

## **WESTERN WAYNE SD**

1970C Easton Turnpike

Comprehensive Plan | 2022 - 2025

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### **MISSION STATEMENT**

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, life-long learner, to strive for personal excellence, and to be a responsible citizen of a global society.

### **VISION STATEMENT**

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

## **EDUCATIONAL VALUE STATEMENTS**

### **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)**

## STEERING COMMITTEE

Name	Position	Building/Group
Matthew Barrett, Ed.D.	Administrator	District
Cynthia A. LaRosa, Ph.D.	Administrator	District
Jennifer DeNike	Administrator	Special Education
Elizabeth Watson	Administrator	STEAM
Paul Gregorski	Administrator	High School
Jennifer Bradley	Administrator	Middle School
Maria Miller	Administrator	Robert D. Wilson Elementary
Justin Pidgeon	Administrator	EverGreen Elementary
Katie McElhenny	Staff Member	EverGreen Elementary
Melissa Cottone	Staff Member	EverGreen Elementary
Kelly Vinton	Staff Member	Robert D. Wilson Elementary
Melissa Williams	Staff Member	Middle School
Andrew McCaffery	Staff Member	High School

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Denise Johnson	Staff Member	High School
Summer Klikus	Staff Member	EverGreen Elementary
Joyce Covalski	Staff Member	Middle School
Jamie Collins	Board Member	Board of Education
Mindy Maros	Parent	Middle School Employee

## ESTABLISHED PRIORITIES

Priority Statement	Outcome Category
The district will use all available data sources to make curricular and instructional decisions to support student growth in Mathematics.	Mathematics Mathematics
The district will use all available data sources to make curricular and instructional decisions to support student achievement in Mathematics/Algebra.	Essential Practices 1: Focus on Continuous Improvement of Instruction
The district will create a protocol for standards-aligned curriculum development and implement this protocol to create effective curriculum and assessments.	Essential Practices 1: Focus on Continuous Improvement of Instruction

## ACTION PLAN AND STEPS

Evidence-based Strategy	
Universal Design for Learning	
Measurable Goals	
Goal Nickname	Measurable Goal Statement (Smart Goal)
District Curricula Review	The district will use all available sources of data to identify weaknesses and deficiencies in all Pre-K to 12 curricula to support student achievement.

Action Step	Anticipated Start/Completion	Lead Person/Position	Materials/Resources/Supports Needed
The district will train all staff in the principles of Universal Design for Learning.	2023-02-01 - 2023-02-28	NEIU 19	Curriculum and Instructional documents and resources reflecting the Universal Design for Learning.

### Anticipated Outcome

The observable product of this work will be attendance of the training and the integration of Universal Design for Learning in the curriculum revisions.

### Monitoring/Evaluation

The district administration will review attendance logs and final curriculum submission for the inclusion of the principles of Universal Design for Learning.



## PROFESSIONAL DEVELOPMENT STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will use all available sources of data to identify weaknesses and deficiencies in all Pre-K to 12 curricula to support student achievement. (District Curricula Review)	Universal Design for Learning	The district will train all staff in the principles of Universal Design for Learning.	02/01/2023 - 02/28/2023



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## COMMUNICATION PLAN - STEPS AND TIMELINES:

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will use all available sources of data to identify weaknesses and deficiencies in all Pre-K to 12 curricula to support student achievement. (District Curricula Review)	Universal Design for Learning	The district will train all staff in the principles of Universal Design for Learning.	02/01/2023 - 02/28/2023

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## **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.

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School Board Minutes or Affirmation Statement

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

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Chief School Administrator

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## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

College and Career Measures: Career Standards Benchmark

Proficient or Advanced on Pennsylvania State Assessments  
Science/Biology

ELA students with disabilities earned a higher growth score than their typical peers.

Following the administration of the Study Island Reading/Literature Exam, once for baseline data and once to measure growth, to tenth and eleventh grade students, average results showed positive changes for percent scores, raw scores and all reporting categories.

Following the administration of the Study Island ELA Exam, once for baseline data and twice to measure growth, to fourth grade, average results showed positive changes for percent scores, raw scores and all reporting categories.

Following the administration of the Study Island Math Exam, once for baseline data and twice to measure growth, to third and fourth grades, average results showed positive changes for percent scores, raw scores and all reporting categories.

### Challenges

On-Track Measures: Regular Attendance

Meeting Annual Growth Expectations (PVAAS) Mathematics

Proficient or Advanced on Pennsylvania State Assessments  
Mathematics/Algebra

Availability and access to support services due to the rural location.

Following the administration of the Study Island ELA Exam, once for baseline data and twice to measure growth, to third, fourth and fifth grade students, students proficiency on Key Ideas and Details was the lowest of all subscale reporting categories, and well below the previous year's statewide averages.

Following the administration of the Study Island Math Exam, once for baseline data and twice to measure growth, to fifth grade, average results showed negligible growth or regression in four subscale reporting categories.

The district must learn how to appropriately upload CDT data to our student data warehouse in order to properly analyze the trends in student achievement in middle school science.

## Strengths

All grade six, seven and eight Science students took the fall and spring administration of the CDT. Having a data collection process in place for middle school science will allow the district to make curricular and instructional decisions related to this content area.

Our Pre-K-12 School Counselor department has achieved an average 98.3% related to the Career Standards Benchmark, surpassing the statewide average and performance standard.

Educate and prepare each student in alliance with students and families to be a confident, life-long learner.

The Title 1 program continues to have a positive effect on student reading skill development.

The 339 plan has provided real world content and applicability to students related to their course content.

Special Education continues to provide research-based programs and interventions based on student's individual needs.

## Challenges

The district is developing local data sources for the aforementioned content areas. Benchmark sources are not readily available for these areas, which are not formally assessed at the state level.

Ensure effective, standards-aligned curriculum and assessment.

Establish and maintain a focused system for continuous improvement and ensure organizational coherence.

Expand the continuum of research-based programs and interventions available to students across the district.

Provide additional opportunities for students to receive industry-recognized credentials or certifications.

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## Most Notable Observations/Patterns

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**Challenges****Discussion Point****Priority for Planning**

On-Track Measures: Regular Attendance

Meeting Annual Growth Expectations (PVAAS) Mathematics

Proficient or Advanced on Pennsylvania State Assessments Mathematics/Algebra

Ensure effective, standards-aligned curriculum and assessment.

## ADDENDUM B: ACTION PLAN

### Action Plan: Universal Design for Learning

Action Steps	Anticipated Start/Completion Date
The district will train all staff in the principles of Universal Design for Learning.	02/01/2023 - 02/28/2023

Monitoring/Evaluation	Anticipated Output
The district administration will review attendance logs and final curriculum submission for the inclusion of the principles of Universal Design for Learning.	The observable product of this work will be attendance of the training and the integration of Universal Design for Learning in the curriculum revisions.

Material/Resources/Supports Needed	PD Step	Comm Step
Curriculum and Instructional documents and resources reflecting the Universal Design for Learning.	yes	yes

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## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
The district will use all available sources of data to identify weaknesses and deficiencies in all Pre-K to 12 curricula to support student achievement. (District Curricula Review)	Universal Design for Learning	The district will train all staff in the principles of Universal Design for Learning.	02/01/2023 - 02/28/2023



## PROFESSIONAL DEVELOPMENT PLANS

Professional Development Step	Audience	Topics of Prof. Dev
Universal Design for Learning Symposium	All district professional staff.	The effects of providing students with multiple means of representation, expression engagement as well as how to integrate these principles into curriculum and instruction.

Evidence of Learning	Anticipated Timeframe	Lead Person/Position
Inclusion of the UDL practice in teacher curriculum, instruction and assessment.	08/24/2022 - 08/29/2024	District Administration and NEIU support.

Danielson Framework Component Met in this Plan:	This Step meets the Requirements of State Required Trainings:
1e: Designing Coherent Instruction	Teaching Diverse Learners in an Inclusive Setting
3d: Using Assessment in Instruction	





## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
The district will use all available sources of data to identify weaknesses and deficiencies in all Pre-K to 12 curricula to support student achievement. (District Curricula Review)	Universal Design for Learning	The district will train all staff in the principles of Universal Design for Learning.	2023-02-01 - 2023-02-28



## COMMUNICATIONS PLAN

Communication Step	Audience	Topics/Message of Communication
ULD Communication Strategy	All professional staff.	Components for training to take place such as agendas, schedules, meeting times and places, desired outcomes, meeting minutes, etc.
Anticipated Timeframe	Frequency	Delivery Method
08/24/2022 - 08/29/2024	As needed.	Email
Lead Person/Position	District administration and NEIU 19 support.	

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## ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS

Communication Step	Topics of Message	Mode	Audience	Anticipated Timeline
Public Review of Comprehensive Plan	The comprehensive plan will be posted on the school's website.	The comprehensive plan will be posted on the district's website. A hard copy of the plan is available upon request.	All Stakeholders	28 days
Final Comprehensive Plan	A final copy of the comprehensive plan will be posted on the district's website.	The comprehensive plan will be posted on the district's website. A hard copy of the plan is available upon request.	All stakeholders	Following the 28-day public review.

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