration, and support meaningful, real-world learning experiences for children. This statement will serve as a component on the rubric in the materials selection process.
- Create and implement a plan for updating all core resources
 - **ELA** – Pilot in 25-26 SY with first year of implementation being in 26-27 SY
 - **Science** – Ensure current Science resources meet the STEELS standards
 - **Social Studies** – Start the review/evaluation process in 26-27 SY with a potential pilot in the 27-28 SY
- Identify, evaluate, and adopt a tool to monitor and track student engagement effectively.
- Review and refine faculty positions to ensure the organizational structure effectively supports the needs of the District and our students.
- Develop and reinforce clear frameworks for each instructional block, ensuring they include the essential, research-based components that support effective teaching and learning.
- Leverage community organizations, businesses, cultural institutions, and higher education partners to enrich learning opportunities, provide real-world connections, and enhance curricular offerings, establishing 2-3 strategic partnerships for each grade level and/or content area's academic priorities.

Measurable Goal

By June 2028, the district will ensure that 100% of schools implement evidence-based, standards-aligned instructional strategies and programs, with at least 90% of students actively engaged in high-quality Tier 1 instruction during a given observation. Human and instructional resources will be strategically deployed over the multi-year period to provide targeted support, resulting in measurable improvements in student performance on district and state assessments.



Target for Year 1:

1. Develop and implement a district-wide curriculum review process and cycle.
2. Research and adopt a tool for monitoring and tracking student engagement, as well as create an application plan for the tool.

Target for Year 2:

1. Implement the curriculum review process and cycle
2. Refine use of human resources for targeted support
3. Initiate the use of the tool for monitoring student engagement
4. Goal of at least 80% of students actively engaged in high-quality instruction.

GOAL 4 : ENHANCING TIERED SUPPORTS

Priority Statement

We must strengthen our capacity to coordinate and monitor supports aligned to students' and families' needs by developing and implementing effective structures and systems. As we establish our MTSS framework during the 2025–2026 school year, building a depth of support across all tiers will be crucial to ensure that interventions are not only accessible but also comprehensive, responsive, and sustainable.

This includes expanding resources within Tier 1 to create a strong foundation for all students, strengthening Tier 2 targeted interventions, and deepening Tier 3 intensive supports so that every student and family has the appropriate level of assistance to thrive academically, behaviorally, and socially-emotionally.

It is critical to acknowledge that students with individualized plans do not exist on a separate tier but instead have access to any and all supports as needed throughout the tiers. This includes students with disabilities, English Learners, and students identified as gifted.



Action Steps

- Develop and implement a curriculum review cycle and process
- Establish MTSS process/ framework for responding to students' needs
- Establish MTSS school teams
- Review and monitor the effectiveness of all interventions.
- Make recommendations for improving intervention options based on effectiveness.
- Refine progress monitoring tools
- Expand social-emotional learning, executive functioning skills, and behavioral support.
- Establish data practices
- Gifted Support, research models, and identification/screening models
- Establish, observe, and reinforce district-wide non-negotiables for culture

Measurable Goal

By June 2028, the district will fully implement an MTSS framework with documented systems for identifying, responding to, monitoring, and supporting student and family needs. To build depth of support, 100% of schools will maintain tiered support teams that provide comprehensive Tier 1, targeted Tier 2, and intensive Tier 3 interventions, with at least 80% of identified students demonstrating measurable progress on academic, behavioral, or social-emotional goals, tracked annually through district monitoring tools.



Target for Year 1:

1. Implement the curriculum review process and cycle
2. Establish an MTSS framework in all schools and form tiered support teams
3. Review the implementation and effectiveness of all interventions.
4. Collect baseline data on student support needs.

Target for Year 2:

1. Using data obtained during the year 1 review, expand Tier 2 supports district-wide
2. Deepen Tier 3 interventions for intensive needs, and refine progress-monitoring tools.
3. Target at least 50–60% of identified students showing measurable progress.



Every Child, Every Day, Matters!

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