

Profile and Plan Essentials

LEA Type	AUN	
Williamsburg Community School District	108079004	
Address 1		
515 West Third Street		
Address 2		
City	State	Zip Code
Williamsburg	PA	16693
Chief School Administrator		Chief School Administrator Email
Lisa M. Murgas		lmurgas@williamsburg.k12.pa.us
Single Point of Contact Name		
Lisa M. Murgas		
Single Point of Contact Email		
lmurgas@williamsburg.k12.pa.us		
Single Point of Contact Phone Number		
8148322125		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Lisa Murgas	Administrator	WCSD	lmurgas@williamsburg.k12.pa.us
Jennifer Metzler	Administrator	WCSD Elementary School	jmetzler@williamsburg.k12.pa.us
Jennifer Frederick	Administrator	WCSD High School	jfrederick@williamsburg.k12.pa.us
Kalie Zabrosky	Staff Member	WCSD	kzabrosky@williamsburg.k12.pa.us
Carlee Ranalli	Board Member	WCSD	Cka104@gmail.com
April Wheland	Staff Member	WCSD	awheland@williamsburg.k12.pa.us
Natalie Houtz	Staff Member	WCSD	nhoutz@williamsburg.k12.pa.us
Mike Mingle	Parent	WCSD	mmingle@williamsburg.k12.pa.us
Mike Biddle	Community Member	WCSD	mike.biddle@spurdevelopment.com
Camala Gilbert	Staff Member	WCSD	cgilbert@williamsburg.k12.pa.us

LEA Profile

Williamsburg , a community of small, diversified businesses, is surrounded by picturesque dairy farms in an area rich with historical heritage.

Williamsburg Borough is located in southeast Blair County along Frankstown Branch of the Juniata River. The district also includes Woodbury Township, located to the south borough, and Catherine Township to the north. Originally settled in 1790 by Jacob Ake, Williamsburg was the first borough incorporated in Blair County. The town has a population of 1345 (2000 census) while the school district population is 3740 (2000 census).

Historically, the Williamsburg area has been famous for its iron furnaces and quarries. Today, Cenveo and Cove Forge Behavioral Health Systems, and various farm services provide employment to area residents. Williamsburg is also a place for tourists to visit and utilize Rails to Trails to walk, run and ride bicycles as well as grab a bite to eat at a few local restaurants and coffee shop.

The Williamsburg Community School District encompasses all the area of Williamsburg Borough, Catherine Township, and Woodbury Township (64 sq. miles). The district is bounded by five (5) neighboring school districts - Tyrone, Spring Cove, and Hollidaysburg School Districts in Blair County and Juniata Valley and Huntingdon School Districts in Huntingdon County. The geographical size of the district makes bus transportation a necessity. The district contracts transportation services with Raystown Transit.

The district has two schools (elementary and junior-senior high school) that serve a student population of approximately 500 students. The District services 49% Economically Disadvantaged, 12.8% Special education and 0.4% ELL (2023 data). The student population is made up of 54.2% male and 45.8% female. 96.8% of students are White, 0.7% Black, 0.4% Asian, 0.4% Hispanic and 1.7% with 2 or more races. The District employs approximately 75 employees.

Mission and Vision

Mission

"All students will be given the opportunity to succeed in a changing world and become positive contributors to society."

Vision

It is the vision of the Williamsburg Community School District to facilitate the development of the potential of each child to the fullest. Education is the guidance of the child through the learning process to the end that he/she becomes personally effective in a dynamic society.

Educational Values

Students

1. Students will contribute to the safe, respectful, and positive environment to create a culture where all students and staff are valued and respected

Staff

1. The staff is empowered as supportive, educational leaders in order to develop the whole child as a resilient, lifelong learner 2. We believe in using data, reflection, and evaluation to drive continuous improvement.

Administration

1. Administration will develop the whole student through innovation and utilizing all available resources. 2. We believe in using data, reflection, and evaluation to drive continuous improvement.

Parents

1. Parents will positively collaborate with District staff to share accountability and responsibility of student success.

Community

1. The community will collaborate with students, staff and parents to engage all students and families to maximize student success. 2. An informed and involved community strengthens the school system.

Other (Optional)

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
At WES all Student Group Meets 2030 Statewide Goal in Science	
At WES all Student Group Meets the Standard Demonstrating Growth in Science	
At WHS all Student Group Meets Interim Goal/Improvement Target in ELA	
At WHS the English Language Arts/Literature all Student Group Meets the Standard Demonstrating Growth	
At WHS the Mathematics/Algebra All Student Group Meets the Standard Demonstrating Growth	
At WHS the Four-Year Cohort All Student Group Meets Interim Goal/Improvement Target for high school graduation rate	
At WHS the Industry-Based Learning All Student Group has surpassed the Statewide performance target with WHS being at 33.3% and the state standard being 30.7%	

Challenges

Indicator	Comments/Notable Observations
At WHS the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	
At WHS the Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	
At WES the English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	
At WES the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	

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

Strengths

Indicator 67.9% of 4th grade students passed the ELA PSSA Grade Level(s) and/or Student Group(s) 4th Grade/All Students	Comments/Notable Observations
Indicator At WHS the Economically Disadvantaged student group showed an increase in performance from the year before in ELA. Grade Level(s) and/or Student Group(s) 7-12 Economically Disadvantaged	Comments/Notable Observations
Indicator At WHS the Students with Disabilities student group showed an increase in performance from the year before in ELA. Grade Level(s) and/or Student Group(s)	Comments/Notable Observations

7-12 students with disabilities	
Indicator At WHS the economically disadvantaged student group increased performance from the previous year in Mathematics/Algebra. Grade Level(s) and/or Student Group(s) 7-12 Economically Disadvantaged	Comments/Notable Observations
Indicator At WHS, the economically disadvantaged student group met the performance measure in Science/Biology. Grade Level(s) and/or Student Group(s) 7-12 Economically Disadvantaged	Comments/Notable Observations

Challenges

Indicator At WES, students with disabilities did not meet the performance target for ELA. Grade Level(s) and/or Student Group(s) 3-6 Students with disabilities	Comments/Notable Observations
Indicator At WES, economically disadvantaged students did not meet the performance target for ELA. Grade Level(s) and/or Student Group(s) 3-6 economically disadvantaged	Comments/Notable Observations
Indicator At WES, students with disabilities did not meet the performance target for Math. Grade Level(s) and/or Student Group(s) 3-6 students with disabilities	Comments/Notable Observations
Indicator Grade Level(s) and/or Student Group(s)	Comments/Notable Observations
Indicator At WES, economically disadvantaged students did not meet the performance target for Math. Grade Level(s) and/or Student Group(s) 3-6 economically disadvantaged	Comments/Notable Observations

Summary

Strengths

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

At WES all Student Group Meets 2030 Statewide Goal in Science
At WHS all Student Group Meets Interim Goal/Improvement Target in ELA

At WHS the English Language Arts/Literature all Student Group Meets the Standard Demonstrating Growth

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.

At WHS the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target

At WHS the Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target

At WES the English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target

At WES the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target

Local Assessment

English Language Arts

Data	Comments/Notable Observations
LinkIt	Benchmark ELA and Mathematics Grades K-12. Data used to determine curriculum and instruction.
Acadience	Benchmark ELA skills in Grades K-3. Data used to determine RTI groups for intervention strategies.

English Language Arts Summary

Strengths

7th grade PSSA preparation
Extended instructional time for 7th and 8th grades
LinkIt and Acadience data used to determine intervention groups

Challenges

Student attendance
Lack of remediation due to staffing and time constraints

Mathematics

Data	Comments/Notable Observations
LinkIt	Benchmark Mathematics Grades K-12. Data used to determine curriculum and instruction.
Acadience	Benchmark Math skills Grades K-2.

Mathematics Summary

Strengths

Multiple leveled course offerings
Extended instructional time for 7th and 8th grades

Challenges

Lack of consistent student attendance
Lack of staffing and time for intervention/small group instruction

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
LinkIt!	4th and 8th grade students perform consistently above the state average on PSSA

Science, Technology, and Engineering Education Summary

Strengths

Implementation of Project Lead the Way
Highly qualified staff
High student interest

Challenges

Lack of time to implement PLTW
Student attendance

Related Academics

Career Readiness

Data	Comments/Notable Observations
Future Ready Index	Percent Career Standards Benchmark All Student Group Exceeds 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

PA Highlands Community College

Agreement Type

Dual Credit

Program/Course Area

Accelerate College Education, PA Highlands Comm College Academic Pathway

Uploaded Files

Penn Highlands Articulation agreement_18b1cccc.pdf

Partnering Institution

Mount Aloysius College

Agreement Type

Local Articulation

Program/Course Area

Core content area defined by ESSER

Uploaded Files

Williamsburg High School Cooperative Agreement-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.

WHS and WES exceed the all student group performance target for 2030 in Career Readiness.
Both the elementary school and high school implement effect, standards aligned curricula in all content areas.

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.

Providing effective, consistent professional development to teachers.
Increasing intervention programs to help struggling learners.

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

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

Data	Comments/Notable Observations
Future Ready Index	Students did not meet the Interim Goal/Improvement Target for ELA. Specifically, only 56.5% of elementary economically disadvantaged students met this target.
Future Ready Index	Students did not meet the Interim Goal/Improvement Target for Math. Specifically, only 29.4%% of elementary economically disadvantaged students met this target.

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.

Effective, standards aligned curricula.
Highly qualified teachers in all content areas.
PreK Counts classroom based within the elementary school
Head Start program implemented within the community

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.

Lack of intervention programs for struggling learners.
Consistent professional development in ELA and Mathematics content areas.
Lack of time and staffing for intervention instruction

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A
Title 1 Program	N/A
Student Services	N/A
K-12 Guidance Plan (339 Plan)	N/A
Technology Plan	N/A
English Language Development Programs	N/A

Strengths

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

WCSD provides a continuum of special education services to meet the needs of all K-12 students. WCSD contracts with IU08 and local school districts to ensure we are meeting the needs of all students.
WES is a Schoolwide Title 1 school. Our program includes both pull out and push in interventions as well as small group interventions.

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.

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	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	Emerging
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Emerging

Implement Data-Driven Human Capital Strategies

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

Summary

Strengths

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

Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence

Ensure effective, standards-aligned curriculum and assessment
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
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.

Coordinate and monitor supports aligned with students' and families' needs
Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across 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
At WES all Student Group Meets 2030 Statewide Goal in Science	False
At WHS all Student Group Meets Interim Goal/Improvement Target in ELA	False
At WHS the English Language Arts/Literature all Student Group Meets the Standard Demonstrating Growth	False
7th grade PSSA preparation	False
Extended instructional time for 7th and 8th grades	True
Effective, standards aligned curricula.	True
Highly qualified teachers in all content areas.	True
WHS and WES exceed the all student group performance target for 2030 in Career Readiness.	False
Both the elementary school and high school implement effect, standards aligned curricula in all content areas.	False
LinkIt and Acadience data used to determine intervention groups	True
WCSD provides a continuum of special education services to meet the needs of all K-12 students. WCSD contracts with IU08 and local school districts to ensure we are meeting the needs of all students.	True
WES is a Schoolwide Title 1 school. Our program includes both pull out and push in interventions as well as small group interventions.	True
Multiple leveled course offerings	False
Extended instructional time for 7th and 8th grades	True
Implementation of Project Lead the Way	False
Highly qualified staff	True
High student interest	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Ensure effective, standards-aligned curriculum and assessment	True
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	True
PreK Counts classroom based within the elementary school	True
Head Start program implemented within the community	True

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
At WHS the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	True
At WHS the Science/Biology All Student Group Did Not Meet Interim Goal/Improvement Target	False
At WES the English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	True
At WES the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	True
Student attendance	True
Providing effective, consistent professional development to teachers.	False
Increasing intervention programs to help struggling learners.	False
Lack of consistent student attendance	True
Lack of intervention programs for struggling learners.	True
Consistent professional development in ELA and Mathematics content areas.	True
Student attendance	False
Coordinate and monitor supports aligned with students' and families' needs	True
Lack of time to implement PLTW	False
Lack of remediation due to staffing and time constraints	False
Lack of staffing and time for intervention/small group instruction	False
Lack of time and staffing for intervention instruction	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	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.

The most notable observations are that both WHS and WES did not meet the 2030 state target for improvement in Mathematics and Algebra and that WES did not meet the state target for proficiency in ELA.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
At WHS the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Attendance issues, lack of foundational skills, staffing and time constraints, mental health	True
At WES the English Language Arts/Literature All Student Group Did Not Meet Interim Goal/Improvement Target	Attendance issues, lack of foundational skills, staffing and time constraints, mental health	True
At WES the Mathematics/Algebra All Student Group Did Not Meet Interim Goal/Improvement Target	Attendance issues, lack of foundational skills, staffing and time constraints, mental health	True
Lack of consistent student attendance		False
Coordinate and monitor supports aligned with students' and families' needs		False
Student attendance		False
Lack of intervention programs for struggling learners.		False
Consistent professional development in ELA and Mathematics content areas.	Time, financial resources, consistency	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Effective, standards aligned curricula.	All curriculum has been updated within the past three years
Highly qualified teachers in all content areas.	
WCSD provides a continuum of special education services to meet the needs of all K-12 students. WCSD contracts with IU08 and local school districts to ensure we are meeting the needs of all students.	
WES is a Schoolwide Title 1 school. Our program includes both pull out and push in interventions as well as small group interventions.	
Foster a vision and culture of high expectations for success for all students, educators, and families	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	
Ensure effective, standards-aligned curriculum and assessment	
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	
Extended instructional time for 7th and 8th grades	
LinkIt and Acadience data used to determine intervention groups	
Extended instructional time for 7th and 8th grades	

Highly qualified staff	
PreK Counts classroom based within the elementary school	
Head Start program implemented within the community	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	WCSD will focus on improving Math proficiency at WHS
	WES will focus on improving ELA proficiency at WES
	WES will focus on improving Math proficiency at WES
	WCSD will work with the professional development committee to provide effective professional development in ELA and Math.

Goal Setting

Priority: WCSD will focus on improving Math proficiency at WHS

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, WHS will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA and Keystone assessment data.		
Measurable Goal Nickname (35 Character Max)		
WHS Math Goal		
Target Year 1	Target Year 2	Target Year 3
By 2024-25 WHS will meet or exceed the Interim Target for Math of 57.6 as evidenced by PSSA, Keystone and local assessment data.	By 2025-26 WHS will meet or exceed the Interim Target for Math of 59.4 as evidenced by PSSA, Keystone and local assessment data.	By 2027, WHS will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA and Keystone assessment data.

Priority: WES will focus on improving ELA proficiency at WES

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, WES will meet or exceed the Interim Target for ELA of 73.9 as evidenced by PSSA assessment data.		
Measurable Goal Nickname (35 Character Max)		
WES ELA Goal		
Target Year 1	Target Year 2	Target Year 3
By 2024-25, WES will meet or exceed the Interim Target for ELA of 71.5 as evidenced by PSSA assessment data.	By 2025-26, WES will meet or exceed the Interim Target for ELA of 72.7 as evidenced by PSSA assessment data.	By 2027, WES will meet or exceed the Interim Target for ELA of 73.9 as evidenced by PSSA assessment data.

Priority: WES will focus on improving Math proficiency at WES

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By 2027, WES will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA assessment data.		
Measurable Goal Nickname (35 Character Max)		
WES Math Goal		
Target Year 1	Target Year 2	Target Year 3
By 2024-25, WES will meet or exceed the Interim Target for Math of 57.6 as evidenced by PSSA assessment data.	By 2025-26, WES will meet or exceed the Interim Target for Math of 59.4 as evidenced by PSSA assessment data.	By 2027, WES will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA assessment data.

Priority: WCSD will work with the professional development committee to provide effective professional development in ELA and Math.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By 2027 all K-12 ELA and Math teachers will have participated in at least two Math and ELA instructional trainings.		
Measurable Goal Nickname (35 Character Max)		
Staff PD		
Target Year 1	Target Year 2	Target Year 3
By 2024-25 K-12 ELA and Math teachers will have participated in at least one Math and ELA instructional training.	By 2025-56 all K-12 ELA and Math teachers will have participated in at least one Math and ELA instructional training.	By 2027 all K-12 ELA and Math teachers will have participated in at least two Math and ELA instructional trainings.

Action Plan

Measurable Goals

WHS Math Goal	WES ELA Goal
WES Math Goal	Staff PD

Action Plan For: Math Curriculum Mapping

Measurable Goals:
<ul style="list-style-type: none"> By 2027, WHS will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA and Keystone assessment data. By 2027, WES will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA assessment data.

Action Step		Anticipated Start/Completion Date	
Review Math curriculum and create curriculum maps		2024-01-12	2026-06-01
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	curriculum, textbooks, Power School software	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Align K-12 Math curriculum and instruction across grade levels to improve student achievement in math.	Local assessments analyzed throughout the year PSSA and Keystone data analyzed annually

Action Plan For: ELA Curriculum Mapping

Measurable Goals:
<ul style="list-style-type: none"> By 2027, WES will meet or exceed the Interim Target for ELA of 73.9 as evidenced by PSSA assessment data.

Action Step		Anticipated Start/Completion Date	
Review ELA curriculum and create curriculum maps		2024-01-12	2024-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals	curriculum, textbooks, Power School software	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Align K-12 ELA curriculum and instruction across grade levels to improve student achievement in ELA.	Local assessments and Acadience data analyzed throughout the year PSSA data analyzed annually

Action Plan For: Effective and explicit ELA and Math professional development

Measurable Goals:			
<ul style="list-style-type: none"> • By 2027, WHS will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA and Keystone assessment data. • By 2027, WES will meet or exceed the Interim Target for ELA of 73.9 as evidenced by PSSA assessment data. • By 2027, WES will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA assessment data. • By 2027 all K-12 ELA and Math teachers will have participated in at least two Math and ELA instructional trainings. 			

Action Step		Anticipated Start/Completion Date	
Develop and implement a schedule for Math and ELA professional development		2024-09-16	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/PD Committee	Training resources and activities	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
To provide all K-12 ELA and Math staff with effective professional development that they can utilize as their instructional practices in order to increase student achievement.	Principals will monitor during classroom walk throughs and annual observations.

Action Plan For: Effective and explicit ELA and Math professional development

Measurable Goals:			
<ul style="list-style-type: none"> • By 2027, WHS will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA and Keystone assessment data. • By 2027, WES will meet or exceed the Interim Target for ELA of 73.9 as evidenced by PSSA assessment data. • By 2027, WES will meet or exceed the Interim Target for Math of 61.2 as evidenced by PSSA assessment data. • By 2027 all K-12 ELA and Math teachers will have participated in at least two Math and ELA instructional trainings. 			

Action Step		Anticipated Start/Completion Date	
Develop and implement a schedule for Math and ELA professional development		2024-09-16	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Principals/PD Committee	Training resources and activities	Yes	No

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

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Math Curriculum Mapping	Review Math curriculum and create curriculum maps
ELA Curriculum Mapping	Review ELA curriculum and create curriculum maps
Effective and explicit ELA and Math professional development	Develop and implement a schedule for Math and ELA professional development
Effective and explicit ELA and Math professional development	Develop and implement a schedule for Math and ELA professional development

ELA Curriculum Mapping

Action Step		
<ul style="list-style-type: none"> Review ELA curriculum and create curriculum maps 		
Audience		
K-12 ELA teachers		
Topics to be Included		
PA Core Standards, components of curriculum maps, instructional strategies, assessment		
Evidence of Learning		
Effective written ELA curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1d: Demonstrating Knowledge of Resources 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 	
This Step Meets the Requirements of State Required Trainings	

Math Curriculum Mapping

Action Step
<ul style="list-style-type: none"> Review Math curriculum and create curriculum maps

Audience		
K-12 Math Teachers		
Topics to be Included		
PA Core Standards, components of curriculum maps, instructional strategies, assessment		
Evidence of Learning		
Effective written Math curriculum		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Collaborative curriculum development	ongoing
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 1e: Designing Coherent Instruction • 1d: Demonstrating Knowledge of Resources • 1f: Designing Student Assessments • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Effective Math and ELA Professional Development

Action Step		
<ul style="list-style-type: none"> • Develop and implement a schedule for Math and ELA professional development 		
Audience		
K-12 Math and ELA staff		
Topics to be Included		
PA Core Standards, instructional practices		
Evidence of Learning		
Increased student achievement in Math and ELA		
Lead Person/Position	Anticipated Start	Anticipated Completion
Principals	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 times per year

Observation and Practice Framework Met in this Plan

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Using Assessment in Instruction
- 3e: Demonstrating Flexibility and Responsiveness
- 4a: Reflecting on Teaching
- 3a: Communicating with Students

This Step Meets the Requirements of State Required Trainings

Communications

Communications Action Steps

Evidence-based Strategy	Action Steps
Math Curriculum Mapping	Review Math curriculum and create curriculum maps
ELA Curriculum Mapping	Review ELA curriculum and create curriculum maps

Board Meeting eports

Action Step		
<ul style="list-style-type: none">Review Math curriculum and create curriculum mapsReview ELA curriculum and create curriculum maps		
Audience		
Board members and community members		
Topics to be Included		
student achievement in Math and ELA		
Lead Person/Position	Anticipated Start	Anticipated Completion
Superintendent Principals	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date