

Wattsburg Area SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		105259703
Address 1		
10782 Wattsburg Road		
Address 2		
City	State	Zip Code
Erie	PA	16509
Chief School Administrator		Chief School Administrator Email
Dr Kenneth A Berlin		ken.berlin@wattsburg.org
Single Point of Contact Name		
Rebecca Kelley		
Single Point of Contact Email		
becca.kelley@wattsburg.org		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Rebecca Kelley	Assistant to the Superintendent	Wattsburg Area School District	Becca.Kelley@wattsburg.org
Hillary Barboni	Elementary Principapl	Wattsburg Area Elementary Center	Hillary.Barboni@wattsburg.org
Chris Paris	Middle School Principal	Wattsburg Area Middle School	Chris.Paris@wattsburg.org
Ken Berlin	Superintendent	Wattsburg Area School District	Ken.Berlin@wattsburg.org
Andy Pushchak	Community Representative	WASD School Board	
Pam Carson	Parent	WASD Parent	
Donna Banks	Regular Education Teacher	Wattsburg Area Middle School	donna.banks@wattsburg.org
Josh Paris	Community Partner	WASD Community Partner	
Vicki Bendig	Parent	WASD Parent	
Raymond Oshop	Staff Member	Seneca High School	Raymond.Oshop@wattsburg.org
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Savannah Jakubowski	Staff Member	Seneca High School	Savannah.Jakubowski@wattsburg.org
Jennifer Turner	Community Member	Wattsburg Area School District	
Susan Peebles	Administrator	Wattsburg Area Middle School	susan.peebles@wattsburg.org
Rhonda Henry	Staff Member	Wattsburg Area Middle School	Rhonda.Henry@wattsburg.org
Amy Kerr	Staff Member	Wattsburg Area Elementary School	amy.kerr@wattsburg.org

LEA Profile

The Wattsburg Area School District is located in a rural setting with four townships (Amity, Greene, Greenfield, Venango) and one borough (Wattsburg) covering 143 square miles. The top employer in the district is the Wattsburg Area School District with approximately 200 employees. The top tax revenue generating businesses are Lake Erie Speedway and Auto Express. The median income in the Wattsburg Area School District is \$73,489 with a per capita income of \$32,871. Approximately 22.9% of district residents have a bachelor's degree or higher. Our free and reduced lunch rate is 41.3%. Community resources include four hospitals within a 45 minute drive and access to five colleges/universities. The average commute time for residents is twentyfive and a half minutes.

Organizational resources include the Greene Township Lions and Lioness Club, YMCA, Air Force JROTC Program, ArtsErie, Mercyhurst University, PTO, WAMSAG, Sports Boosters, Music Boosters, Boy Scouts of America, and Girl Scouts of America.

The Wattsburg Area School District serves approximately 1295 students; the Wattsburg Elementary Center enrolls approximately 490, the Wattsburg Area Middle School enrolls 395 and Seneca High School enrolls 410. We serve regular education students, gifted students, and special education students. We house an IU5 run autistic support program at Seneca High School; District run Life Skills programs are at the elementary and high school serving WASD students and students from other local school districts. In 2023 the District opened its own Autistic Support Classroom. We have emotional support programs in each building serving students from kindergarten through 12th grade. Gifted students are provided enriched instruction at the elementary center and the middle school. Gifted students at the high school are encouraged to enroll in honors and AP classes and have the option to enroll in college classes through a variety of dual-enrollment options. At the high school level, 13.6% of our students received vocational training through the Erie County Technical School and attend classes for half days at Seneca High School, their home school.

The community offers 13 churches with many of them having youth organizations. The community provides Wattsburg Area Little League, Wattsburg Area Wrestling Club, and Wattsburg Area Little Gridders Football. The Erie County YMCA provides pre-school and before and after school care for students.

The Wattsburg Area SD offers extracurricular activities in all 3 buildings. The community views the school district as the hub of the community because the district is rural and is spread out geographically without a traditional town available.

Mission and Vision

Mission

The mission statement of the Wattsburg Area School District is as follows, "The Wattsburg Area School District challenges all students with rigorous, differentiated instruction provided by a caring staff." The purpose of our organization is to ensure that all students in grades K-12 receive an education that best supports them in achieving their personal potential. This education is delivered by qualified teachers who use research-based best practices and make data-driven instructional decisions. As we continue to align our curricula with PA Common Core State Standards, we are cognizant of our obligation to ensure that graduates of our school district are college and career ready.

Vision

The Wattsburg Area School District is dedicated to all of our students. We envision schools that provide the foundation for life-long learning, with a clear, collaborative focus on education. We see a district where the community works hand-in-hand to help all students excel academically and socially. We will accomplish this vision through a diverse and challenging curriculum, presented in a rigorous fashion, by a dedicated staff. As we continue to provide individualized instruction and the latest technology, we see our students benefiting from an education that excites as well as encourages success. We will proudly promote our accomplishments and be recognized as educational leaders, not only within, but also beyond our community. We visualize schools with outstanding, inviting, safe facilities, where everyone will grow and develop as valued members of an ever-changing, global society.

Educational Values

Students

We believe that each student is unique and will learn when given support, appropriate challenge and daily opportunities to grow.

Staff

We believe that an expert, caring, professional staff will continually improve the educational experience of our students. We believe that instruction is a collaborative process and that learning takes place at all levels of our organization.

Administration

We believe that instruction is a collaborative process and that learning takes place at all levels of our organization. We believe that schools and families who work together create students who have a positive self-concept and who realize their full potential. We believe that an expert, caring, professional staff will continually improve the educational experience of our students.

Parents

We believe that schools and families who work together create students who have a positive self-concept and who realize their full potential.

Community

We believe that schools and communities that work together, create a school community in which students are successfully prepared to be contributing members of society.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
The middle school met the growth standard for ELA.	
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA	
Overall, the middle school met or exceeded the growth standard in math, ELA, and science	
Advanced/Proficient rates have increased each year for the last three years on the ELA Keystone.	
Advanced/proficient rates in Literature Keystone exam were well above the state average in 2023.	
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	
Overall, Seneca exceeded the growth standard in Algebra I Keystone.	
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.	
The economically disadvantaged subgroup at the elementary met the growth standard in math and science and exceed the growth standard in ELA.	
The elementary met the interim target for achievement in math and exceed the target in science.	
The District graduation rate met or exceeded the standard for all subgroups.	

Challenges

Indicator	Comments/Notable Observations
Overall, Biology did not meet the growth expectation in 2023.	
The middle and elementary school did not meet the interim target for achievement in ELA and science.	
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.	
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math.	

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

Strengths

Indicator 6th Grade has showed significant growth overall in ELA and math over the past three years Grade Level(s) and/or Student Group(s) 6th grade, all students	Comments/Notable Observations
Indicator 4th grade met or exceeded the growth expectation in ELA, Math, and science.	Comments/Notable Observations

Grade Level(s) and/or Student Group(s) 4th grade	
Indicator The economically disadvantaged subgroups are meeting or exceeding growth standards at the elementary and middle school. Grade Level(s) and/or Student Group(s) 4-8th grade - students who are economically disadvantaged	Comments/Notable Observations
Indicator Seneca is meeting the growth standard in math and exceeding the growth standard in ELA. Grade Level(s) and/or Student Group(s) 11th grade cohorts	Comments/Notable Observations

Challenges

Indicator Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and Math Grade Level(s) and/or Student Group(s) 5th grade all subgroups	Comments/Notable Observations As Eureka has been implemented at the elementary level, 5th grade has showed a steady decline in growth.
Indicator While proficiency rates are good on the Literature Keystone, the percentage of students scoring advanced is lower than we would expect considering the number of honors students taking the exam (25 Honors students taking the exam and 14 total students scoring Advanced) Grade Level(s) and/or Student Group(s) Honors ELA students	Comments/Notable Observations
Indicator The middle and elementary school are not meeting the interim targets for achievement in ELA. Grade Level(s) and/or Student Group(s) 3rd through 8th	Comments/Notable Observations Some grade levels are meeting the target, others are not. Overall, students are meeting the growth targets at the middle and elementary school.

Summary

Strengths

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

Advanced/proficient rates in Literature Keystone exam were well above the state average in 2023.
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA.

Challenges

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

The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.
Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and math.
The middle and elementary school did not meet the interim target for achievement in ELA and science.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT Data indicates significant growth in Keystone related Literacter and Algebra standards.	There were concerns students were not taking CDT's seriously, however students are showing growth in most cases.
Number of students needing intensive support based on Acadience reading data has decreased in grades K-2 from last year to this year.	Because the benchmarks increase with each assessment, some students appear to lose ground even though they are making progress.
Students are making progress in Acadience reading in K-2 but are still not achieving benchmark expectations.	Increase walk throughs. Provide additional decoding intervention strategies

English Language Arts Summary

Strengths

Overall, students are meeting or exceeding growth expectations on CDT's in reading.
K-2 students are scoring higher on current Acadience reading measures than in previous years.
The elementary school is meeting or exceeding growth standard in ELA on CDT's.

Challenges

Grades 5, 8, and 10 do not show growth on CDT's for ELA.
K-2 reading benchmark scores show only approximately 50% of students are at or above benchmark. This percentage can decrease as students move through the year.
IXL data is beginning to show deficits in vocabulary and grammar.
2nd grade students are losing ground on Acadience reading benchmark assessments.

Mathematics

Data	Comments/Notable Observations
Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.	PVAAS
5th and 8th grade are below the growth standard in math CDT's.	PVAAS

Mathematics Summary

Strengths

Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.
1st and 3rd grade are maintaining or gaining ground in Acadience math benchmark scores.

Challenges

5th and 8th grade are below the growth standard in math CDT's.
Kindergarten and second grade are losing ground in Acadience math benchmark scores.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
4th, 5th, and 8th grade are below the growth target in the science CDT's.	PVAAS
6th and 7th grade are meeting the growth target in the science CDT's.	PVAAS
The biology CDT indicates that students are below the growth target.	PVAAS

Science, Technology, and Engineering Education Summary

Strengths

6th and 7th grade are meeting the growth target in the science CDT's.

Challenges

The biology CDT indicates that students are below the growth target..
4th, 5th, and 8th grade are below the growth target in the science CDT's.

Related Academics

Career Readiness

Data	Comments/Notable Observations
The high school met the performance standard for the career standards benchmark.	
Graduation rate for the high school met or exceeded the standard for all subgroups.	
All three buildings met the attendance performance standard.	

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

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

Partnering Institution

Robert Morris University

Agreement Type

Dual Credit

Program/Course Area

College in the High School

Uploaded Files

Wattsburg SD - RMU in the HS MOU - Fully Executed - July 2023 (1).pdf

Wattsburg SD - RMU in the HS MOU - Fully Executed - July 2023 (1)_acd5aeaf.pdf

Appendix A - List of RMU Courses, Departments, Instructors, and Textbooks - Wattsburg (1)_fdbe7113.xlsx

Appendix A - List of RMU Courses, Departments, Instructors, and Textbooks - Wattsburg (1).xlsx

Partnering Institution

Gannon University

Agreement Type

Dual Credit

Program/Course Area

Students are able to enroll at Gannon while attending Seneca, for dual enrollment purposes.

Uploaded Files

IUGannonAffiliationAgreementDualCredit.pdf

IUGannonAffiliationAgreementDualCredit_9225b684.pdf

Partnering Institution

Mercyhurst University

Agreement Type

Dual Credit

Program/Course Area

Students are able to enroll at Mercyhurst while attending Seneca, for dual enrollment purposes.

Uploaded Files

IU MercyhurstAffiliationAgreementDualCredit.pdf

2023 DE Affiliation_Wattsburg Area School District -Mercyhurst.pdf

Partnering Institution

PennWest

Agreement Type

Dual Credit

Program/Course Area

Students are able to enroll at PennWest while attending Seneca, for dual enrollment purposes.

Uploaded Files

Dual Enrollment Agreement -PennWest -WASD.pdf

Partnering Institution

Penn State, The Behrend College

Agreement Type

Dual Credit

Program/Course Area

Students are able to enroll at Penn State while attending Seneca, for dual enrollment purposes.

Uploaded Files

PSE_Wattsburg Area School District_2023.pdf

Summary

Strengths

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

The District graduation rate met or exceeded the standard for all subgroups.
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The District five year graduation cohort exceeds the state average.

The district has met the career standard benchmark at 100% for the 22-23 school year.
The special education and economically disadvantage subgroups are exceeding performance expectations in Industry based learning.
The district has articulation agreements with five local colleges and universities.

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.

Our performance in the industry-based credentials assessments fall below the state average.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.	There are not enough special education students at the elementary to create a subgroup for growth, nor to determine interim target achievement in Science.
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.	

Students Considered Economically Disadvantaged

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

Data	Comments/Notable Observations
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA	
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.	
The economically disadvantaged subgroup at the elementary met the growth standard in math and science and exceed the growth standard in ELA.	
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.	

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.

The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.
The special education subgroup in all three buildings have exceeded the growth standard in ELA.

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 special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Throughout the duration of the comprehensive planning cycle, we will be developing a variety of methods to present parent trainings in order to increase parent participation.
Title I Program	Throughout the duration of this comprehensive planning cycle, we will be evaluating the use of our Title I staff and the implementation of this intervention program with a focus on how Title I staff support our students that are economically disadvantaged.
Student Services	N/A
K-12 Guidance Plan (339 Plan)	The high school will work to fully incorporate artifacts that meet benchmark standards into a career related course, to increase its compliance. The high school will also work to incorporate additional staff in the process of monitoring student completion of these artifacts.
Technology Plan	The district is focusing on creating a new website over the next two years.
English Language Development Programs	The district has had multiple new EL teachers over the past several years. Each new teacher has been effective in their job, however the turnover rate makes it challenging to build consistency for staff and students. The District contracts with the IU.
Professional Development Plan	The district will be updating our professional development and induction plans as part of this comprehensive planning cycle and will monitor and evaluate its effectiveness throughout this cycle.

Strengths

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

Our special education caseloads are typically kept at 80% capacity.
Special education programs include cotaught and pull out classes to meet the spectrum of special education needs.
The elementary is a school wide Title I school, therefore, all students are able to receive support through this program.
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.
The guidance counselors have spent this past year working with grade levels and administration to ensure there are activities with artifacts that meet the expectations of the 339 plan. This year, guidance counselors are following up with staff to ensure they are implementing the activities and collecting the artifacts as they are outlined in the plan.

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 district recently opened an Autistic support elementary classroom. The opening has been very effective, however the district will need to determine if over the next 3-5 years, a middle/high school AS room will need to be opened as well, based on needs.
Every year the state mandates additional trainings. It is becoming increasingly more difficult to meet all of the professional development requirements from the state as well as meeting the needs of PD for our students and staff.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

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

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Emerging
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
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	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.
The District builds the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality

teaching and learning.
The District fosters a vision and culture of high expectations for success for all students, educators, and families.

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.

The District will continue to work to ensure effective, standards-aligned curriculum and assessments.
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.

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
Advanced/proficient rates in Literature Keystone exam were well above the state average in 2023.	False
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA.	True
Overall, students are meeting or exceeding growth expectations on CDT's in reading.	False
K-2 students are scoring higher on current Acadience reading measures than in previous years.	False
The elementary school is meeting or exceeding growth standard in ELA on CDT's.	False
6th and 7th grade are meeting the growth target in the science CDT's.	False
Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.	True
1st and 3rd grade are maintaining or gaining ground in Acadience math benchmark scores.	True
The District graduation rate met or exceeded the standard for all subgroups.	False
The District five year graduation cohort exceeds the state average.	False
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	True
The special education subgroup at the middle school met or exceed the growth measure in ELA, Math, and Science.	False
Our special education caseloads are typically kept at 80% capacity.	False
Special education programs include cotaught and pull out classes to meet the spectrum of special education needs.	False
The elementary is a school wide Title I school, therefore, all students are able to receive support through this program.	False
The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.	True
The District builds the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning.	False
The District fosters a vision and culture of high expectations for success for all students, educators, and families.	False
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.	True
The guidance counselors have spent this past year working with grade levels and administration to ensure there are activities with artifacts that meet the expectations of the 339 plan. This year, guidance counselors are following up with staff to ensure they are implementing the activities and collecting the artifacts as they are outlined in the plan.	False
The economically disadvantaged subgroup reached the interim achievement target in math and science at the middle school.	False
The special education subgroup in all three buildings have exceeded the growth standard in ELA.	False
The district has met the career standard benchmark at 100% for the 22-23 school year.	False

The special education and economically disadvantage subgroups are exceeding performance expectations in Industry based learning.	False
The district has articulation agreements with five local colleges and universities.	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
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.	True
Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and math.	True
The middle and elementary school did not meet the interim target for achievement in ELA and science.	True
Grades 5, 8, and 10 do not show growth on CDT's for ELA.	True
5th and 8th grade are below the growth standard in math CDT's.	False
Our performance in the industry-based credentials assessments fall below the state average.	True
K-2 reading benchmark scores show only approximately 50% of students are at or above benchmark. This percentage can decrease as students move through the year.	True
IXL data is beginning to show deficits in vocabulary and grammar.	True
The biology CDT indicates that students are below the growth target..	True
4th, 5th, and 8th grade are below the growth target in the science CDT's.	True
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.	True
The District will continue to work to ensure effective, standards-aligned curriculum and assessments.	True
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.	True
2nd grade students are losing ground on Acadience reading benchmark assessments.	True
Kindergarten and second grade are losing ground in Acadience math benchmark scores.	False
The district recently opened an Autistic support elementary classroom. The opening has been very effective, however the district will need to determine if over the next 3-5 years, a middle/high school AS room will need to be opened as well, based on needs.	False
Every year the state mandates additional trainings. It is becoming increasingly more difficult to meet all of the professional development requirements from the state as well as meeting the needs of PD for our students and staff.	False
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.	True

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.

We are showing more growth for our subgroup populations, however achievement is still below interim targets in certain areas for these subgroups. The influx of new staff necessitates additional training on previously learned systems. Fifth grade and biology are specific areas that need attention. The district should also offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
The economically disadvantaged subgroup at the high school did not meet the growth standard in Algebra or Biology.		True
Overall, 5th grade showed significant evidence they did not meet the growth standard in ELA and math.		True
Our performance in the industry-based credentials assessments fall below the state average.		False
Grades 5, 8, and 10 do not show growth on CDT's for ELA.		False
K-2 reading benchmark scores show only approximately 50% of students are at or above benchmark. This percentage can decrease as students move through the year.		False
IXL data is beginning to show deficits in vocabulary and grammar.		True
The District will continue to work to ensure effective, standards-aligned curriculum and assessments.		False
The District will continue to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.		False
The special education subgroup at the middle and elementary school did not meet the achievement interim target in math or ELA.		False
The biology CDT indicates that students are below the growth target..		False
4th, 5th, and 8th grade are below the growth target in the science CDT's.		False
2nd grade students are losing ground on Acadience reading benchmark assessments.		False
The District has hired a number of new staff over the last two years. Work that was previously done to meet the emerging areas documented in this plan continue to be emerging as we professionally develop our new staff in these areas.		False
The middle and elementary school did not meet the interim target for achievement in ELA and science.		True

Analyzing Strengths

Analyzing Strengths	Discussion Points
The District has established and maintained a focused system for continuous improvement and ensured organizational coherence.	
The special education subgroup at the high school met or exceeded the growth standard in Biology, Algebra I, and Literature keystones.	
Across 3rd through 8th, students are meeting or exceeding the growth standard on the math CDT's.	Alignment of core resources and data driven instruction.
1st and 3rd grade are maintaining or gaining ground in Acadience math benchmark scores.	
Our professional development program seeks constant feedback from staff at the conclusion of each offering so the district may provide opportunities for learning that meet the needs of the faculty and staff.	Future PD takes direction from staff input and their needs.
The economically disadvantaged subgroup met or exceeded the growth expectation in all three buildings for ELA.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	Continue to review data for weak areas and provide professional development opportunities on meeting the needs of students who are economically disadvantaged as well as our special education subgroup.
	Ensure data is being used to drive instruction and teachers are differentiating to meet student needs.
	Offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.
	Ensure programs are implemented with fidelity and identify supplementals to align with gaps in learning.

Goal Setting

Priority: Continue to review data for weak areas and provide professional development opportunities on meeting the needs of students who are economically disadvantaged as well as our special education subgroup.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.		
Measurable Goal Nickname (35 Character Max)		
Meeting the needs of student subgroups		
Target Year 1	Target Year 2	Target Year 3
Professional development regarding trauma informed care and differentiation.	Professional development regarding how to address concerns regarding students with parents.	By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.

Priority: Ensure data is being used to drive instruction and teachers are differentiating to meet student needs.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction.		
Measurable Goal Nickname (35 Character Max)		
Data driven instruction		
Target Year 1	Target Year 2	Target Year 3
District will continue to implement PLC's and facilitate data driven discussion to formulate lesson planning.	Teachers will facilitate PLC data meetings independently.	By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction.

Priority: Offer training on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the three-year cycle, teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.		
Measurable Goal Nickname (35 Character Max)		
Integrating vocabulary and grammar in writing across the curriculum		
Target Year 1	Target Year 2	Target Year 3
Teachers will receive professional	A determination will be made regarding the need for additional	By the end of the three-year cycle,

development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.	resources for writing, grammar, and vocabulary instruction. Professional development will continue to focus on integrating vocabulary and grammar in writing instruction across grade levels and subjects.	teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.
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Priority: Ensure programs are implemented with fidelity and identify supplementals to align with gaps in learning.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of this three-year cycle, staff will be implementing their programs with fidelity.		
Measurable Goal Nickname (35 Character Max)		
Program fidelity		
Target Year 1	Target Year 2	Target Year 3
Needs assessment conducted to determine needs for professional development on core resources. Walkthroughs will be conducted to determine from an administrative observation standpoint, areas of need as well.	Professional development provided to staff who have identified a need. Ongoing walkthroughs will continue to be conducted to ensure fidelity.	By the end of this three-year cycle, staff will be implementing their programs with fidelity.

Action Plan

Measurable Goals

Meeting the needs of student subgroups	Data driven instruction
Integrating vocabulary and grammar in writing across the curriculum	Program fidelity

Action Plan For: Self-regulated strategy development (SRSD) and Instructional Coaching

Measurable Goals:
<ul style="list-style-type: none"> By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations.

Action Step		Anticipated Start/Completion Date	
District will conduct a needs assessment to determine professional development needs for core resources.		2024-05-20	2024-09-02
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent	Microsoft Forms	No	Yes
Action Step		Anticipated Start/Completion Date	
Results from needs assessment will be used to drive professional development on core resources.		2024-09-03	2024-12-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	Vendor contacts and training schedule	Yes	No
Action Step		Anticipated Start/Completion Date	
Contact vendors to schedule necessary PD. Reach out to staff to determine if they feel comfortable modeling program for staff.		2024-01-03	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	PLC discussions, professional development calendar	No	No
Action Step		Anticipated Start/Completion Date	
Identified staff will participate in coaching or vendor trainings.		2025-01-01	2027-05-28
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration	Location and scheduling	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will implement programs with fidelity	Building administration and assistant to the superintendent three times per year.

Action Plan For: Teacher study groups and instructional coaching

Measurable Goals:
<ul style="list-style-type: none"> By the end of this three-year cycle, staff will have developed a better understanding of how to meet the diverse needs of our student subgroup populations. By the end of this three-year cycle, teachers will be proficient in using formative, summative, diagnostic and benchmark data to drive instruction. By the end of the three-year cycle, teachers will integrate vocabulary and grammar in writing instruction across grade levels and subject areas.

Action Step		Anticipated Start/Completion Date	
PLC implementation		2024-09-02	2027-06-04
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent, Building administration.	PLC schedule and worksheet	No	No
Action Step		Anticipated Start/Completion Date	
Professional development on meeting the needs of diverse learners.		2024-09-02	2025-06-06
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent and special education supervisor	IU5 school improvement services	Yes	No
Action Step		Anticipated Start/Completion Date	
Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.		2024-02-09	2026-06-05
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Assistant to the Superintendent and Building administration	IU5 school improvement services	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Staff will use data to drive instruction as well as to address the needs of student subgroups.	Building administration and assistant to the superintendent six times per year through the PLC process

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Self-regulated strategy development (SRSD) and Instructional Coaching	Results from needs assessment will be used to drive professional development on core resources.
Teacher study groups and instructional coaching	Professional development on meeting the needs of diverse learners.
Teacher study groups and instructional coaching	Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas.

Evaluate needs assessment

Action Step		
<ul style="list-style-type: none"> Results from needs assessment will be used to drive professional development on core resources. 		
Audience		
Teachers		
Topics to be Included		
vendor professional development evaluation Mentor teacher availability and knowledge		
Evidence of Learning		
Survey and implementation of program		
Lead Person/Position	Anticipated Start	Anticipated Completion
Building administration, Assistant to the Superintendent	2024-09-02	2025-05-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	three times per year
Observation and Practice Framework Met in this Plan	
This Step Meets the Requirements of State Required Trainings	

Using data to meet the needs of diverse learners

Action Step
<ul style="list-style-type: none"> Professional development on meeting the needs of diverse learners.
Audience
Teachers and administrators
Topics to be Included

Trauma informed care How poverty impacts learning		
Evidence of Learning		
Survey completion and feedback on implementation in the classroom		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	two times per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Writing across the content areas

Action Step		
<ul style="list-style-type: none"> • Staff professional development on integrating vocabulary and grammar in writing instruction across grade levels and subject areas. 		
Audience		
All teachers		
Topics to be Included		
Writing activities that focus on grammar and vocabulary development.		
Evidence of Learning		
Formal observations and walkthroughs.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent and building administration	2024-08-26	2027-06-04

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	three times per year for each of the three years
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Self-regulated strategy development (SRSD) and Instructional Coaching	District will conduct a needs assessment to determine professional development needs for core resources.

Needs Assessment

Action Step		
Audience		
Staff		
Topics to be Included		
Needs for professional development on core resources.		
Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant to the Superintendent	2024-08-23	2024-12-06

Communication

Type of Communication	Frequency
Email	Once to establish baseline

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date