

## **WYALUSING AREA SD**

11450 Wyalusing New Albany Road

Comprehensive Plan | 2021 - 2024

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### **MISSION STATEMENT**

The mission of the Wyalusing Area School District is to provide all students with the academic and problem solving skills essential for personal development, responsible citizenship, and life-long learning. We will provide a safe, respectful, nurturing, and stimulating environment through an educational partnership among family, school, and community with an innovative curriculum that meets the challenges of tomorrow.

### **VISION STATEMENT**

The Wyalusing Area School District will be a model 21st century K-12 small school system that serves as the educational center for the community as it educates students to become knowledgeable, responsible, and productive citizens in a safe school environment. Graduates will be college or career ready to excel in a complex, interconnected, and changing world.

## **EDUCATIONAL VALUE STATEMENTS**

### **STUDENTS**

It is the expectation of Wyalusing Area School District that students will: communicate and collaborate with faculty, staff and other students, respect and understand the diversity of every student, participate in regular, daily attendance in school, take responsibility for their learning and participate in learning critical thinking and problems solving skills, and be a partner in creating and maintaining an emotionally secure, physically safe, and academically supportive environment. Foster respect and understanding for all individuals.

### **STAFF**

It is the expectation of Wyalusing Area School District that staff will: communicate and collaborate with students, parents, administration, faculty, and staff, encourage respect and understanding of every student, promote students' regular, daily attendance in school, facilitate learning and student engagement that develops students' critical thinking and problems solving skills, and be a partner in creating and maintaining an emotionally secure, physically safe, and academically supportive environment. Foster respect and understanding for all individuals.

### **ADMINISTRATION**

It is the expectation of Wyalusing Area School District that administration will: communicate and collaborate with members of the school community, encourage respect and understanding of every student, provide leadership focused on continuous improvement to meet the challenges of the school community, facilitate learning and student engagement that develops students' critical thinking and problems solving skills, and be a partner in creating and maintaining an emotionally secure, physically safe, and academically supportive environment. Foster respect and understanding for all individuals.

### **PARENTS**

It is the expectation of the Wyalusing Area School District that parents will: communicate and collaborate with members of the school community, encourage respect and understanding of every student, ensure regular, daily attendance of their students in school, support their

students in learning critical thinking and problem solving skills, and be a partner in creating and maintaining an emotionally secure, physically safe, and academically supportive environment. Foster respect and understanding for all individuals.

## **COMMUNITY**

It is the expectation of the Wyalusing Area School District that the community will: communicate and collaborate with members of the school community. encourage and support respect and understanding of every student, support student in learning critical thinking and problem-solving skills, and be a partner in creating and maintaining an emotionally secure, physically safe, and academically supportive environment. Foster respect and understanding for all individuals.

## **OTHER (OPTIONAL)**

## STEERING COMMITTEE

Name	Position	Building/Group
Jason Bottiglieri	Administrator	District Office
Stephanie Heller	Administrator	District Office
Deana Patson	Administrator	District Office
Gary Otis	Administrator	High School
Deneen Lantz	Administrator	Elementary School
Matthew Wincek	Administrator	High School
Charles Suppon	Administrator	Elementary School
Rachel Murphy	Staff Member	High School
Kelly Gilroy	Staff Member	High School
Ellen Minnier	Staff Member	High School
Audra Deibert	Staff Member	Elementary School
Karen Potter	Staff Member	High School
Jessica Mason	Staff Member	Elementary School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Karen Long	Other	Educational Specialist
Richard Robinson	Board Member	Board Member
Duane Naugle	Community Member	Community Member
Brent Keyes	Staff Member	Educational Specialist
Kelly Cole-White	Community Member	Parent
Alicia Kirkpatrick	Staff Member	Educational Specialist
Gene Anne Woodruff	Board Member	Board Member
Robyn Lacy	Parent	Business Representative
Tiffani Warner	Board Member	Board Member
Angela Miller	Parent	Community
Sarah Palermo	Staff Member	High School
Katy Stoddard	Parent	High School

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## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
Wyalusing Area School District will ensure classroom instructional practices and assessments are aligned and implemented to meet the academic needs of students to improve targeted growth and achievement.	Essential Practices 1: Focus on Continuous Improvement of Instruction
Wyalusing Area School District will implement math assessment tools to measure grades K-8 students acquisition and fluency skills for Numbers and Operations in order to improve growth and achievement in mathematics.	Mathematics Mathematics

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Classroom Instructional Practices	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
Focus on Instructional Practices and Assessment for Learning	By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement.
School Wide Math	By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention

**Goal Nickname****Measurable Goal Statement (Smart Goal)**

Agreement

tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills.

**Action Step****Anticipated Start/Completion****Lead Person/Position****Materials/Resources/Supports Needed**

Instructional Practices (Whole Group) Professional Development

2022-02-07 -  
2024-05-31

Director of  
Curriculum

Intermediate Unit trainer, PaTTAN trainer, professional development focused on demonstrating instructional best practices.

Instructional Practices (Small Group) Professional Development

2022-02-07 -  
2024-05-31

Director of  
Curriculum

Intermediate Unit trainer, PaTTAN trainer, professional development focused on demonstrating instructional best practices.

**Anticipated Outcome**

Improved knowledge and understanding in the implementation of instructional practices that align to the academic needs of students. Improved teacher practice of when to implement whole group and small group instructional practices. Improved student growth and achievement data because of targeted instruction.

**Monitoring/Evaluation**

Student data will be gathered through diagnostic tools such as SuccessMaker as well as local and state assessments. Data will be analyzed to identify student challenges and the percent of students needing intervention to determine selection and implementation of instructional practices. Building principals will conduct walk-through observations, teachers will analyze data from multiple sources depending on the subject.

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### Evidence-based Strategy

Focus on Numbers and Operations

### Measurable Goals

Goal Nickname	Measurable Goal Statement (Smart Goal)
Focus on Numbers and Operations	By the end of the 2021-22 school year, Wyalusing Area School District will create a School Wide Math Agreement to set assessment and instructional priorities for K-8 math.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
Target Math Standards to improve students acquisition and fluency with numbers and operations.	2022-08-22 - 2024-05-31	Director of Curriculum	Monthly meetings with K-8 faculty, Intermediate Unit trainer, PaTTAN trainer, focused standards documents to prioritize

### Anticipated Outcome

Improved knowledge of Numbers and Operations standards, alignment of standards to student challenges, selection of instructional and assessment practices to improve academic achievement.

### Monitoring/Evaluation

Student data will be gathered through diagnostic tools such as SuccessMaker as well as local and state assessments. Data will be used to identify greatest student challenges and the intervention tools needed for improvement of Numbers and Operations skills will determine



selection and implementation of instructional practices. Building principals will conduct walk-through observations, teachers will analyze data from multiple sources depending on the subject.

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## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement. (Focus on Instructional Practices and Assessment for Learning)	Classroom Instructional Practices	Instructional Practices (Whole Group) Professional Development	02/07/2022 - 05/31/2024
By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

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<p>By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)</p>			

## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
By the end of the 2021-22 school year, Wyalusing Area School District will create a School Wide Math Agreement to set assessment and instructional priorities for K-8 math. (Focus on Numbers and Operations)	Focus on Numbers and Operations	Target Math Standards to improve students acquisition and fluency with numbers and operations.	08/22/2022 - 05/31/2024

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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
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By the end of the 2021-22 school year, Wyalusing Area School District will create a School Wide Math Agreement to set assessment and instructional priorities for K-8 math. (Focus on Numbers and Operations)	Focus on Numbers and Operations	Target Math Standards to improve students acquisition and fluency with numbers and operations.	08/22/2022 - 05/31/2024

## **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 placed for public inspection and comment in the LEA offices and in the nearest public library before the next regularly scheduled meeting of the board and for a minimum of 28 days prior to approval by the board or governing body and submission to the Department.

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School Board Minutes or Affirmation Statement

2021-10-11

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

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Chief School Administrator

Jason Bottiglieri

2022-03-28

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

English Language Arts Grades 3-6 and Economically Disadvantaged is meeting the interim target for ELA and has increased performance from the previous year.

Science Grade 4 All Student Group meets 2030 statewide goal for science and increased performance for economically disadvantaged group from the previous year.

On-track Measures for grades 3-10 Regular attendance was met by the All Student Group which exceeds the statewide average.

ELA grades 7-10 All Student Group met the Standard Demonstrating Growth in English Language Arts including increased performance from the previous year with Students with Disabilities. Economically disadvantaged group increased performance from the previous year.

Science grades 7-10 All Student Group for science/biology met or exceeded the Standard Demonstrating Growth. The Economically Disadvantaged and Students with Disability groups both increased performance from the previous year.

100% of the All Student Group Exceeds Performance Standard for college and career measures which exceeds the state average.

### Challenges

ELA grades 3-6 All Student Group did not meet interim goal/improvement target for ELA.

Math grades 3-6 All Student Group did not meet interim goal/improvement target for mathematics.

Science grades 7-10 All Student Group did not meet interim goal/improvement target and a decrease in performance from the previous year is shown.

Math grades 7-10 All Student Group did not meet the Standard Demonstrating Growth in mathematics.

Continuing to improve Industry Based Learning including NOTIC scores, industry recognized credentials, and work-based learning experiences will have an impact on improving career readiness.

Increasing on grade level achievement in Comprehension of Information Text for students in grades 2-6 would greatly impact progress toward interim targets for the PA Future Ready Index.

Increasing on grade level achievement in Comprehension of Literature in grades 2-6 would greatly impact progress toward interim targets for the PA Future Ready Index.

## Strengths

All Student Group Meets 2030 Statewide Goal for Four-Year Graduation Cohort.

98% of students in grades 2-6 are scoring on-grade level or mid to above grade level for phonological awareness.

70% of students in grades 2-6 are scoring on grade level or mid to above grade level for phonics.

89% of students in grades 2-6 are scoring on grade level or mid to above grade level for high frequency words.

50% of students in grades 2-6 are scoring on-grade level or mid to above grade level for Numbers and Operations.

47% of students in grades 2-6 are scoring on grade level or mid to above grade level for Algebra and Algebraic Thinking.

51% of students in grades 2-6 are scoring on grade level or mid to above grade level for Measurement and Data.

All Student Group achieved 100% academic growth (PVAAS) in grade 4 science.

All Student Group Meets 2030 Statewide Goal for grade 4 science.

All Student Group Exceeds the Standard Demonstrating Growth

## Challenges

Increasing on grade level achievement in Numbers and Operations for students in grades 2-6 would greatly impact progress toward interim targets for the PA Future Ready Index.

Increasing on grade level achievement in Algebra and Algebraic Thinking for students in grades 2-6 would greatly impact progress toward interim targets for the PA Future Ready Index.

All Student Group for grades 7-10 science/Biology did not meet interim Goal/Improvement Target.

Parental engagement is difficult with students with disabilities and economically disadvantaged students.

More K-3 students are being identified as needing Title I services based on Acadience data and it is taking a longer period of time for students to meet the benchmark to exit Title I.

Empower leadership for district continuous improvement by establishing and maintaining a focused system for continuous improvement and ensure organizational coherence.

Implementation of data-driven human capital strategies through supporting the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals and priorities.

## Strengths

for grades 7-10 science/Biology (PVAAS).

Students with disabilities and economically disadvantaged students achieve higher scores on the NOCTI exams at our Northern Tier Career Center.

Students with disabilities and economically disadvantaged students continue to make growth in reading and math as shown in our district's aimswebPlus data.

Grade 10 students score well on the Armed Services Vocational Aptitude Battery (ASVAB) tests which are a measure of a student's technical skills.

During the 2020-21 school year, 149 students in grades K-3 were serviced by Title I and 67 students exited the Title I program and compared to the 2018-19 school year where 178 K-3 students were serviced by Title I and 136 exited the program. The Title I program helps our district provide reading services to our most academically challenged students.

Focus on continuous improvement of instruction to support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction.

Our ability to provide student-centered supports so that all students are ready to learn through partnerships with local

## Strengths

businesses, community organizations, and other agencies to meet the student's needs.

Implementation of data-driven human capital strategies through recruiting and retaining fully credentialed, experienced, and highly-qualified leaders and teachers.

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## Most Notable Observations/Patterns

Comments and notable observations our team made were through the Needs Assessment and should be considered in the comprehensive plan including improved math and reading scores for students in grades 3-8 on standardized tests. Improving growth in math and reading at the elementary level will empower students to take advanced level math and science courses for college and career preparedness.

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Challenges	Discussion Point	Priority for Planning
<p>ELA grades 3-6 All Student Group did not meet interim goal/improvement target for ELA.</p>	<p>A high percentage of students need foundational reading intervention to build early reading skills.</p>	
<p>Math grades 3-6 All Student Group did not meet interim goal/improvement target for mathematics.</p>	<p>A high percentage of students need remediation with math facts.</p>	
<p>Math grades 7-10 All Student Group did not meet the Standard Demonstrating Growth in mathematics.</p>	<p>Grade 7-10 students are not fluent with their math facts.</p>	
<p>Increasing on grade level achievement in Numbers and Operations for students in grades 2-6 would greatly impact progress toward interim targets for the PA Future Ready Index.</p>	<p>Focusing on numbers and operations standards for math instruction and achievement may help improve students math fact fluency.</p>	
<p>More K-3 students are being identified as needing Title I services based on Acadience data and it is taking a longer period of time for students to meet the benchmark to exit Title I.</p>	<p>Title I services provided to students in grade K-4 that show gains in early reading skills.</p>	

## ADDENDUM B: ACTION PLAN

### Action Plan: Classroom Instructional Practices

Action Steps	Anticipated Start/Completion Date		
Instructional Practices (Whole Group) Professional Development	02/07/2022 - 05/31/2024		
Monitoring/Evaluation	Anticipated Output		
<p>Student data will be gathered through diagnostic tools such as SuccessMaker as well as local and state assessments. Data will be analyzed to identify student challenges and the percent of students needing intervention to determine selection and implementation of instructional practices. Building principals will conduct walk-through observations, teachers will analyze data from multiple sources depending on the subject.</p>	<p>Improved knowledge and understanding in the implementation of instructional practices that align to the academic needs of students. Improved teacher practice of when to implement whole group and small group instructional practices. Improved student growth and achievement data because of targeted instruction.</p>		
Material/Resources/Supports Needed	PD Step	Comm Step	
Intermediate Unit trainer, PaTTAN trainer, professional development focused on demonstrating instructional best practices.	yes	yes	



Action Steps	Anticipated Start/Completion Date
Instructional Practices (Small Group) Professional Development	02/07/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
<p>Student data will be gathered through diagnostic tools such as SuccessMaker as well as local and state assessments. Data will be analyzed to identify student challenges and the percent of students needing intervention to determine selection and implementation of instructional practices. Building principals will conduct walk-through observations, teachers will analyze data from multiple sources depending on the subject.</p>	<p>Improved knowledge and understanding in the implementation of instructional practices that align to the academic needs of students. Improved teacher practice of when to implement whole group and small group instructional practices. Improved student growth and achievement data because of targeted instruction.</p>

Material/Resources/Supports Needed	PD Step	Comm Step
Intermediate Unit trainer, PaTTAN trainer, professional development focused on demonstrating instructional best practices.	yes	yes



## Action Plan: Focus on Numbers and Operations

Action Steps	Anticipated Start/Completion Date
Target Math Standards to improve students acquisition and fluency with numbers and operations.	08/22/2022 - 05/31/2024

Monitoring/Evaluation	Anticipated Output
Student data will be gathered through diagnostic tools such as SuccessMaker as well as local and state assessments. Data will be used to identify greatest student challenges and the intervention tools needed for improvement of Numbers and Operations skills will determine selection and implementation of instructional practices. Building principals will conduct walk-through observations, teachers will analyze data from multiple sources depending on the subject.	Improved knowledge of Numbers and Operations standards, alignment of standards to student challenges, selection of instructional and assessment practices to improve academic achievement.

Material/Resources/Supports Needed	PD Step	Comm Step
Monthly meetings with K-8 faculty, Intermediate Unit trainer, PaTTAN trainer, focused standards documents to prioritize	yes	yes







## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement. (Focus on Instructional Practices and Assessment for Learning)</p> <p>By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)</p>	<p>Classroom Instructional Practices</p>	<p>Instructional Practices (Whole Group) Professional Development</p>	<p>02/07/2022 - 05/31/2024</p>
<p>By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement. (Focus on Instructional Practices and Assessment for Learning)</p> <p>By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)</p>	<p>Classroom Instructional Practices</p>	<p>Instructional Practices (Small Group) Professional Development</p>	<p>02/07/2022 - 05/31/2024</p>
<p>By the end of the 2021-22 school year, Wyalusing Area School District will create a School Wide Math Agreement to set assessment and instructional priorities for K-8</p>	<p>Focus on Numbers</p>	<p>Target Math Standards to</p>	<p>08/22/2022 -</p>

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
math. (Focus on Numbers and Operations)	and Operations	improve students acquisition and fluency with numbers and operations.	05/31/2024

## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Whole Group instructional practices	K-12 teachers, para professionals, and administrators	Best practices in whole group instruction, timing and selection of whole group instruction, assessing outcomes of whole group instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Teachers will administer formative assessments to measure content learned using entry and exit tickets, classroom polling, self assessment, etc.	02/07/2022 - 06/01/2023	Director of Curriculum

**Danielson Framework Component Met in this Plan:**

**This Step meets the Requirements of State Required Trainings:**



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Small Group Instructional Practices	K-12 teachers, para professionals, and administrators	Best practices in small group instruction, timing and selection of small group instruction, assessing outcomes of small group instruction.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Teachers will administer formative assessments to measure content learned using entry and exit tickets, classroom polling, self assessment, etc.	02/07/2022 - 06/01/2023	Director of Curriculum

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
English Language Development training	K-12 teachers, para professionals, and administrators	Language instruction as well as supports, modifications, and accommodations needed to allow all students to access the standards for language development

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation of ELD best practices in K-12 classrooms	02/07/2022 - 05/31/2024	Director of Curriculum

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Teaching Diverse Learners in an Inclusive Setting

Professional Development Step	Audience	Topics of Prof. Dev
Youth Mental Health First Aid training	K-12 teachers, para professionals and administrators	This training introduces adults to the unique risk factors and warning signs of mental health problems in adolescents, builds understanding of the importance of early intervention and teaches individuals how to help youth in crisis or experiencing a mental health challenge

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Observation and application of mental health best practices from faculty, staff and administrators in student referrals and meetings.	08/26/2022 - 05/31/2024	Director of Curriculum

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



<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
LETRS training	K-3 regular education teachers	Language Essentials for Teachers of Reading and Spelling will provide teachers with the skills they need to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language.

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Application and observation of LETRS skills in the K-3 classroom as well as improved language and literacy acquisition for K-3 students.	08/26/2022 - 05/31/2024	Director of Curriculum

<b>Danielson Framework Component Met in this Plan:</b>	<b>This Step meets the Requirements of State Required Trainings:</b>
	Language and Literacy Acquisition for All Students



## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement. (Focus on Instructional Practices and Assessment for Learning)</p> <p>By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)</p>	Classroom Instructional Practices	Instructional Practices (Whole Group) Professional Development	2022-02-07 - 2024-05-31
<p>By the beginning of the 2022-23 school year, K-8 teachers will use SuccessMaker digital math intervention tool to target Numbers and Operations skills in grades 2-6 as a priority for assessing students' math acquisition and fluency skills. (School Wide Math Agreement)</p> <p>By the 2023-24 school year, K-12 faculty will use skills gained in professional development to select and align instructional practices and assessment strategies to target and improve student achievement. (Focus on Instructional Practices and Assessment for Learning)</p>	Classroom Instructional Practices	Instructional Practices (Small Group) Professional Development	2022-02-07 - 2024-05-31
<p>By the end of the 2021-22 school year, Wyalusing Area School District will create a School Wide Math Agreement to set assessment and instructional priorities for K-8 math.</p>	Focus on Numbers	Target Math Standards to	2022-08-22 - 2024-

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
(Focus on Numbers and Operations)	and Operations	improve students acquisition and fluency with numbers and operations.	05-31

## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
School-Wide Math Agreement web page	K-12 faculty and staff, administration, parents, and community	Development process for the School-wide Math Agreement, copy of the agreement, guidelines/expectations for grade level implementations, updates/changes to the agreement

  

Anticipated Timeframe	Frequency	Delivery Method
06/03/2022 - 06/02/2023	A web page will be created and updated on a monthly basis to inform faculty, administration, and community	Posting on district website Presentation



**Lead Person/Position**

Building principals and Director of Curriculum

**Communication Step**

**Audience**

**Topics/Message of Communication**

Classroom Instructional Practices

K-12 faculty, administration, and parents

Instructional practices used in our K-12 classrooms including small group, whole group, and intervention practices

**Anticipated Timeframe**

**Frequency**

**Delivery Method**

08/22/2022 - 06/02/2023

Presentation to parents for elementary and high school students

Presentation  
Posting on district website

**Lead Person/Position**

K-12 teachers and administrators

## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Professional Development for Employees	All Instructional related areas	verbal presentations and hardcopy handouts with feedback	All employees	2021-2024
Website Publication	Full Comprehensive Plan Availability	Website and stakeholder feedback	All Stakeholders	2021-2024

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