WILLIAMSPORT AREA SD

2780 West Fourth Street

Comprehensive Plan | 2022 - 2025

MISSION STATEMENT

The mission of the Williamsport Area School District (WASD) is to develop responsible citizens through excellence in education.

VISION STATEMENT

Description of the vision for the future if your organization is successful in its mission: The vision of the Williamsport Area School District and the community in which it resides is presented as a series of statements: 1. We value each child as our own. That value is demonstrated by challenging and supporting each child to achieve his/her peak potential. 2. Every stakeholder (e.g., administrators, educators, support staff, parents, students and community) of the educational delivery system is respected. 3. Partnerships in the community expand opportunities and resources, including outreach programs, for our students and their families. 4. The community is proud of the school district, takes ownership of it, feels they are getting value from their investment in it, and views the school district as a collaborative partner. 5. Learning environments are enjoyable, engaging, and promote enthusiasm (the affective side of schooling). 6. Our community is an outstanding and safe place to live, learn, work and play. 7. Every child is engaged with a significant positive role model, in addition to family members. 8. Innovative and diverse learning opportunities are abundant; technological resources are available to support those learning opportunities. 9. Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

EDUCATIONAL VALUE STATEMENTS

STUDENTS

o All stakeholders are respected. o How we learn may differ, but all students are entitled to reach their highest potential. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential for the success of the educational program for students dealing with the aftermath of COVID-19.

STAFF

o All stakeholders are respected. o We believe high standards and differentiated instruction encourages high achievement. o Our educational community believes that excellence in education is worth the commitment of time, effort, and monetary investment. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential for the success of the educational program for students dealing with the aftermath of COVID-19.

ADMINISTRATION

o All stakeholders are respected. o We believe high standards and differentiated instruction encourages high achievement. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential for the success of the educational program for students dealing with the aftermath of COVID-19.

PARENTS

o All stakeholders are respected. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential for the success of the educational program for students dealing with the aftermath of COVID-19.

COMMUNITY

o All stakeholders are respected. o The community, family, and staff share the responsibility for providing an education that sets high standards of excellence for our students and encourages personal responsibility, hard work, and self-discipline. o A dedicated staff, caring community, and safe and supportive environment in which to learn are essential for the success of the educational program for students dealing with the aftermath of COVID-19. o Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

STEERING COMMITTEE

Name	Position	Building/Group
Dr. Timothy Bowers	Administrator	WASD Superintendent
Dr. Susan Bigger	Administrator	WASD Assistant Superintendent
Kirk Felix	Administrator	Cochran Primary
Dr. Amy Wolfhope-Briggs	Administrator	WASD Direct of Special Education
John Killian	Administrator	WASD Elementary Supervisor of Curriculum
Dr. Chad Greevy	Administrator	WASD Secondary Supervisor of Curriculum
Patricia Wylie	Administrator	WASD Director of Federal Programs
Lori Baer	Board Member	WASD Board of Directors
Alexandra Seyler	Parent	WASD parent
Tanya Brown	Staff Member	Jackson Primary teacher
Derreck Lanzer	Staff Member	Curtin Intermediate teacher
Caitlin Costa	Staff Member	WAMS teacher
Nate Pish	Staff Member	WAHS teacher

Name	Position	Building/Group

ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Innovative teaching and learning will be utilized to deliver a high-quality 21st century education to all students.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Our Strategic Student Supports system will be used to create safe and supportive schools for effective teaching and learning to take place.	Regular Attendance

ACTION PLAN AND STEPS

Evidence-based Strategy
Instructional Coaching

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Innovative Teaching and Learning	The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Implement Instructional Coaching at the	2022-08-22 -	Patti Wylie/Director of Federal	PD to include Coaching

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Intermediate Level	2025-06-30	Programs	Endorsement for instructional coaches
Restore Professional Learning Communities, K to 8	2022-08-24 - 2024-06-16	Building Principals	
Professional Development Days used to review formative and common curriculum assessments	2022-08-24 - 2024-06-16	District-level curriculum advisors, director of special education	student data, data protocols

Anticipated Outcome

Data-driven decision making to improve student achievement

Monitoring/Evaluation

Data meetings throughout the year

Evidence-based Strategy

Positive Behavioral Interventions and Supports

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)

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Strategic Student Support	Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Address social and emotional needs through the implementation of a digital SEL curriculum, Second Step, K to 8	2022-08-24 - 2023-06-16	Dr. Poole/Director of Student Services	Second Step
Refine the PBIS Matrix at each building	2022-06-13 - 2023-06-16	Dr. Poole/Director of Student Services	PBIS support network
Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	2022-08-18 - 2025-06-16	Dr. Richard Poole/Director of Student Services	NME's professional development model Mental Health and Trauma Specialists
Addition of 3 School-based therapists for Mental Health and Trauma Supports	2022-08-22 - 2024-06-14	Dr. Richard Poole/ Director of Student Services	school-based therapists

Anticipated Outcome

Students will be less likely to need the additional supports for behavior.

Monitoring/Evaluation

Reduction in the number of referrals for out of district therapy and/or placements

Evidence-based Strategy
High dosage tutoring throughout the day

Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Strategic Student Support	Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance.
Innovative Teaching and Learning	The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Return of RTII supports with a renewed focus on formative and academic data to assess students' instructional needs	2022-08-24 - 2023-06-09	Patti Wylie/Director of Federal Programs	Acadience data, formative assessment data, common curriculum assessments

Anticipated Outcome
Increased student achievement on PSSA

Monitoring/Evaluation
periodic data review meetings

Evidence-based Strategy
Multi Tiered System of Supports for Academics and Behavior

Measurable Goals

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Strategic Student Support	Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance.
Innovative Teaching and Learning	The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Return of RTII supports with a renewed focus on formative and academic data to assess students' instructional needs	2022-08-24 - 2023-06-16	Dr. Richard Poole/ Director of Student Services	1. Embedded Formative Assessments, by Dylan Wiliam 2. additional materials on formative assessment 3. collective efficacy handouts and materials
Strengthen Student Support process and	2022-08-01 -	Dr. Richard	1. Audit of current Student Support practices 2.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
procedures to ensure a pro-active teacher-driven action plan to address needs	2022-08-31	Poole/ Director of Student Services	Committee to develop/refine the procedures 3. Distribution of updated procedures to all faculty

Anticipated Outcome
Efficient Student Support System Procedures

Monitoring/Evaluation
review of student data

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations. (Innovative Teaching and Learning)	Instructional Coaching	Implement Instructional Coaching at the Intermediate Level	08/22/2022 - 06/30/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations. (Innovative Teaching and Learning)	Instructional Coaching	Professional Development Days used to review formative and common curriculum assessments	08/24/2022 - 06/16/2024

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Address social and emotional needs through the implementation of a digital SEL curriculum, Second Step, K to 8	08/24/2022 - 06/16/2023

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	08/18/2022 - 06/16/2025

PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support) The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations. (Innovative Teaching and Learning)	Multi Tiered System of Supports for Academics and Behavior	Return of RTII supports with a renewed focus on formative and academic data to assess students' instructional needs	08/24/2022 - 06/16/2023

COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	08/18/2022 - 06/16/2025

APPROVALS & SIGNATURES

Assurance of Quality and Accountability

As Chief School Administrator, I affirm that this LEA Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 14, 16 and 49. I also affirm that the governing board reviewed the LEA Level Plan, as indicated in the attached official Board minutes and the contents of the plan are true and correct. Finally, I affirm that the plan was made available for public inspection and comment for a minimum of 28 days prior to approval by the school's governing board and submission to the Department.

School Board Minutes or Affirmation Statement

Signature (Entered Electronically and must have access to web application).

Chief School Administrator

ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

Strengths	Challenges
2018-19 District Assessment Measures indicated Math as our area of strength.	2018-19 District Assessment Measures indicated ELA as our area of challenge for most students.
2018-19 District Assessment Measures indicated the All student group at the high school met all three core assessment goals: ELA, Math, and Science	Attendance data shows that the high school's attendance rate is 77.61 percent.
Future Ready WAMS PVAAS shows that All Students and all subgroups exceeded the standard for showing growth in ELA.	Future Ready Lycoming Valley PVAAS shows that the All Students group did not meet the standard for showing growth in ELA/
Future Ready WAHS PVAAS shows that All Students exceeded the standard for showing growth.	Future Ready Lycoming Valley PVAAS shows that the All Students group did not meet the standard for showing growth in math.
Future Ready WAMS PVAAS shows that All Students and all subgroups exceeded the standard for showing growth.	Future Ready Lycoming Valley PVAAS shows that the All Students group did not meet the standard for showing growth in science.
Future Ready WAHS PVAAS shows that All Students and all subgroups exceeded the standard for showing growth.	Future Ready Curtin PVAAS shows that the All Students group did not meet the standard for showing growth in science.
Future Ready Curtin Intermediate PVAAS shows that All Students and all subgroups exceeded the standard for showing growth in math.	Future Ready WAMS PVAAS shows that the All Students group did not meet the standard for showing growth in science.
Future Ready WAHS PVAAS shows that the All Students group	

Strengths

met the standard for showing growth in science.

Foster a vision and culture of high expectations for success for all students, educators, and families

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

Our students with IEPs show Average to Well Above Average growth on PVAAS.

The elementary level has well defined, embedded career artifacts that are a part of our curriculum.

Challenges

Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning

Our students identified as Economically Disadvantaged, approximately 67% of our students, are splintered in their growth.

Regular student attendance will enable us to increase student scoring.

Most Notable Observations/Patterns

Challenges	Discussion Point	Priority for Planning
2018-19 District Assessment Measures indicated ELA as our area of challenge for most students.	The impact of COVID will be felt in our primary grades, as our students' foundational reading skills learning development was interrupted.	
Attendance data shows that the high school's attendance rate is 77.61 percent.	The impact of COVID on student attendance K to 12 has long term effect. For students that were already not attending, COVID gave a reason for families to disengage with our schools.	

ADDENDUM B: ACTION PLAN

Action Plan: Instructional Coaching

Action Steps	Anticipated Start/Completion Date
Implement Instructional Coaching at the Intermediate Level	08/22/2022 - 06/30/2025

Monitoring/Evaluation	Anticipated Output
Data meetings throughout the year	Data-driven decision making to improve student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
PD to include Coaching Endorsement for instructional coaches	yes	no

Action Steps	Anticipated Start/Completion Date
Restore Professional Learning Communities, K to 8	08/24/2022 - 06/16/2024

Monitoring/Evaluation	Anticipated Output
Data meetings throughout the year	Data-driven decision making to improve student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
	no	no

Action Steps	Anticipated Start/Completion Date
Professional Development Days used to review formative and common curriculum assessments	08/24/2022 - 06/16/2024

Monitoring/Evaluation	Anticipated Output
Data meetings throughout the year	Data-driven decision making to improve student achievement

Material/Resources/Supports Needed	PD Step	Comm Step
student data, data protocols	yes	no

Action Plan: Positive Behavioral Interventions and Supports

Action Steps	Anticipated Start/Completion Date
Address social and emotional needs through the implementation of a digital SEL curriculum, Second Step, K to 8	08/24/2022 - 06/16/2023

Monitoring/Evaluation	Anticipated Output
Reduction in the number of referrals for out of district therapy and/or placements	Students will be less likely to need the additional supports for behavior.

Material/Resources/Supports Needed	PD Step	Comm Step
Second Step	yes	no

Action Steps	Anticipated Start/Completion Date
Refine the PBIS Matrix at each building	06/13/2022 - 06/16/2023

Monitoring/Evaluation	Anticipated Output
Reduction in the number of referrals for out of district therapy and/or placements	Students will be less likely to need the additional supports for behavior.

Material/Resources/Supports Needed	PD Step	Comm Step
PBIS support network	no	no

Action Steps	Anticipated Start/Completion Date
Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	08/18/2022 - 06/16/2025

Monitoring/Evaluation	Anticipated Output
Reduction in the number of referrals for out of district therapy and/or placements	Students will be less likely to need the additional supports for behavior.

Material/Resources/Supports Needed	PD Step	Comm Step
NME's professional development model Mental Health and Trauma Specialists	yes	yes

Action Steps	Anticipated Start/Completion Date
Addition of 3 School-based therapists for Mental Health and Trauma Supports	08/22/2022 - 06/14/2024

Monitoring/Evaluation	Anticipated Output
Reduction in the number of referrals for out of district therapy and/or placements	Students will be less likely to need the additional supports for behavior.

Material/Resources/Supports Needed	PD Step	Comm Step
school-based therapists	no	no

Action Plan: High dosage tutoring throughout the day

Action Steps	Anticipated Start/Completion Date
Return of RTII supports with a renewed focus on formative and academic data to assess students' instructional needs	08/24/2022 - 06/09/2023

Monitoring/Evaluation	Anticipated Output
periodic data review meetings	Increased student achievement on PSSA

Material/Resources/Supports Needed	PD Step	Comm Step
Acadience data, formative assessment data, common curriculum assessments	no	no

Action Plan: Multi Tiered System of Supports for Academics and Behavior

Action Steps	Anticipated Start/Completion Date
Return of RTII supports with a renewed focus on formative and academic data to assess students' instructional needs	08/24/2022 - 06/16/2023

Monitoring/Evaluation	Anticipated Output
review of student data	Efficient Student Support System Procedures

Material/Resources/Supports Needed	PD Step	Comm Step
1. Embedded Formative Assessments, by Dylan Wiliam 2. additional materials on formative assessment 3. collective efficacy handouts and materials	yes	no

Action Steps	Anticipated Start/Completion Date
Strengthen Student Support process and procedures to ensure a pro-active teacher-driven action plan to address needs	08/01/2022 - 08/31/2022

Monitoring/Evaluation	Anticipated Output
review of student data	Efficient Student Support System Procedures

Material/Resources/Supports Needed	PD Step	Comm Step
1. Audit of current Student Support practices 2. Committee to develop/refine the procedures 3. Distribution of updated procedures to all faculty	no	no

ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations. (Innovative Teaching and Learning)	Instructional Coaching	Implement Instructional Coaching at the Intermediate Level	08/22/2022 - 06/30/2025
The curriculum and instructional delivery of all K - 12 classrooms will provide a high-quality, visible, viable, and shared curriculum built on common assessments and common expectations. (Innovative Teaching and Learning)	Instructional Coaching	Professional Development Days used to review formative and common curriculum assessments	08/24/2022 - 06/16/2024
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Address social and emotional needs through the implementation of a digital SEL curriculum, Second Step, K to 8	08/24/2022 - 06/16/2023

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	08/18/2022 - 06/16/2025
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PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Mental Health and Trauma Supports (NME)	K to 12 Staff and Administrators	Educate school staff about brain development and developmental trauma. 2. How to apply that knowledge to their work with students in and outside the classroom, particularly those students with adverse childhood experiences

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Pre and Post Survey	08/18/2022 - 06/16/2024	Dr. Richard Poole/ Director of Student Services

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
	Trauma Informed Training (Act 18) Trauma Informed Training (Act 18)

Professional Development Step	Audience	Topics of Prof. Dev
Focus on Formative Assessments	K to 6 Teachers and Administrators	Formative Assessments, student data

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student achievement data	08/24/2022 - 06/16/2023	Patti Wylie/ Director of Federal Programs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1c: Setting Instructional Outcomes 1f: Designing Student Assessments 1e: Designing Coherent Instruction 3d: Using Assessment in Instruction 3e: Demonstrating Flexibility and Responsiveness 1f: Designing Student Assessments 1e: Designing Coherent Instruction	Language and Literacy Acquisition for All Students Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Science of Reading	K to 6 teachers	Science of Reading

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Student Data to include reading and writing	08/24/2022 - 06/09/2023	Patti Wylie, Director of Federal Programs

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy 1e: Designing Coherent Instruction 1f: Designing Student Assessments	Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students Language and Literacy Acquisition for All Students

Professional Development Step	Audience	Topics of Prof. Dev
Aligning locally developed curriculum to standards	grades 7 to 12	All subject areas

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Curriculum Maps, common assessments	10/11/2021 - 06/09/2023	Dr. Chad Greevy, Director of Secondary Curriculum

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 1f: Designing Student Assessments 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1c: Setting Instructional Outcomes	Teaching Diverse Learners in an Inclusive Setting Language and Literacy Acquisition for All Students

ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
Recognizing and planning supports to address the adverse impact of COVID on academic, social, and emotional learning while working to re-engage the school community to increase student attendance. (Strategic Student Support)	Positive Behavioral Interventions and Supports	Mental Health and Trauma Support: Neuro-sequential Model in Education (NME)	2022-08-18 - 2025-06-16

COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
District created video content for website	community	Find Your Anchor Suicide Prevention and Mental Health Initiative

Anticipated Timeframe	Frequency	Delivery Method
06/16/2022 - 08/24/2022	ongoing	Public service announcement Other

Lead Person/Position
Greg Hayes/ Director of Public Relations

ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline