

**Western Wayne SD**

Comprehensive Plan | 2025 - 2028

## Profile and Plan Essentials

<b>LEA Type</b>		AUN
Western Wayne School District		119648903
<b>Address 1</b>		
1970 Easton Turnpike		
<b>Address 2</b>		
<b>City</b>	<b>State</b>	<b>Zip Code</b>
Lake Ariel	PA	18436
<b>Chief School Administrator</b>		<b>Chief School Administrator Email</b>
Matthew Barrett, Ed.D.		mbarrett@westernwayne.org
<b>Single Point of Contact Name</b>		
Matthew Barrett, Ed.D.		
<b>Single Point of Contact Email</b>		
mbarrett@westernwayne.org		
<b>Single Point of Contact Phone Number</b>		
8003219973		

## Steering Committee

Name	Position/Role	Building/Group/Organization	Email
Matthew Barrett, Ed.D.	Administrator	District	mbarrett@westernwayne.org
Cynthia A. LaRosa, Ph.D.	Administrator	District	clarosa@westernwayne.org
Jennifer DeNike	Administrator	Special Education	jdenike@westernwayne.org
Elizabeth Watson	Administrator	Robert D. Wilson Elementary Principal	ewatson@westernwayne.org
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Casey Newcomer	Administrator	Middle School Principal	cnewcomer@westernwayne.org
Justin Pidgeon	Administrator	EverGreen Elementary Principal	jpidgeon@westernwayne.org
Kelly Vinton	Staff Member	Robert D. Wilson Elementary Teacher	kvinton@westernwayne.org
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Denise Johnson	Staff Member	High School Nurse	djohnson@westernwayne.org
Summer Klikus	Staff Member	EverGreen Elementary Teacher	skilkus@westernwayne.org
Joyce Covaleski	Staff Member	Middle School Teacher	jcovaleski@westernwayne.org
Jamie Collins	Board Member	Board of Education	jcollins@westernwayne.org
Mindy Maros	Parent	Middle School	Mmaros@westernwayne.org
Katie Shemanski Moro, Psy.D., NCSP, BCBA	Administrator	Supervisor of Pupil Personnell	kshemanski@westernwayne.org
Helene Tscheschlog	Staff Member	High School Teacher	htscheschlog@westernwayne.org

## LEA Profile

Western Wayne, a primarily rural district, was formed in 1969 and is composed of the Townships of Canaan, Clinton (portion), Lake, Salem, South Canaan, and Sterling. The Borough of Waymart is also part of the Western Wayne School District. Encompassing approximately 174 square miles in western Wayne County, the school district is 25 miles north and east of the City of Scranton in northeastern Pennsylvania.

As a school district, Western Wayne consists of two elementary school buildings (pre-K through grade 5); one middle school (grades 6 through 8); and one high school (grades 9 through 12). The total student enrollment is approximately 1,853 (October 2, 2024).

The elementary configuration includes Robert D. Wilson Elementary School and EverGreen Elementary School. In addition to a complete standards-based core academic program, special subjects are provided including Library, Physical Education, Music, Art, Computers, English as a Second Language, Reading Specialists, Adapted Physical Education, and Careers. Three guidance counselors are employed.

The Western Wayne Middle School also administers a complete standards-based core academic program. The middle school provides special subjects including Library, Physical Education, Music, Art, English as a Second Language, Technology Education, World Language, and Family and Consumer Science. Two guidance counselors serve the Middle School.

The Western Wayne High School curriculum also includes a complete standards-based core academic program. In addition to core academic and special programming, additional courses in Computer Science, Technology, Business and Engineering, Physical Education, Music, Art, English as a Second Language, Technology Education, World Language, and Family and Consumer Science. Four guidance counselors serve the High School.

Western Wayne also offers courses via an online format or hybrid approach. Auxillary and specialized services (i.e. Gifted Education, 504, IEPs, etc.) are available to qualifying students.

A budget of approximately \$47 million supports our endeavors, and approximately 96% of Western Wayne graduates continue their education beyond graduation, enter the workforce, or join the armed forces.



## **Mission and Vision**

### **Mission**

The mission of the Western Wayne School District is to educate and prepare every student in alliance with family and community, to be a confident, lifelong learner, to strive for personal excellence, and to be a responsible citizen of a global society.

### **Vision**

The Western Wayne School District envisions a safe school community where every student is empowered and motivated to continuously learn and excel.

## **Educational Values**

### **Students**

- All students have potential and can learn. - The family is the child's primary and most influential teacher. - District staff must be committed to life-long learning, professional excellence, and serving as role-models for their students. - The community, through its participation, influences the educational process. - All students need to be knowledgeable of multi-cultural beliefs and customs. - All students should learn from the past, listen to the present, and lead into the future. - All students should be responsible and respectful. - All students are entitled to equity in access to educational opportunities. - Learning is a life-long activity.

### **Staff**

- Promote mutual respect and dignity - Expect the best from each student - Encourage each student to develop a positive self-image and recognize the self-worth of others. - Strive to make each student enthusiastic about learning. - Be aware of the programs offered by the school and their responsibilities for the success of those programs. - Build a good working relationship with the students and their parents. - Teach students, by example, the common courtesies that promote better relationships. - Prepare future-ready students for lifelong success - Foster collaboration for continuous improvement - Consider the best interest of students first - Provide equitable education for all - Embrace the inherent educational value of student athletics and activities - Ensure quality academics to promote career and college readiness. - Cultivate productive relationships through community engagement • Support the educational needs of all students - Foster each individual's social, emotional, and physical wellness. - Handle discipline concerns individually and with confidentiality. - Build good relationships with fellow teachers, colleagues, administrators and the entire school community. - Provide a safe and secure learning environment.

### **Administration**

- Promote mutual respect and dignity. - Be available to students, teachers, and parents. - Review educational programs regularly to make sure they are meaningful. - Help the teachers to improve their own professional attitudes and practice. - Work with students and teachers to develop school rules. - Work closely with parents in establishing a good relationship between home and school. - Encourage parents and students to talk with other staff members and community agencies in solving problems. - Follow School Board Policies. - Prepare future-ready students for lifelong success. - Foster collaboration for continuous improvement. - Consider the best interest of students first. - Provide equitable education for all. - Embrace the inherent educational value of student athletics and activities. - Ensure quality academics to promote career and college readiness - Cultivate productive relationships through community engagement - Support the educational needs of all students - Foster each individual's social, emotional, and physical wellness - Provide a safe and secure environment.

## **Parents**

- Teach their child to respect themselves and take pride in their accomplishments. - Respect their child's interests, abilities, and limitations. - Instill in their child a positive attitude toward school. - Provide a suitable place for their child to do homework and be available for help when it is needed. - Encourage their child to bring home all notices, forms, or letters from the school; read them; and, if necessary, discuss them with their child. - Build a good working relationship with their child's teachers, and the school. - Ensure prompt and regular school attendance. - Promote mutual respect and dignity. - Teach their child to respect the law as well as the rights and property of others. - Be aware of the school's rules for student behavior and encourage their child to follow them. - Stay well informed of district information. - Foster collaboration for continuous improvement - Consider the best interest of students first - Embrace the inherent educational value of student athletics and activities - Cultivate productive relationships through community engagement - Foster each individual's social, emotional, and physical wellness

## **Community**

- Promote mutual respect and dignity. - Assist in protecting the health, safety, and welfare of the school community. - Be aware of the programs offered by the school and their responsibilities for the success of those programs. - Work closely with District personnel in establishing a good relationship between the community and the District. - Be sensitive to the needs and expectations of the different people who make up the school community. - Respect the feelings, judgments, and concerns of community members - Consider the best interest of students first. - Embrace the inherent educational value of student athletics and activities. - Cultivate productive relationships through community engagement. - Support the educational needs of all students. - Foster each individual's social, emotional, and physical wellness

## **Other (Optional)**

Omit selected.



## Future Ready PA Index

### Review of the School(s) Level Performance

#### Strengths

Indicator	Comments/Notable Observations
Meeting annual growth expectations in Mathematics/Algebra I.	All schools met or exceeded the statewide average for proficient or advanced.
College and Career Readiness	All schools exceeded the statewide average.

#### Challenges

Indicator	Comments/Notable Observations
Meeting annual growth expectations for ELA/Literature	Not all schools met the growth expectations for ELA/Literature.
On-Tract Measures: Regular Attendance	Not all schools met on-tract measures; however, there was growth in all buildings.

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

#### Strengths

<b>Indicator</b> Economically Disadvantaged - Math <b>Grade Level(s) and/or Student Group(s)</b> 3-5 grades	<b>Comments/Notable Observations</b> Both elementary buildings exceeded the statewide average.
<b>Indicator</b> Students with Disabilities- Math/ Algebra I <b>Grade Level(s) and/or Student Group(s)</b> 3-5 grades	<b>Comments/Notable Observations</b> EverGreen EL exceeded the statewide average.
<b>Indicator</b> Economically Disadvantaged - Math <b>Grade Level(s) and/or Student Group(s)</b> 6-8 grades	<b>Comments/Notable Observations</b> Middle School met the statewide average.
<b>Indicator</b> Students with Disabilities- Math/ Algebra I	<b>Comments/Notable Observations</b> Middle School met the statewide average.

<b>Grade Level(s) and/or Student Group(s)</b> 6-8 grades	
<b>Indicator</b> Economically Disadvantaged - Math <b>Grade Level(s) and/or Student Group(s)</b> 9-12 grades	<b>Comments/Notable Observations</b> High School met the statewide average.
<b>Indicator</b> Students with Disabilities- Math/ Algebra I <b>Grade Level(s) and/or Student Group(s)</b> 9-12 grades	<b>Comments/Notable Observations</b> High School met the statewide average.

### Challenges

<b>Indicator</b> Economically Disadvantaged - ELA <b>Grade Level(s) and/or Student Group(s)</b> 6-12 grades	<b>Comments/Notable Observations</b> The middle school and high school did not meet the statewide average.
<b>Indicator</b> Economically Disadvantaged - ELA <b>Grade Level(s) and/or Student Group(s)</b> 3-5 grades	<b>Comments/Notable Observations</b> The elementary schools did not meet the statewide average.
<b>Indicator</b> Economically Disadvantaged - On-Track Attendance <b>Grade Level(s) and/or Student Group(s)</b> K-12	<b>Comments/Notable Observations</b> The district did not meet the statewide average.

### 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.

Growth in Mathematics/Algebra I
Growth with College and Career Measures (Career Standards Benchmark)

## 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.

On-Track Measures: Regular Attendance
Meeting annual growth expectations for ELA/Literature

## Local Assessment

### English Language Arts

Data	Comments/Notable Observations
CDT (3-10 grades)	Expanded the CDT assessments to elementary schools.
AIMSweb (Literacy Benchmarks)	Continued to use an the elementary literacy benchmark.

### English Language Arts Summary

#### Strengths

HS - Eco Dis met the targeted goal for growth in ELA.
EverGreen Elementary- all student advanced group' percentage was higher than the statewide average.
Robert D. Wilson- Students with disabilities group exceeded the standard for demonstrating growth.
MS - Eco Dis met the targeted goal for growth in ELA.

#### Challenges

HS - All student group did not meet the statewide goal for proficiency/advanced for ELA/Literature.
MS - All student group did not meet the statewide goal for proficiency/advanced for ELA/Literature.
RDW - All student group did not meet the statewide goal for proficiency/advanced for ELA.
EG - All student group did not meet the statewide goal for proficiency/advanced for ELA.

### Mathematics

Data	Comments/Notable Observations
CDT (3-10 grades)	Expanded the CDT assessments to elementary schools
AIMSweb	Implemented as a pilot at Robert D. Wilson

### Mathematics Summary

#### Strengths

HS - All student group meets the standard for demonstrating growth in Mathematics/Algebra I.
MS - All student group exceeds the standard for demonstrating growth in Mathematics/Algebra I.
RDW - All student group exceeds the standard for demonstrating growth in Mathematics.
EG - All student group exceeds the standard for demonstrating growth in Mathematics.

## Challenges

HS - All student group did not meet interim goal/improvement target in Mathematics/Algebra I.
MS - All student group did not meet interim goal/improvement target in Mathematics/Algebra I.
RDW - Eco Dis did not meet the statewide goal for proficiency/advanced in Mathematics.
EG - Students with disabilities did not meet the statewide goal for proficiency/advanced in Mathematics.

## Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT (6-8 grades)	Continued to implement the CDT.
CDT (9-12 grades)	Continued to implement the CDT in Biology and Chemistry.

## Science, Technology, and Engineering Education Summary

### Strengths

HS - All student group meets the standard for demonstrating growth in Science/Biology.
MS - All student group meets the standard for demonstrating growth in Science/Biology.
RDW - All student group meets the standard for demonstrating proficiency/advanced in Science.
EG - All student group meets the standard for demonstrating proficiency/advanced in Science.

### Challenges

HS - All student group did not meets the standard for demonstrating proficiency/advanced in Science/Biology.
MS - All student group meets the standard for demonstrating proficiency/advanced in Science/Biology.

## Related Academics

### Career Readiness

Data	Comments/Notable Observations
Smart Futures	Continue implementation of Smart Futures across the district.

### 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

Johnson College

### Agreement Type

Dual Credit

**Program/Course Area**

Automotive - Brake Systems & Lab and Steering & Suspension Systems & Lab; Microcomputer 1; Intro to Business; Entrepreneurship; Computer Aided Design (CAD) and Lab; and Principals of Advanced Manufacturing.

**Uploaded Files**

Western Wayne SD and Johnson College.pdf

**Partnering Institution**

Lackawanna College

**Agreement Type**

Dual Credit

**Program/Course Area**

Statistics; Algebra II Honors, Chemistry Honors, Chemistry with Lab Honors, Accounting I and Spanish IV.

**Uploaded Files**

Western Wayne School District and Lackawanna College.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.

All student group exceed performance standard in percent career standards benchmark in all four district buildings.

**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.

Add CTE programs of study to the HS.

Increase student dual enrollment opportunities.



## 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	Data

### Student Groups by Race/Ethnicity

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

## Summary

### Strengths

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

The Eco Dis student group in the MS shows higher growth than their peers in ELA.

### Challenges

Review the comments and notable observations listed previously and record the 2-5 Challenges which if improved would have the most impact in achieving your Mission and Vision.

There is a lack of support services due to the rural area of our district.

**Designated Schools**

There are no Designated Schools.

## Supplemental LEA Plans

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

### Strengths

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

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

### Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Operational
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	Operational

### Organize and Allocate Resources and Services Strategically and Equitably

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

## Summary

### Strengths

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

Educate and prepare all students in alliance with students and families to become lifelong learners.
Foster a vision and culture of high expectations for success for all students, educators, and families.

### Challenges

With your vision and goals in mind, identify and record which essential practices that are currently Not Yet Evident or Emerging, that if improved, would greatly impact your progress in achieving your mission and vision.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.
Ensure effective, standards-aligned curriculum and assessment.

## 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
Growth in Mathematics/Algebra I	False
Growth with College and Career Measures (Career Standards Benchmark)	True
HS - Eco Dis met the targeted goal for growth in ELA.	False
MS - Eco Dis met the targeted goal for growth in ELA.	False
HS - All student group meets the standard for demonstrating growth in Mathematics/Algebra I.	False
MS - All student group exceeds the standard for demonstrating growth in Mathematics/Algebra I.	False
RDW - All student group exceeds the standard for demonstrating growth in Mathematics.	False
EverGreen Elementary- all student advanced group' percentage was higher than the statewide average.	False
Robert D. Wilson- Students with disabilities group exceeded the standard for demonstrating growth.	False
EG - All student group exceeds the standard for demonstrating growth in Mathematics.	False
HS - All student group meets the standard for demonstrating growth in Science/Biology.	False
MS - All student group meets the standard for demonstrating growth in Science/Biology.	False
RDW - All student group meets the standard for demonstrating proficiency/advanced in Science.	False
EG - All student group meets the standard for demonstrating proficiency/advanced in Science.	False
All student group exceed preformance standard in percent career standards benchmark in all four district buildings.	False
The Eco Dis student group in the MS shows higher growth than their peers in ELA.	False
Educate and prepare all students in alliance with students and families to become lifelong learners.	True
Foster a vision and culture of high expectations for success for all students, educators, and families.	False

### Challenges

Examine the Summary of Challenges. Identify the challenges which are most pressing at this time for your District and if improved would have the most pronounced impact in achieving your mission and vision. Check the box to the right of these identified challenge(s).

Strength	Check for Consideration in Plan
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On-Track Measures: Regular Attendance	True
Meeting annual growth expectations for ELA/Literature	True
HS - All student group did not meet the statewide goal for proficiency/advanced for ELA/Literature.	False
MS - All student group did not meet the statewide goal for proficiency/advanced for ELA/Literature.	False
RDW - All student group did not meet the statewide goal for proficiency/advanced for ELA.	False
EG - All student group did not meet the statewide goal for proficiency/advanced for ELA.	False
HS - All student group did not meet interim goal/improvement target in Mathematics/Algebra I.	False
MS - All student group did not meet interim goal/improvement target in Mathematics/Algebra I.	False
RDW - Eco Dis did not meet the statewide goal for proficiency/advanced in Mathematics.	False
EG - Students with disabilities did not meet the statewide goal for proficiency/advanced in Mathematics.	False
HS - All student group did not meets the standard for demonstrating proficiency/advanced in Science/Biology.	False
MS - All student group meets the standard for demonstrating proficiency/advanced in Science/Biology.	False
Add CTE programs of study to the HS.	False
Increase student dual enrollment opprotunities.	False
There is a lack of support services due to the rural area of our district.	False
Establish and maintain a focused system for continuous improvement and ensure organizational coherence.	False
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district.	False
Ensure effective, standards-aligned curriculum and assessment.	False

### 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.



## Analyzing (Strengths and Challenges)

### Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
On-Track Measures: Regular Attendance		True
Meeting annual growth expectations for ELA/Literature		True

### Analyzing Strengths

Analyzing Strengths	Discussion Points
Growth with College and Career Measures (Career Standards Benchmark)	
Educate and prepare all students in alliance with students and families to become lifelong learners.	

### Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will implement action steps to identify barriers preventing regular attendance at school.
	The district will focus on professional development for faculty and staff related to Structured Literacy, with the intent to improve student growth and proficiency in ELA/Literature.

## Goal Setting

**Priority: The district will implement action steps to identify barriers preventing regular attendance at school.**

<b>Outcome Category</b>		
Regular Attendance		
<b>Measurable Goal Statement (Smart Goal)</b>		
By the end of the 2027/2028 academic school year, the All Student Group will meet or exceed the statewide average for regular attendance.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
Regualr Attendance		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
By the end of the 2025/2026 academic school year, the All Student Group will increase the percent of student who are not chronically absent by 2% from the previous year.	By the end of the 2026/2027 academic school year, the All Student Group will increase the percent of student who are not chronically absent by 2% from the previous year.	By the end of the 2027/2028 academic school year, the All Student Group will meet or exceed the statewide average for regular attendance.

**Priority: The district will focus on professional development for faculty and staff related to Structured Literacy, with the intent to improve student growth and proficiency in ELA/Literature.**

<b>Outcome Category</b>		
English Language Arts		
<b>Measurable Goal Statement (Smart Goal)</b>		
All Student Groups will meet or exceed the interm goal/improvement target in ELA/Literature in the 2027/2028 school year.		
<b>Measurable Goal Nickname (35 Character Max)</b>		
ELA Growth		
<b>Target Year 1</b>	<b>Target Year 2</b>	<b>Target Year 3</b>
The district will close the deficiency gap in statewide growth average in ELA/Literature by 25% in the 2025/2026 school year.	The district will close the deficiency gap in statewide growth average in ELA/Literature by 50% in the 2026/2027 school year.	All Student Groups will meet or exceed the interm goal/improvement target in ELA/Literature in the 2027/2028 school year.



## Action Plan

### Measurable Goals

Regualr Attendance	ELA Growth
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### Action Plan For: Attendance Tracking and Data Analysis

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>By the end of the 2027/2028 academic school year, the All Student Group will meet or exceed the statewide average for regular attendance.</li> </ul>

Action Step		Anticipated Start/Completion Date	
Weekly review of all lawful, unlawful, and cumulative absences for all students in the school building.		2025-07-01	2028-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Administration, School Counselor, Attendance Secretary	CSIU, truancy documents, SAIC/SAIP documents.	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Student regular and lawful attendance will increase.	Administration will continuously review student absences, adhere to unlawful absence and truancy written notification timelines, implement SAIPs based on SAICs as appropriate, notify CYS in the event that a student is truany, and file necessary private criminal compaints with the local magistrate when appropriate.

### Action Plan For: Enhanced Writing Instruction

<b>Measurable Goals:</b>
<ul style="list-style-type: none"> <li>All Student Groups will meet or exceed the interm goal/improvement target in ELA/Literature in the 2027/2028 school year.</li> </ul>

Action Step	Anticipated Start/Completion Date

Structured Literacy training for all pre-K through eighth grade teachers and other required professional staff.		2025-07-01	2028-06-30
<b>Lead Person/Position</b>	<b>Material/Resources/Supports Needed</b>	<b>PD Step?</b>	<b>Com Step?</b>
District Administration	NEIU 19, PATTAN, locally developed resources	Yes	No

<b>Anticipated Output</b>	<b>Monitoring/Evaluation (People, Frequency, and Method)</b>
Increases in growth measures in ELA/Literature across all district buildings. All professional staff will meet their Act 55 training requirements.	District Administration will monitor through the use of local diagnostic and benchmark assessments quarterly.

## Professional Development

### Professional Development Action Steps

<b>Evidence-based Strategy</b>	Action Steps
Enhanced Writing Instruction	Structured Literacy training for all pre-K through eighth grade teachers and other required professional staff.

### Structured Literacy Implementation

<b>Action Step</b>		
<ul style="list-style-type: none"> <li>Structured Literacy training for all pre-K through eighth grade teachers and other required professional staff.</li> </ul>		
<b>Audience</b>		
All applicable professional staff.		
<b>Topics to be Included</b>		
Structured Literacy Theory and Practice		
<b>Evidence of Learning</b>		
Increases in ELA/Literature scores as demonstrated by local assessment data and statewide assessment data.		
<b>Lead Person/Position</b>	<b>Anticipated Start</b>	<b>Anticipated Completion</b>
District and Building Administration	2025-07-01	2028-06-30

### Learning Format

<b>Type of Activities</b>	<b>Frequency</b>
Inservice day	Quarterly
<b>Observation and Practice Framework Met in this Plan</b>	
<b>This Step Meets the Requirements of State Required Trainings</b>	
Structured Literacy	



## Communications Activities

Attendance Notifications					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
<ul style="list-style-type: none"> <li>Weekly review of all lawful, unlawful, and cumulative absences for all students in the school building.</li> </ul>	Parents, Guardians, and Staff	Lawful versus Unlawful absences, truancy prevention resources, reminders to submit documentation of medical appointments, approved vacations.	Building Administrators	07/01/2025	07/01/2028
Communications					
Type of Communication			Frequency		
Email			Weekly		



**Approvals & Signatures**

<b>Uploaded Files</b>

<b>Chief School Administrator</b>	<b>Date</b>