

Warren County SD

Comprehensive Plan | 2026 - 2029

Comprehensive Plan Summary The WCSD Comprehensive Plan required every three years uses multiple data sources to identify district strengths and needs and establishes an action plan aligned to those needs; new Board goals have been fully embedded throughout the plan.

Profile and Plan Essentials

LEA Type		AUN
School District		105628302
Address 1		
6820 Market Street		
Address 2		
City	State	Zip Code
Russell	PA	16345
Chief School Administrator		Chief School Administrator Email
Mr. Gary L Weber		weberg@wcsdpa.org
Single Point of Contact Name		
Mrs. Lynn Shultz		
Single Point of Contact Email		
shultzl@wcsdpa.org		
Single Point of Contact Phone Number		
8147236900		

LEA Profile

Warren County School District, located in Northwestern Pennsylvania, serves students across a vast 788-square-mile region, making it the second largest district in the state by geography. The district operates seven buildings across four attendance areas—North, Central, East, and West—as well as the Warren County Career Center. WCSD is experiencing declining population trends and currently enrolls 3,693 students. Of this population, approximately 50% qualify for free or reduced lunch, 3% are English Learners, 2% are identified as gifted, 23.7% receive special education services, 1.27% are identified as homeless, and 0.16% are in foster care. The district employs 350 teachers, 17 principals/assistant principals, and 7 special education supervisors.

Warren County School District is focused on improving instructional effectiveness, strengthening student supports, and ensuring that all learners have access to meaningful, high-quality educational experiences. The district offers a broad range of academic programs, including advanced coursework, career and technical education, comprehensive K–12 STEM initiatives, and the district’s expanding STEM Academy, which provides hands-on, inquiry-driven experiences that build future-ready skills.

To meet the diverse needs of its learners, WCSD provides individualized services such as therapy supports (including physical, occupational, and speech/language therapies), targeted academic interventions, coordinated transition planning, and behavioral and social-emotional supports.

Warren County School District will continue its long-term continuous improvement work by strengthening instructional practice, enhancing student-centered supports and services, supporting administrative growth, refining curriculum, instruction, and assessment systems, and ensuring that programs are delivered efficiently and effectively.

Mission and Vision

Mission

The mission of the Warren County School District is to support the personal and intellectual success and wellness of every student, every day.

Vision

Provide challenging, meaningful, and engaging learning opportunities enabling all students to be responsible, healthy, productive citizens within their communities and in a diverse and competitive world.

Educational Values

Students

Safety: Support a physically and emotionally safe school environment because it is vital to learning. Diversity: Understand that individuals excel in learning environments where diversity is celebrated. Learning: Understand that learning is a lifelong process. Dignity & Honesty: Treat all individuals with honesty, care, concern, dignity, and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Support the family, school, and community partnership. Every Student: Recognize that everyone can learn, and learning is accomplished in different ways and at different rates. Future: Recognize that all students should have the opportunity to take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

Staff

Safety: Support a physically and emotionally safe school environment because it is vital to learning. Diversity: Understand that individuals excel in learning environments where diversity is celebrated. Learning: Understand that learning is a lifelong process. Dignity & Honesty: Treat all individuals with honesty, care, concern, dignity, and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Support the family, school, and community partnership. Every Student: Recognize that everyone can learn, and learning is accomplished in different ways and at different rates. Future: Recognize that all students should have the opportunity to take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

Administration

Safety: Support a physically and emotionally safe school environment because it is vital to learning. Diversity: Understand that individuals excel in learning environments where diversity is celebrated. Learning: Understand that learning is a lifelong process. Dignity & Honesty: Treat all individuals with honesty, care, concern, dignity, and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Support the family, school, and community partnership. Every Student: Recognize that everyone can learn, and learning is accomplished in different ways and at different rates. Future: Recognize that all students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

Parents

Safety: Support a physically and emotionally safe school environment because it is vital to learning. Diversity: Understand that individuals excel in learning environments where diversity is celebrated. Learning: Understand that learning is a lifelong process. Dignity & Honesty: Treat all individuals with honesty, care, concern, dignity, and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Support the family, school, and community partnership. Every Student: Recognize that everyone can learn, and learning is accomplished in different ways and at different rates. Future: Recognize that all students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

Community

Safety: Support a physically and emotionally safe school environment because it is vital to learning. Diversity: Understand that individuals excel in learning environments where diversity is celebrated. Learning: Understand that learning is a lifelong process. Dignity & Honesty: Treat all individuals with honesty, care, concern, dignity, and respect. Accountability: Consider and accept the impact and consequences of personal actions and decisions. Partnership: Support the family, school, and community partnership. Every Student: Recognize that everyone can learn, and learning is accomplished in different ways and at different rates. Future: Recognize that all students should have the opportunity take part in a wide variety of experiences to help shape their career decisions and be ready for the workforce of the future.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
State Assessment Participation: ELA/Literature	ELA Participation Rate BWMS All Student Group – 98.7%, White – 98.8%, Economically Disadvantaged – 97.8%, Students with Disabilities – 98.3%, Combined Ethnicity – 97.5% EES All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS EMHS All Student Group – 97.9%, White – 98.2%, Economically Disadvantaged – 97.5%, Students with Disabilities – 100%, Combined Ethnicity – IS SAES All Student Group – 100%, White – 100%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS SMHS All Student Group – 99.2%, White – 99.2%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS WAEC All Student Group – 98.9%, White – 98.9%, Economically Disadvantaged – 98.2%, Students with Disabilities – 100%, Combined Ethnicity – IS WAHS All Student Group – 96.6%, White – 97%, Economically Disadvantaged – 95.8%, Students with Disabilities – 85.7%, Combined Ethnicity – IS YES All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5% YMHS All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5%

State Assessment Participation: Math/Algebra	Math Participation Rate BWMS All Student Group – 98.9%, White – 99%, Economically Disadvantaged – 98.1%, Students with Disabilities – 98.9%, Combined Ethnicity – 97.5% EES All Student Group – 98.6%, White – 98.6%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS EMHS All Student Group – 97.9%, White – 98.2%, Economically Disadvantaged – 97.5%, Students with Disabilities – 100%, Combined Ethnicity – IS SAES All Student Group – 100%, White – 100%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS SMHS All Student Group – 99.2%, White – 99.2%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS WAEC All Student Group – 98.9%, White – 98.9%, Economically Disadvantaged – 98.2%, Students with Disabilities – 100%, Combined Ethnicity – IS WAHS All Student Group – 95.4%, White – 95.7%, Economically Disadvantaged – 94.4%, Students with Disabilities – 85.7%, Combined Ethnicity – IS YES All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5% YMHS All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5%
State Assessment Participation: Science/Biology	Science Participation Rate BWMS All Student Group – 97.6%, White – 96.5%, Economically Disadvantaged – 96.5%, Students with Disabilities – 94%, Combined Ethnicity – 97.5%

	EES All Student Group – 100%, White – 100%, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS EMHS All Student Group – 100%, White – 100%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS SAES All Student Group – 100%, White – 100%, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS SMHS All Student Group – 100%, White – 100%, Economically Disadvantaged – 100%, Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – IS, White – IS, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS WAHS All Student Group – 95%, White – 95.2%, Economically Disadvantaged – 93.3%, Students with Disabilities – 82.8%, Combined Ethnicity – IS YES All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5% YMHS All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – 97.5%
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Challenges

Indicator	Comments/Notable Observations
Proficient or Advanced: ELA/Literature State Assessment	Percentage of students, by school, who scored proficient or advanced on the ELA/Literature State Assessment: BWMS All Student Group – 31.7% (D), White – 32.4% (D), Economically Disadvantaged – 17.5% (D), Students with Disabilities – 7.6% (D), Combined Ethnicity – 23.1% (D)

	EES All Student Group – 53.1% (D), White – 54.3% (D), Economically Disadvantaged – 36.7% (D), Students with Disabilities – 10% (D), Combined Ethnicity – IS EMHS All Student Group – 51.1% (D), White – 50.5% (D), Economically Disadvantaged – 40.5% (D), Students with Disabilities – 13.3% (D), Combined Ethnicity – IS SAES All Student Group – 28.4% (D), White – 29% (D), Economically Disadvantaged – 25.9% (D), Students with Disabilities – 23.8% (I), Combined Ethnicity – IS SMHS All Student Group – 41.4% (D), White – 43.1% (D), Economically Disadvantaged – 42.9% (D), Students with Disabilities – 12.5% (M), Combined Ethnicity – IS WAEC All Student Group – 25.7% (M), White – 26.1% (M), Economically Disadvantaged – 19.6% (I), Students with Disabilities – 7.6% (D), Combined Ethnicity – IS WAHS All Student Group – 60.9% (D), White – 59.7% (D), Economically Disadvantaged – 56.5% (D), Students with Disabilities – 19.2% (D), Combined Ethnicity – IS YES All Student Group – 33.1% (D), White – 33.6% (D), Economically Disadvantaged – 36.9% (I), Students with Disabilities – 18.2% (I), Combined Ethnicity – IS YMHS All Student Group – 38.3% (D), White – 37.5% (D), Economically Disadvantaged – 29.3% (D), Students with Disabilities – 13.7% (D), Combined Ethnicity – IS
Proficient or Advanced: Math/Algebra State Assessment	Percentage of students, by school, who scored proficient or advanced on the Math/Algebra State Assessment: BWMS All Student Group – 23.4% (D), White – 23.8% (D), Economically Disadvantaged – 12.3% (D), Students with Disabilities – 5.2% (D), Combined Ethnicity – 17.9% (D) EES All Student Group – 53.4% (D), White – 54% (D), Economically Disadvantaged – 33.3% (D), Students with Disabilities – 6.7% (D), Combined Ethnicity – IS

	EMHS All Student Group – 32.9% (D), White – 32.4% (D), Economically Disadvantaged – 25.3% (I), Students with Disabilities – 6.7% (M), Combined Ethnicity – IS SAES All Student Group – 29.4% (M), White – 29% (D), Economically Disadvantaged – 25.9% (D), Students with Disabilities – 23.8% (I), Combined Ethnicity – IS SMHS All Student Group – 28.1% (I), White – 29.3% (I), Economically Disadvantaged – 27% (I), Students with Disabilities – 4.2% (D), Combined Ethnicity – IS WAEC All Student Group – 33% (I), White – 33.3% (I), Economically Disadvantaged – 24.5% (I), Students with Disabilities – 9.1% (D), Combined Ethnicity – IS WAHS All Student Group – 43.1% (D), White – 42.7% (D), Economically Disadvantaged – 25% (D), Students with Disabilities – 11.5% (D), Combined Ethnicity – IS YES All Student Group – 38.8% (D), White – 38.9% (D), Economically Disadvantaged – 23.1% (D), Students with Disabilities – 18.2% (I), Combined Ethnicity – IS YMHS All Student Group – 23.6% (D), White – 23% (D), Economically Disadvantaged – 17.3% (M), Students with Disabilities – 3.9% (D), Combined Ethnicity – IS
Proficient or Advanced: Science/Biology State Assessment (23-24 Data)	Percentage of students, by school, who scored proficient or advanced on the 23-24 Science/Biology State Assessment (24-25 waived): BWMS All Student Group – 44% (D), White – 44.1% (D), Economically Disadvantaged – 31.8% (D), Students with Disabilities – 18% (D), Combined Ethnicity – IS EES All Student Group – 86.5% (I), White – 88.2% (I), Economically Disadvantaged – 80% (I), Students with Disabilities – IS, Combined Ethnicity – IS EMHS All Student Group – 56.7%, White – 56.3%, Economically Disadvantaged – 44.1%, Students with Disabilities – IS, Combined Ethnicity – IS SAES All Student Group – 63% (D), White – 58.3% (D), Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS

	SMHS All Student Group – 43.1% (D), White – 43.4% (D), Economically Disadvantaged – 40% (D), Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – 62.3% (D), White – 62.9% (D), Economically Disadvantaged – 52.1% (D), Students with Disabilities – 29% (D), Combined Ethnicity – IS WAHS All Student Group – 59.9% (I), White – 61% (I), Economically Disadvantaged – 45.7% (I), Students with Disabilities – 31.7% (I), Combined Ethnicity – IS YES All Student Group – 79.1%, White – 77.5%, Economically Disadvantaged – 70.4%, Students with Disabilities – IS, Combined Ethnicity – IS YMHS All Student Group – 46.6%, White – 47%, Economically Disadvantaged – 38.9%, Students with Disabilities – 15%, Combined Ethnicity – IS
Meeting Academic Growth: ELA/Literature State Assessment	Percentage of students, by school, who met academic growth on the ELA/Literature State Assessment: BWMS All Student Group – 50% (D), White – 50% (D), Economically Disadvantaged – 50% (D), Students with Disabilities – 50% (D), Combined Ethnicity – IS EES All Student Group – 69% (D), White – 67% (D), Economically Disadvantaged – 73% (D), Students with Disabilities – IS, Combined Ethnicity – IS EMHS All Student Group – 50% (D), White – 50% (D), Economically Disadvantaged – 50% (D), Students with Disabilities – 54% (D), Combined Ethnicity – IS SAES All Student Group – 68% (I), White – 71% (I), Economically Disadvantaged – 64% (M), Students with Disabilities – IS, Combined Ethnicity – IS SMHS All Student Group – 56% (D), White – 58% (D), Economically Disadvantaged – 67% (D), Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – 55% (I), White – 54% (I), Economically Disadvantaged – 54% (I), Students with Disabilities – 51% (D), Combined Ethnicity – IS

	WAHS All Student Group – 100% (I), White – 100% (I), Economically Disadvantaged – 76% (I), Students with Disabilities – 72% (I), Combined Ethnicity – IS YES All Student Group – 50% (D), White – 50% (D), Economically Disadvantaged – 62% (D), Students with Disabilities – IS, Combined Ethnicity – IS YMHS All Student Group – 50% (D), White – 50% (D), Economically Disadvantaged – 53% (D), Students with Disabilities – 50% (D), Combined Ethnicity – IS
Meeting Academic Growth: Math/Algebra State Assessment	Percentage of students, by school, who met academic growth on the Math/Algebra State Assessment: BWMS All Student Group – 50% (SG/IT–Not Met), White – 50% (SG/IT–Not Met), Economically Disadvantaged – 50% (SG/IT–Not Met), Students with Disabilities – 71% (I), Combined Ethnicity – IS EES All Student Group – 89% (D), White – 88% (D), Economically Disadvantaged – 78% (D), Students with Disabilities – IS, Combined Ethnicity – IS EMHS All Student Group – 50%, White – 50%, Economically Disadvantaged – 50%, Students with Disabilities – 59%, Combined Ethnicity – IS SAES All Student Group – 70%, White – 67%, Economically Disadvantaged – 69%, Students with Disabilities – IS, Combined Ethnicity – IS SMHS All Student Group – 70% (D), White – 70% (D), Economically Disadvantaged – 74% (D), Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – 64% (I), White – 63% (I), Economically Disadvantaged – 66% (I), Students with Disabilities – 64% (D), Combined Ethnicity – IS WAHS All Student Group – 66% (D), White – 65% (D), Economically Disadvantaged – 62% (D), Students with Disabilities – 65% (I), Combined Ethnicity – IS

	YES All Student Group – 70% (D), White – 70% (D), Economically Disadvantaged – 70% (D), Students with Disabilities – IS, Combined Ethnicity – IS YMHS All Student Group – 50% (D), White – 50% (D), Economically Disadvantaged – 68% (D), Students with Disabilities – 69% (D), Combined Ethnicity – IS
Meeting Academic Growth: Science/Biology State Assessment (23-24 Data)	Percentage of students, by school, who did not meet academic growth on the Science/Biology State Assessments: BWMS All Student Group – 76%, White – 76%, Economically Disadvantaged – 73%, Students with Disabilities – 83%, Combined Ethnicity – IS EES All Student Group – 100%, White – 100%, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS EMHS All Student Group – 64%, White – 63.5%, Economically Disadvantaged – 63.5%, Students with Disabilities – IS, Combined Ethnicity – IS SAES All Student Group – 72%, White – 70%, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS SMHS All Student Group – 75.5%, White – 77%, Economically Disadvantaged – 78%, Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – 70%, White – 67%, Economically Disadvantaged – 54%, Students with Disabilities – 73%, Combined Ethnicity – IS WAHS All Student Group – 74%, White – 73%, Economically Disadvantaged – 64%, Students with Disabilities – 68%, Combined Ethnicity – IS YES All Student Group – 96%, White – 96%, Economically Disadvantaged – 79%, Students with Disabilities – IS, Combined Ethnicity – IS

	YMHS All Student Group – 62.5%, White – 62.5%, Economically Disadvantaged – 65.5%, Students with Disabilities – IS, Combined Ethnicity – IS
Advanced: ELA/Literature State Assessment	Percentage of students, by school, who scored advanced on the ELA/Literature State Assessment: BWMS All Student Group – 4%, White – 4.3%, Economically Disadvantaged – 0%, Students with Disabilities – 0%, Combined Ethnicity – IS EES All Student Group – 9.5%, White – 9.3%, Economically Disadvantaged – 3.3%, Students with Disabilities – 0%, Combined Ethnicity – IS EMHS All Student Group – 5.2%, White – 5.4%, Economically Disadvantaged – 5.1%, Students with Disabilities – 2.2%, Combined Ethnicity – IS SAES All Student Group – 2%, White – 1.1%, Economically Disadvantaged – 1.9%, Students with Disabilities – 0%, Combined Ethnicity – IS SMHS All Student Group – 0.8%, White – 0.8%, Economically Disadvantaged – 0%, Students with Disabilities – 0%, Combined Ethnicity – IS WAEC All Student Group – 1.8%, White – 1.5%, Economically Disadvantaged – 2.5%, Students with Disabilities – 1.5%, Combined Ethnicity – IS WAHS All Student Group – 6.5%, White – 5%, Economically Disadvantaged – 7.2%, Students with Disabilities – 3.8%, Combined Ethnicity – IS YES All Student Group – 0.7%, White – 0.8%, Economically Disadvantaged – 1.5%, Students with Disabilities – 0%, Combined Ethnicity – IS YMHS All Student Group – 2.6%, White – 2.6%, Economically Disadvantaged – 0%, Students with Disabilities – 0%, Combined Ethnicity – IS
Advanced: Math/Algebra State Assessment	Percentage of students, by school, who scored advanced on the Math/Algebra State Assessment:

	BWMS All Student Group – 5.6%, White – 5.8%, Economically Disadvantaged – 1.9%, Students with Disabilities – 0.6%, Combined Ethnicity – 2.6% EES All Student Group – 26.7%, White – 26.6%, Economically Disadvantaged – 11.7%, Students with Disabilities – 0%, Combined Ethnicity – IS EMHS All Student Group – 4.8%, White – 4.5%, Economically Disadvantaged – 0%, Students with Disabilities – 0%, Combined Ethnicity – IS SAES All Student Group – 6.9%, White – 5.4%, Economically Disadvantaged – 1.9%, Students with Disabilities – 4.8%, Combined Ethnicity – IS SMHS All Student Group – 99.3%, White – 99.3%, Economically Disadvantaged – 100%, Students with Disabilities – 100%, Combined Ethnicity – IS WAEC All Student Group – 10.1%, White – 9.6%, Economically Disadvantaged – 7.4%, Students with Disabilities – 0%, Combined Ethnicity – IS WAHS All Student Group – 6.6%, White – 6.43%, Economically Disadvantaged – 1.5%, Students with Disabilities – 0%, Combined Ethnicity – IS YES All Student Group – 11.5%, White – 12.2%, Economically Disadvantaged – 7.7%, Students with Disabilities – 0%, Combined Ethnicity – IS YMHS All Student Group – 3.6%, White – 3.7%, Economically Disadvantaged – 1.2%, Students with Disabilities – 0%, Combined Ethnicity – IS
Advanced: Science/Biology State Assessment (23-24 Data)	Percentage of students, by school, who scored advanced on the Math/Algebra 23-24 State Assessment: BWMS All Student Group – 18%, White – 18.6%, Economically Disadvantaged – 9.4%, Students with Disabilities – 4%, Combined Ethnicity – IS EES All Student Group – 53.8%, White – 54.9%, Economically Disadvantaged – 40%, Students with Disabilities – IS, Combined Ethnicity – IS

	EMHS All Student Group – 18.6%, White – 18.8%, Economically Disadvantaged – 8.8%, Students with Disabilities – IS, Combined Ethnicity – IS SAES All Student Group – 99.3%, White – 8.3%, Economically Disadvantaged – IS, Students with Disabilities – IS, Combined Ethnicity – IS SMHS All Student Group – 12.1%, White – 13.2%, Economically Disadvantaged – 13.3%, Students with Disabilities – IS, Combined Ethnicity – IS WAEC All Student Group – 26.5%, White – 26.4%, Economically Disadvantaged – 16.7%, Students with Disabilities – 12.9%, Combined Ethnicity – IS WAHS All Student Group – 21.7%, White – 22.6%, Economically Disadvantaged – 17.1%, Students with Disabilities – 7.3%, Combined Ethnicity – IS YES All Student Group – 32.6%, White – 32.5%, Economically Disadvantaged – 25.9%, Students with Disabilities – IS, Combined Ethnicity – IS YMHS All Student Group – 13.6%, White – 14.5%, Economically Disadvantaged – 9.3%, Students with Disabilities – 0%, Combined Ethnicity – IS
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Review of Grade Level(s) and Individual Student Group(s)

Strengths

Indicator State Assessment Participation: ELA/Literature Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations ELA/Literature State Assessment Participation: BWMS Economically Disadvantaged – 97.8% EES Economically Disadvantaged – 100% EMHS Economically Disadvantaged – 97.5%
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	SAES Economically Disadvantaged – 100% SMHS Economically Disadvantaged – 100% WAEC Economically Disadvantaged – 98.2% WAHS Economically Disadvantaged – 95.8% YES Economically Disadvantaged – 100% YMHS Economically Disadvantaged – 100%
Indicator State Assessment Participation: Math/Algebra Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations Math/Algebra State Assessment Participation: BWMS All Student Group – 98.9% EES All Student Group – 98.6% EMHS All Student Group – 97.9% SAES All Student Group – 100% SMHS All Student Group – 99.2% WAEC All Student Group – 98.9% WAHS All Student Group – 95.4% YES All Student Group – 99.3% YMHS All Student Group – 99.3%

Challenges

Indicator	Comments/Notable Observations
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Proficient or Advanced: ELA/Literature State Assessment Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Proficient or Advanced: ELA/Literature State Assessment BWMS Economically Disadvantaged – 17.5% (D) EES Economically Disadvantaged – 36.7% (D) EMHS Economically Disadvantaged – 40.5% SAES Economically Disadvantaged – 25.9% (D) SMHS Economically Disadvantaged – 42.9% (D) WAEC Economically Disadvantaged – 19.6% (I) WAHS Economically Disadvantaged – 56.5% (D) YES Economically Disadvantaged – 36.9% (I) YMHS Economically Disadvantaged – 29.3% (D)
Indicator Proficient or Advanced: Math/Algebra State Assessment Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations Proficient or Advanced: Math/Algebra State Assessment BWMS Economically Disadvantaged – 12.3% (D) EES Economically Disadvantaged – 33.3% (D) EMHS Economically Disadvantaged – 25.3% SAES Economically Disadvantaged – 25.9% (D) SMHS Economically Disadvantaged – 27% (I) WAEC Economically Disadvantaged – 24.5% (I)

	WAHS Economically Disadvantaged – 25% (D) YES Economically Disadvantaged – 23.1% (D) YMHS Economically Disadvantaged – 17.3% (M)
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Summary

Strengths

Review the strengths listed. Adjust the list to include 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

2024 - 2025 ELA/Literature State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.
2024 - 2025 Math/Algebra State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.

Challenges

Review the challenges listed. Adjust the list to include 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the ELA/Literature state assessment is low, indicating a need for continued improvement in literacy instruction and student supports.
Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the Math/Algebra state assessment is low, indicating a need for continued improvement in mathematics instruction and targeted student supports.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDT)	Spring 2025 Proficiency: Gr 3- 40.71% Gr 4- 37.70% Gr 5- 35.69% Gr 6- 36.84% Gr 7- 25.68% Gr 8- 16.12% Literature- 40.81% (MOY)
DIBELS (K-5)	Percent of students at benchmark EOY (2025): Gr K- 87% Gr 1- 74% Gr 2- 65% Gr 3- 54% Gr 4- 47% Gr 5- 52%

English Language Arts Summary

Strengths

The percentage of kindergarten students scoring at or above benchmark on the end of year DIBELS assessment was 87%.
The percent of first grade students scoring at or above benchmark on the end of year DIBELS assessment was 74%.

Challenges

The percent of elementary students (3rd-5th) scoring at or above benchmark on the end of year ELA CDT assessment was low, indicating a need for continued improvement in literacy instruction and student supports.
The percent of middle level students (6th-8th) scoring at or above benchmark on the end of year ELA CDT assessment was low, indicating a need for continued improvement in literacy instruction and student supports.

Mathematics

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDT)	Classroom Diagnostic Tools (CDT) 2025 EOY Proficiency: Gr 3- 33.69% Gr 4- 30.04% Gr 5- 29.41% Gr 6- 25% Gr 7- 18.08% Gr 8- 6.04% Algebra- 12.32% (MOY)
mCLASS Math	mCLASS Math 2025 EOY Proficiency: Gr K- 45% Gr 1- 34% Gr 2- 28% Gr 3- 31%

Mathematics Summary

Strengths

The percent of kindergarten students scoring at or above benchmark on the end of year mCLASS Math assessment was 45%.
No other strength can be identified through assessment data.

Challenges

The percent of elementary students (3rd-5th) scoring at or above benchmark on the end of year Math CDT assessment was low, indicating a need for continued improvement in mathematics instruction and student supports.
The percent of middle level students (6th-8th) scoring at or above benchmark on the end of year Math CDT assessment was low, indicating a need for continued improvement in mathematics instruction and student supports.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Classroom Diagnostic Tools (CDT)	Spring 2025 Proficiency: Gr 5- 59.34% Gr 8- 23.30% Biology- 33.20% (MOY)

Science, Technology, and Engineering Education Summary

Strengths

The percent of Grade 5 students scoring at or above benchmark on the end of year CDT assessment was 59.34%.

Challenges

The percent of Grade 8 students scoring at or above benchmark on the end of year CDT assessment was 23.30%.

Related Academics

Career Readiness

Data	Comments/Notable Observations
College and Career Readiness Completion Rate	2024-2025 CCR Scores (STATE REQUIREMENT is 98%): EES : 5th Grade - 100% EMHS: 8th Grade - 81.7%; 11th Grade - 96.6% BWMS: 5th Grade - 100% ; 8th Grade - 97.8% WAHS: 11th Grade - 98.9% SAES: 5th Grade - 100% SAMHS: 8th Grade - 97.0%; 11th Grade - 96.7% YES: 5th Grade - 100% YMHS: 8th Grade - 100%; 11th Grade - 100%

Career and Technical Education (CTE) Programs

Career and Technical Education (CTE) Programs **Omit**

Arts and Humanities

Arts and Humanities **Omit**

Environment and Ecology

Environment and Ecology **Omit**

Family and Consumer Sciences

Family and Consumer Sciences **Omit**

Health, Safety, and Physical Education

Health, Safety, and Physical Education **Omit**

Social Studies (Civics and Government, Economics, Geography, History)

Social Studies (Civics and Government, Economics, Geography, History) **Omit**

Articulation Agreements

Partnering Institution

PennWest

Agreement Type

Dual Credit

Program/Course Area

High School Core and Elective Courses

Uploaded Files

Dual Enrollment Agreement - Penn West (Clarion University) 24-25_50113193.docx

Dual Enrollment Agreement - Penn West (Clarion University) 24-25_65b6a01c.docx

Partnering Institution

University of Pittsburgh Bradford

Agreement Type

Dual Credit

Program/Course Area

High School Core and Elective Courses

Uploaded Files

Dual Enrollment Agreement with University of Pittsburgh at Bradford 6.9.25 Board Signed.pdf

Partnering Institution

Jamestown Community College

Agreement Type

Dual Credit

Program/Course Area

High School Core and Elective Courses

Uploaded Files

Jamestown Community College Agreement 10.6.25 Board Signed.pdf

Partnering Institution

Harrisburg University

Agreement Type

Dual Credit

Program/Course Area

High School Elective Courses

Uploaded Files

Harrisburg University Addendum 2.pdf

Harrisburg University Addendum 1.pdf

Partnering Institution

Northern Pennsylvania Regional College

Agreement Type

Dual Credit

Program/Course Area

High School Core and Elective Courses

Uploaded Files

NPRC Agreement 6.10.24_15705040.pdf

Partnering Institution

Community College of Beaver County

Agreement Type

Dual Credit

Program/Course Area

High School Core and Elective Courses

Uploaded Files

Community College of Beaver County 6.10.24.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.

The percentage of completion of CCR activities across the district at the elementary level is high.
The percentage of completion of CCR activities across the district at the secondary level is high.

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.

There are no challenges in this area at this time.
There are no challenges in this area at this time.

Equity Considerations

English Learners

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

Students with Disabilities

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

Data	Comments/Notable Observations
24-25 PA Future Ready Index- Proficient or Advanced on the State Assessment: ELA/Literature	Percentage of students in the Students with Disabilities subgroup, by school, who scored proficient or advanced on the State Assessment: ELA/Literature EES Students with Disabilities – 10% EMHS Students with Disabilities – 13.3% WAEC Students with Disabilities – 7.6% BWMS Students with Disabilities – 7.6% WAHS Students with Disabilities – 19.2% SAES Students with Disabilities – 23.8% SMHS Students with Disabilities – 12.5% YES Students with Disabilities – 18.2% YMHS Students with Disabilities – 13.7%
24-25 PA Future Ready Index- Proficient or Advanced on the State Assessment: Math/Algebra	Percentage of students in the Students with Disabilities subgroup, by school, who scored proficient or advanced on the State Assessment:

24-25 PA Future Ready Index- Proficient or Advanced on the State Assessment: Math/Algebra	EES Students with Disabilities – 6.7% EMHS Students with Disabilities – 6.7% WAEC Students with Disabilities – 9.1% BWMS Students with Disabilities – 5.2% WAHS Students with Disabilities – 11.5% SAES Students with Disabilities – 23.8% SMHS Students with Disabilities – 4.2% YES Students with Disabilities – 18.2% YMHS Students with Disabilities – 3.9%
State Assessment Participation: ELA/Literature	Participation percentage of students in the Students with Disabilities subgroup, by school: BWMS Students with Disabilities – 98.3% EES Students with Disabilities – 100% EMHS Students with Disabilities – 100% SAES Students with Disabilities – 100% SMHS Students with Disabilities – 100% WAEC Students with Disabilities – 100% WAHS Students with Disabilities – 85.7%

	YES Students with Disabilities – 100% YMHS Students with Disabilities – 100%
State Assessment Participation: Math/Algebra	Participation percentage of students in the Students with Disabilities subgroup, by school: BWMS Students with Disabilities – 98.9% EES Students with Disabilities – 100% EMHS Students with Disabilities – 100% SAES Students with Disabilities – 100% SMHS Students with Disabilities – 100% WAEC Students with Disabilities – 100% WAHS Students with Disabilities – 85.7% YES Students with Disabilities – 100% YMHS Students with Disabilities – 100%

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
24-25 PA Future Ready Index- Proficient or Advanced on the State Assessment: ELA/Literature	Percentage of students in the Students who are Economically Disadvantaged subgroup, by school, who scored proficient or advanced on the State Assessment: ELA/Literature BWMS Economically Disadvantaged – 17.5%

	EES Economically Disadvantaged – 36.7% EMHS Economically Disadvantaged – 40.5% WAEC Economically Disadvantaged – 19.6% WAHS Economically Disadvantaged – 56.5% SAES Economically Disadvantaged – 25.9% SMHS Economically Disadvantaged – 42.9% YES Economically Disadvantaged – 36.9% YMHS Economically Disadvantaged – 29.3%
24-25 PA Future Ready Index- Proficient or Advanced on the State Assessment: Math/Algebra	Percentage of students in the Students who are Economically Disadvantaged subgroup, by school, who scored proficient or advanced on the State Assessment: Math/Algebra BWMS Economically Disadvantaged – 12.3% EES Economically Disadvantaged – 33.3% EMHS Economically Disadvantaged – 25.3% SAES Economically Disadvantaged – 25.9% SMHS Economically Disadvantaged – 27% WAEC Economically Disadvantaged – 24.5% WAHS Economically Disadvantaged – 25% YES Economically Disadvantaged – 23.1%

	YMHS Economically Disadvantaged – 17.3%
State Assessment Participation: ELA/Literature	Participation percentage of students in the Students who are Economically Disadvantaged subgroup, by school BWMS Economically Disadvantaged – 97.8% EES Economically Disadvantaged – 100% EMHS Economically Disadvantaged – 97.5% SAES Economically Disadvantaged – 100% SMHS Economically Disadvantaged – 100% WAEC Economically Disadvantaged – 98.2% WAHS Economically Disadvantaged – 95.8% YES Economically Disadvantaged – 100% YMHS Economically Disadvantaged – 100%
State Assessment Participation: Math/Algebra	Participation percentage of students in the Students who are Economically Disadvantaged subgroup, by school BWMS Economically Disadvantaged – 98.1% EES Economically Disadvantaged – 100% EMHS Economically Disadvantaged – 97.5% SAES Economically Disadvantaged – 100% SMHS Economically Disadvantaged – 100%

	WAEC Economically Disadvantaged – 98.2% WAHS Economically Disadvantaged – 94.4% YES Economically Disadvantaged – 100% YMHS Economically Disadvantaged – 100
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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 2024 - 2025 ELA/Literature and Math/Algebra State Assessment Participation for the Students with Disabilities subgroup in all schools was high.
The 2024 - 2025 ELA/Literature and Math/Algebra State Assessment Participation for the Economically Disadvantaged subgroup in all schools was high.

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.

Pennsylvania Future Ready Index data show that the percentage of students in the Students with Disabilities subgroup across the district scoring Proficient or Advanced on the ELA/Literature and Math/Algebra state assessments were low, indicating a need for continued improvement in literacy instruction and student supports.
Pennsylvania Future Ready Index data show that the percentage of students in the Economically Disadvantaged subgroup across the district scoring Proficient or Advanced on the ELA/Literature and Math/Algebra state assessments were low, indicating a need for continued improvement in mathematics instruction and student supports.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	n/a
Title 1 Program	The Title I School-Wide plans for EES, SAEMS, WAEC, and YEMS all face challenges with PSSA ELA and Math proficiency. Goals in all four elementary schools include increasing ELA and math PSSA scores.
Student Services	n/a
K-12 Guidance Plan (339 Plan)	n/a
Technology Plan	n/a
English Language Development Programs	n/a

Strengths

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

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.

The Title I School-Wide plans for EES, SAES, WAEC, and YES all face challenges with PSSA ELA and Math proficiency. Goals in all four elementary schools include increasing ELA and math PSSA scores.

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	Operational
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	Operational

Focus on Continuous Improvement of Instruction

Ensure effective, standards-aligned curriculum and assessment	Exemplary
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	Exemplary
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Emerging
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.

Ensure effective, standards-aligned curriculum and assessment
Coordinate and monitor supports aligned with students’ and families’ needs

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.

Recruit and retain fully credentialed, experienced and high-quality leaders and teachers
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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
2024 - 2025 ELA/Literature State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.	Yes, Consider in Plan
2024 - 2025 Math/Algebra State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.	Yes, Consider in Plan
The percentage of kindergarten students scoring at or above benchmark on the end of year DIBELS assessment was 87%.	Not a primary focus in plan
The percent of first grade students scoring at or above benchmark on the end of year DIBELS assessment was 74%.	Not a primary focus in plan
The percent of kindergarten students scoring at or above benchmark on the end of year mCLASS Math assessment was 45%.	Not a primary focus in plan
No other strength can be identified through assessment data.	Not a primary focus in plan
The percent of Grade 5 students scoring at or above benchmark on the end of year CDT assessment was 59.34%.	Not a primary focus in plan
The percentage of completion of CCR activities across the district at the elementary level is high.	Not a primary focus in plan
The percentage of completion of CCR activities across the district at the secondary level is high.	Not a primary focus in plan
The 2024 - 2025 ELA/Literature and Math/Algebra State Assessment Participation for the Students with Disabilities subgroup in all schools was high.	Not a primary focus in plan
The 2024 - 2025 ELA/Literature and Math/Algebra State Assessment Participation for the Economically Disadvantaged subgroup in all schools was high.	Not a primary focus in plan
Ensure effective, standards-aligned curriculum and assessment	Yes, Consider in Plan
Coordinate and monitor supports aligned with students' and families' needs	Yes, Consider in Plan

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).

Challenges	Check for Consideration in Plan
Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the ELA/Literature state assessment is low, indicating a need for continued improvement in literacy instruction and student supports.	Yes, Consider in Plan
Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the Math/Algebra state assessment is low, indicating a need for continued improvement in mathematics instruction and targeted student supports.	Yes, Consider in Plan
The percent of elementary students (3rd-5th) scoring at or above benchmark on the end of year ELA CDT assessment was low, indicating a need for continued improvement in literacy instruction and student supports.	Not a primary focus in plan
The percent of middle level students (6th-8th) scoring at or above benchmark on the end of year ELA CDT assessment was low, indicating a need for continued improvement in literacy instruction and student supports.	Not a primary focus in plan
The percent of elementary students (3rd-5th) scoring at or above benchmark on the end of year Math CDT assessment was low, indicating a need for continued improvement in mathematics instruction and student supports.	Not a primary focus in plan
The percent of middle level students (6th-8th) scoring at or above benchmark on the end of year Math CDT assessment was low, indicating a need for continued improvement in mathematics instruction and student supports.	Not a primary focus in plan
The percent of Grade 8 students scoring at or above benchmark on the end of year CDT assessment was 23.30%.	Not a primary focus in plan
There are no challenges in this area at this time.	Not a primary focus in plan
There are no challenges in this area at this time.	Not a primary focus in plan
Pennsylvania Future Ready Index data show that the percentage of students in the Students with Disabilities subgroup across the district scoring Proficient or Advanced on the ELA/Literature and Math/Algebra state	Not a primary focus in plan

assessments were low, indicating a need for continued improvement in literacy instruction and student supports.	
Pennsylvania Future Ready Index data show that the percentage of students in the Economically Disadvantaged subgroup across the district scoring Proficient or Advanced on the ELA/Literature and Math/Algebra state assessments were low, indicating a need for continued improvement in mathematics instruction and student supports.	Not a primary focus in plan
The Title I School-Wide plans for EES, SAES, WAEC, and YES all face challenges with PSSA ELA and Math proficiency. Goals in all four elementary schools include increasing ELA and math PSSA scores.	Not a primary focus in plan
Recruit and retain fully credentialed, experienced and high-quality leaders and teachers	Not a primary focus in plan

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.

Student achievement continues to be a priority for the Warren County School District. While some of our state assessment results are below the state average, we are also seeing areas where students are making progress across the district. Improving student achievement is complex work, and it takes time, consistency, and sustained effort. Over the past several years, we have taken meaningful steps to strengthen our curriculum, instruction, assessment practices, professional learning, leadership capacity, and student supports, and we are continuing to build on that work. The Board's recently adopted goals directly support these efforts and reinforce our shared commitment to improving outcomes for students.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the ELA/Literature state assessment is low, indicating a need for continued improvement in literacy instruction and student supports.	District ELA achievement has been impacted by several interrelated factors over time. The transition to the more rigorous PA Core Standards increased expectations for critical thinking, analysis, and application, requiring instructional shifts that took time to fully implement with consistency. The COVID-19 pandemic further disrupted instruction and resulted in learning loss, particularly in foundational literacy skills, stamina, and readiness. Ongoing staffing challenges, including teacher shortages, turnover, and reduced instructional supports, have limited the consistency and intensity of literacy instruction in some settings. Together, these factors have contributed to variability in instructional implementation and student performance on state ELA assessments. Additionally, the shift to fully online state assessments and the mismatch between daily instructional supports and testing conditions can affect how students demonstrate their ELA/Literature understanding on state assessments.	Priority
Pennsylvania Future Ready Index data show that the percentage of students in the All Student Group across the district scoring Proficient or Advanced on the Math/Algebra state assessment is low, indicating a need for continued improvement in mathematics instruction and targeted student supports.	A key contributing factor has been the long-term adjustment to Pennsylvania's more rigorous standards, which require stronger conceptual understanding, multi-step problem solving, and mathematical reasoning from students. Learning disruptions from the COVID-19 pandemic created gaps in foundational skills and learning readiness that continue to impact performance, even with the district's strong efforts to maintain instruction and access. Staffing challenges, including teacher shortages, turnover, and reduced staffing levels in some areas, have contributed to variability in instructional consistency, and higher class sizes in some grade levels can limit the	Priority

	individualized feedback and targeted support some learners need. Additionally, the shift to fully online state assessments and the mismatch between daily instructional supports and testing conditions can affect how students demonstrate their math understanding on state assessments.	
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Analyzing Strengths

Analyzing Strengths	Discussion Points
2024 - 2025 ELA/Literature State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.	High state assessment participation across all schools provides reliable, representative data that can be used to accurately identify instructional gaps, monitor progress, and target curriculum, instruction, and supports to improve ELA/Literature achievement districtwide.
2024 - 2025 Math/Algebra State Assessment Participation: The All Student Group in all schools had a high PA State Assessment Participation Rate.	High state assessment participation across all schools provides reliable, representative data that can be used to accurately identify instructional gaps, monitor progress, and target curriculum, instruction, and supports to improve Mathematics/Algebra achievement districtwide.
Ensure effective, standards-aligned curriculum and assessment	The district's effective, standards-aligned curriculum and assessment system will be leveraged to improve ELA and math achievement by ensuring consistent instructional expectations, targeted use of assessment data to identify skill gaps, and alignment of interventions and professional learning to priority standards.
Coordinate and monitor supports aligned with students' and families' needs	By coordinating and monitoring supports aligned to students' and families' needs, the district can more effectively remove barriers to learning, improve student engagement and attendance, and ensure targeted academic interventions are in place to support growth in ELA and math achievement.

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	The district will refine instructional practices, professional learning, and student support systems to ensure consistent, high-quality literacy and ELA instruction that improves ELA/Literature outcomes.
	The district will continue to strengthen the consistency and rigor of standards-aligned mathematics instruction and interventions by ensuring effective instructional practices, targeted student supports, and consistent use of curriculum, assessment, and data to improve mathematics achievement for all students.

Goal Setting

Priority: The district will refine instructional practices, professional learning, and student support systems to ensure consistent, high-quality literacy and ELA instruction that improves ELA/Literature outcomes.

Outcome Category		
English Language Arts		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA/Literature PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.		
Measurable Goal Nickname (35 Character Max)		
ELA/Literature Achievement		
Target Year 1	Target Year 2	Target Year 3
By June 2027: Achieve at least a 3% increase in ELA/Literature proficiency.	By June 2028: Achieve at least a 6% cumulative increase in ELA/Literature proficiency.	By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA/Literature PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.

Priority: The district will continue to strengthen the consistency and rigor of standards-aligned mathematics instruction and interventions by ensuring effective instructional practices, targeted student supports, and consistent use of curriculum, assessment, and data to improve mathematics achievement for all students.

Outcome Category		
Mathematics		
Measurable Goal Statement (Smart Goal)		
By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the Math/Algebra PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.		
Measurable Goal Nickname (35 Character Max)		
Math/Algebra Achievement		
Target Year 1	Target Year 2	Target Year 3

By June 2027: Achieve at least a 3% increase in Math/Algebra proficiency.	By June 2028: Achieve at least a 6% cumulative increase in Math/Algebra proficiency.	By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the Math/Algebra PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.
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Action Plan

Measurable Goals

ELA/Literature Achievement	Math/Algebra Achievement
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Action Plan For: Standards Aligned ELA Instruction

Measurable Goals:
By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the ELA/Literature PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.

Action Step		Anticipated Start/Completion Date	
The WCSD will ensure fidelity to the sequenced ELA curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Director of Curriculum, Instruction, & Assessment	*WCSD Planned Instruction & Curriculum Maps *District-Adopted Curriculum & Online Resources *District Online Lesson Planning Tool *Common Assessments & Assessment Calendars *Instructional Coaching Support *Administrative Support & Oversight *Scheduled collaborative planning time for ELA educators	Yes	Yes
Action Step		Anticipated Start/Completion Date	
WCSD will reinforce the consistent use of structured literacy practices and evidence-based ELA instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring.		2026-08-26	2029-06-08

Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District-Adopted ELA curriculum and aligned instructional resources *Structured literacy frameworks and guidance documents *District lesson planning tools aligned to scope, sequence, and rigor *Common assessment tools and literacy progress-monitoring data *Instructional coaching and support (instructional coaches, reading specialists, curriculum coordinators) *Scheduled collaborative planning time for ELA educators (faculty meetings, grade-level meetings, department time) *Ongoing professional learning and communication supports, including: *Periodic district communications reinforcing best practices and instructional strategies *Dedicated professional development time for reflection, refreshers, and peer sharing	Yes	No
Action Step		Anticipated Start/Completion Date	
Provide ongoing, high-quality professional learning to support effective ELA instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based literacy/ELA practices.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District professional learning funding (local, state, and federal sources, as applicable) *Contracts or agreements with curriculum experts and professional learning providers *District instructional coaches and literacy specialists *IU5 professional learning offerings and consultation support *Registration, travel, and materials for approved literacy/ELA trainings and conferences *Time allocated within the district professional development calendar *Administrative support for scheduling and participation *Monitoring tools, feedback protocols, and documentation to track participation and impact	Yes	No
Action Step		Anticipated Start/Completion Date	

The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District benchmark and common marking period assessments *Assessment analysis tools and data reports *Scheduled time for teachers and administrators to review and discuss data *Instructional coaching and support for data-informed planning *Intervention and supplemental instructional resources aligned to identified needs *Flexible grouping structures within classrooms and intervention settings *Administrative support to coordinate schedules and monitor implementation	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
*Curriculum pacing checks *Lesson plan reviews *Professional development attendance records and evaluations *Data meeting schedules and documented instructional/intervention plans	1.) Curriculum pacing checks will be completed by the Curriculum Office to determine alignment to the district's curriculum pacing guides, assess the feasibility of the established pacing schedule, and provide support as needed. 2.) Lesson plan checks and observations will be completed by building principals to ensure instruction aligns with district curriculum maps, district-adopted literacy resources, and established instructional expectations. 3.) Professional development attendance and evaluations will be reviewed collaboratively by the Curriculum Office, building principals, and instructional coaches to monitor participation and effectiveness. 4.) Data meeting schedules and intervention plans will be developed collaboratively by teachers and building principals to support instructional decision-making and targeted student support.

Action Plan For: Standards Aligned Math Instruction

Measurable Goals:

- By the end of the 2028–2029 school year, the Warren County School District will increase the percentage of students in the All Student Group scoring Proficient or Advanced on the Math/Algebra PSSA/Keystone assessments by 10%, as measured against 2025–2026 baseline data.

Action Step		Anticipated Start/Completion Date	
The WCSD will ensure fidelity to the sequenced Math curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Director of Curriculum, Instruction, & Assessment	*WCSD Planned Instruction & Curriculum Maps *District-Adopted Curriculum & Online Resources *District Online Lesson Planning Tool *Common Assessments & Assessment Calendars *Instructional Coaching Support *Administrative Support & Oversight *Scheduled collaborative planning time for Math educators	Yes	Yes
Action Step		Anticipated Start/Completion Date	
WCSD will reinforce the consistent use of best practices and evidence-based Math instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District-Adopted Math curriculum and aligned instructional resources *Best practices and guidance documents *District lesson planning tools aligned to scope, sequence, and rigor *Common assessment tools and math progress-monitoring data *Instructional coaching and support (instructional coaches, curriculum coordinators) *Scheduled collaborative planning time for Math educators (faculty meetings, grade-level meetings, department time) *Ongoing professional learning and communication supports, including: *Periodic district communications reinforcing best practices and instructional strategies *Dedicated professional development time for reflection, refreshers, and peer sharing	Yes	No

Action Step		Anticipated Start/Completion Date	
Provide ongoing, high-quality professional learning to support effective Math instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based Math practices.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District professional learning funding (local, state, and federal sources, as applicable) *Contracts or agreements with curriculum experts and professional learning providers *District instructional coaches *IU5 professional learning offerings and consultation support *Registration, travel, and materials for approved Math trainings and conferences *Time allocated within the district professional development calendar *Administrative support for scheduling and participation *Monitoring tools, feedback protocols, and documentation to track participation and impact	Yes	No
Action Step		Anticipated Start/Completion Date	
The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.		2026-08-26	2029-06-08
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Building Principals Instructional Coaches Director of Curriculum, Instruction, & Assessment	*District benchmark and common marking period assessments *Assessment analysis tools and data reports *Scheduled time for teachers and administrators to review and discuss data *Instructional coaching and support for data-informed planning *Intervention and supplemental instructional resources aligned to identified needs *Flexible grouping structures within classrooms and intervention settings *Administrative support to coordinate schedules and monitor implementation	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
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*Curriculum pacing checks *Lesson plan reviews *Professional development attendance records and evaluations *Data meeting schedules and documented instructional/intervention plans	1.) Curriculum pacing checks will be completed by the Curriculum Office to determine alignment to the district's curriculum pacing guides, assess the feasibility of the established pacing schedule, and provide support as needed. 2.) Lesson plan checks and observations will be completed by building principals to ensure instruction aligns with district curriculum maps, district-adopted mathematics resources, and established instructional expectations. 3.) Professional development attendance and evaluations will be reviewed collaboratively by the Curriculum Office, building principals, and instructional coaches to monitor participation and effectiveness. 4.) Data meeting schedules and intervention plans will be developed collaboratively by teachers and building principals to support instructional decision-making and targeted student support.
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Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Standards Aligned ELA Instruction	The WCSD will ensure fidelity to the sequenced ELA curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.
Standards Aligned ELA Instruction	WCSD will reinforce the consistent use of structured literacy practices and evidence-based ELA instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring.
Standards Aligned ELA Instruction	Provide ongoing, high-quality professional learning to support effective ELA instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based literacy/ELA practices.
Standards Aligned ELA Instruction	The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.
Standards Aligned Math Instruction	The WCSD will ensure fidelity to the sequenced Math curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.
Standards Aligned Math Instruction	WCSD will reinforce the consistent use of best practices and evidence-based Math instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring.

Standards Aligned Math Instruction	Provide ongoing, high-quality professional learning to support effective Math instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based Math practices.
Standards Aligned Math Instruction	The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.

ELA Instructional Best Practices

Action Step		
- The WCSD will ensure fidelity to the sequenced ELA curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program. - WCSD will reinforce the consistent use of structured literacy practices and evidence-based ELA instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring. - Provide ongoing, high-quality professional learning to support effective ELA instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based literacy/ELA practices. - The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.		
Audience		
K-12 ELA teachers, reading specialists, special education teachers		
Topics to be Included		
Topics include, but are not limited to, curriculum fidelity and alignment to district ELA maps and assessment schedules, structured literacy foundations, evidence-based ELA instructional strategies, effective lesson design, the use of assessment data to inform instruction, high-impact small-group instruction, classroom observation and feedback cycles, collaborative planning and PLC structures, strategies to support diverse learners in ELA, sustained professional learning through coaching, and more.		
Evidence of Learning		
Evidence of learning may include teacher feedback, professional development evaluation forms, observations of evidence-based instructional practices in the classroom, implementation of curriculum-aligned lesson plans, teacher feedback based on their own analysis of student work samples, use of assessment data to inform instruction, participation in grade-level, team, or department discussions, documentation of instructional adjustments made to support student learning, evidence of improved student performance on benchmark or common assessments, and more.		
Lead Person/Position	Anticipated Start	Anticipated Completion

Curriculum Office, Building Principals, Instructional Coaches	2026-08-26	2029-06-08
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Learning Format

Type of Activities	Frequency
Inservice day	Inservice days- At least four times per year, coaching- ongoing
Observation and Practice Framework Met in this Plan	
1a: Demonstrating Knowledge of Content and Pedagogy 1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Mathematics Instructional Best Practices

Action Step
- The WCSD will ensure fidelity to the sequenced Math curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program. - WCSD will reinforce the consistent use of best practices and evidence-based Math instructional strategies through aligned lesson planning, instructional resources, coaching support, and ongoing monitoring. - Provide ongoing, high-quality professional learning to support effective Math instruction through a combination of onsite coaching from curriculum experts, district instructional coaching support, Intermediate Unit 5 (IU5) professional learning opportunities, and targeted trainings and conferences aligned to evidence-based Math practices. - The WCSD will utilize benchmark, common marking period assessments, and other data to identify areas of strength and need and to inform the flexible grouping of students for targeted instructional support delivered within the classroom and/or intervention settings.
Audience
K-12 math teachers, special education teachers
Topics to be Included
Topics include, but are not limited to, curriculum fidelity and alignment to district math curriculum maps and assessment schedules, evidence-based mathematics instructional practices, effective lesson design grounded in concrete–representational–abstract (CRA) progression, implementation of high-quality math tasks that promote problem-solving and reasoning, use of assessment data to inform

instruction, structures for productive math discourse, strategies for supporting all learners in mathematics, appropriate and consistent use of math manipulatives, strengthening conceptual understanding alongside procedural fluency, fostering collaborative grade-level or departmental discussions that support consistent instructional expectations across classrooms, and more.

Evidence of Learning

Evidence of learning may include teacher feedback, professional development evaluation forms, observations of evidence-based math instructional practices in the classroom, implementation of curriculum-aligned math lesson plans, teacher feedback based on their own analysis of student work and problem-solving strategies, use of assessment data to inform math instruction, participation in grade-level, team, or department discussions, documentation of instructional adjustments made to support student learning, evidence of improved student performance on benchmark or common math assessments, and more.

Lead Person/Position	Anticipated Start	Anticipated Completion
Curriculum Office, Building Principals, Instructional Coaches	2026-08-26	2029-06-08

Learning Format

Type of Activities	Frequency
Inservice day	Inservice days- At least four times per year, coaching- ongoing
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1d: Demonstrating Knowledge of Resources • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning	
This Step Meets the Requirements of State Required Trainings	

Communications Activities

Standards Aligned ELA Instruction					
Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The WCSD will ensure fidelity to the sequenced ELA curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.	K-12 ELA teachers, reading specialists, special education teachers	Topics include, but are not limited to, curriculum fidelity and alignment to district ELA maps and assessment schedules, structured literacy foundations, evidence-based ELA instructional strategies, effective lesson design, the use of assessment data to inform instruction, high-impact small-group instruction, classroom observation and feedback cycles, collaborative planning and PLC structures, strategies to support diverse learners in ELA, sustained professional learning through coaching, and more.	Curriculum Office, Building Principals, Instructional Coaches	08/26/2026	06/08/2029
Communications					
Type of Communication			Frequency		
Email			At least once, more if needed		

Standards Aligned Math Instruction

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
The WCSD will ensure fidelity to the sequenced Math curriculum maps and common assessment schedules, using the district-adopted curriculum and online resources, with lesson planning aligned to the intended scope, sequence, and rigor of the instructional program.	K-12 math teachers, special education teachers	Topics include, but are not limited to, curriculum fidelity and alignment to district math curriculum maps and assessment schedules, evidence-based mathematics instructional practices, effective lesson design grounded in concrete–representational–abstract (CRA) progression, implementation of high-quality math tasks that promote problem-solving and reasoning, use of assessment data to inform instruction, structures for productive math discourse, strategies for supporting all learners in mathematics, appropriate and consistent use of math manipulatives, strengthening conceptual understanding alongside procedural fluency, fostering collaborative grade-level or departmental discussions that support consistent instructional expectations across classrooms, and more.	Curriculum Office, Building Principals, Instructional Coaches	08/26/2026	06/08/2029

Communications

Type of Communication	Frequency
Email	At least once, more if needed

Approvals & Signatures

Chief School Administrator	Date
Gary L. Weber	2026-01-14

WCSD Gifted Education Plan Assurances (Chapter 16)

Chapter 16 of the PA Code specifies how Pennsylvania will meet its obligations to suspected and identified gifted students who require gifted education to reach their potential. Gifted students are to be provided with quality gifted education services and programs. Requirements for Gifted Education Plans can be found in the Pennsylvania Code (22 Pa Code §16.32).

In accordance with 22 Pa. Code § 4.13(e) (relating to strategic plans) and 22 Pa. Code § 16.4, each school district shall develop and implement a gifted education plan every 6 years.

- The plan shall include the process for identifying children who are gifted and in need of specially designed instruction, as well as the gifted special education programs offered.
- The school district shall make its gifted education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school district's board of directors.
- Each school district shall provide, as the Department may require, reports of students, personnel and program elements, including the costs of the elements, which are relevant to the delivery of gifted education. (22 Pa. Code § 16.4).

Describe your district's Child Find public notice procedures conducted annually to inform the public of the gifted education services AND programs offered (newspaper, student handbooks, school website, etc.).

The Warren County School District communicates information about its gifted education services and programs to students, parents, and the broader community through multiple channels. The WCSD School Handbook references IDEA's Child Find mandate, gifted education policies, screening procedures, and available programs and services. The handbook is accessible both in print and online. Additionally, a gifted education brochure is available for parents, guardians, and community members who wish to learn more about the evaluation process and programming options. Individuals seeking further information may contact the Gifted Support Administrator or the gifted support educators located within each district school.

Describe your district's screening process for locating students who are thought to be gifted and may need specially designed instruction. Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in screening. If the district uses a matrix/rubric, include the matrix in this section.

The Pennsylvania Department of Education requires that each school district conduct a screening procedure to determine which students may be in need of gifted support services. In Warren County, screenings are conducted in 2nd grade and again in 4th grade. Research indicates that a child's intelligence quotient (IQ) becomes more stable around age 8, therefore this age range is an appropriate time to begin identifying students who may require gifted services.

In the final month of 2nd grade, the gifted support screener administers the Cognitive Abilities Test (CogAT) to most students. The CogAT Post Screening Tool is then administered to students who score in the top 10 percent locally. For these students, teacher input regarding rates of acquisition and retention is also gathered. The highest scoring students are referred for a full evaluation, which is conducted at the beginning of 3rd grade.

In addition, the district reviews achievement data including 3rd grade PSSA scores and the Beginning of Year 4th grade benchmark assessments for all 4th graders. Students scoring in the top 10 percent locally are flagged for a closer review.

The Warren County School District has also adopted an Eligibility Determination document for all grade levels that includes multiple criteria for consideration. These categories include cognitive assessments, achievement assessments, teacher input, parent input, and creativity.

Describe your district specific process for determining ELIGIBILITY (through MULTIPLE CRITERIA) and NEED (based on ACADEMIC STRENGTH) for potentially mentally gifted students (EVALUATION). Use district specific details including the data sources used in the process as well as the titles for those staff who have an active role in the evaluation process. If the district uses a matrix/rubric for evaluation that is different from the one described in Question 2, include the different matrix in this section.

The Warren County School District uses a determination document to evaluate a student's need for Gifted Support. This document supports a comprehensive evaluation process that includes teacher input, parent input, a creativity assessment, achievement assessments, and a cognitive assessment. Students are assessed for creativity, rates of acquisition and retention, achievement in reading or math, and cognitive ability (IQ) using a variety of nationally and locally normed assessments.

Once a Permission to Evaluate has been issued and signed by a parent or guardian, the Screening and Evaluation gifted support teacher has 60 calendar days to complete the evaluation and present the Gifted Written Report to the parent or guardian.

Parents are asked to complete a Parent Input Survey, which ranks various gifted characteristics observed in the home setting. They are also asked to provide a narrative describing their child.

Teachers complete the Scales for Rating Behavioral Characteristics of Superior Students (Renzulli Scales), which provide teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, leadership, communication, planning, mathematics, reading, technology, and science. Teachers also submit a narrative describing the student in the classroom and provide ratings for the student's levels of acquisition and retention.

The Torrance Test of Creative Thinking provides five separate assessments of creativity: fluency, originality, abstractness of titles, elaboration, and resistance to premature closure. The resulting Creativity Index serves as a strong indicator of a student's overall level of creativity.

The evaluation coordinator administers an individual or group Cognitive Abilities Test (CogAT) to assess verbal, nonverbal, and quantitative ability. A district school psychologist administers a cognitive ability assessment, most commonly the Wechsler Intelligence Scale for Children, to determine the student's intelligence quotient, along with an individual achievement assessment in reading comprehension and math problem solving.

Masking traits are considered and assigned numerical values within the multiple criteria document. Masking traits may include, but are not limited to, medical diagnoses, low socioeconomic status, race, identified special education services, and English language learner status.

All local and national data are compiled into a Gifted Written Report. Each assessment is assigned a point value based on the student's performance. At the Gifted Multidisciplinary Team meeting, all assessments are reviewed and discussed. Students scoring 20 or more points may be considered to be in need of gifted support services. If a student qualifies, the next step is to develop an initial Gifted Individualized Education Plan.

Look at the district's most recent PIMS October 1 snapshot in field 80. How many students are identified in each area GY (gifted with or without a 504 and receiving services on a GIEP); GS (dually exceptional/twice exceptional and receiving services through an IDEA IEP); GX (gifted and does not require specially designed instruction). Provide the numbers for each category in PIMS. Are all the district's gifted students accounted for in PIMS. If not, how are they different and how will you address the discrepancy?

As of the October 1, 2025 PIMS snapshot, the Warren County School District reported 91 students identified as gifted. Of these students, four are identified as gifted and receive services through a Gifted Individualized Education Plan (GIEP) in conjunction with a Section 504 plan (GY), and seven students are identified as dually exceptional (twice exceptional) and receive gifted services through an IDEA Individualized Education Program (GS).

All students who receive gifted support services through a GIEP or IDEA IEP are accurately reported in PIMS. Students identified in the GX category are those who have been determined to be gifted but do not require specially designed instruction and, therefore, do not receive

gifted services. Because PIMS primarily captures students receiving services, GX students may not be reflected in PIMS in the same manner as students receiving gifted support.

The district reviews PIMS data annually to verify alignment between local gifted identification records and PIMS reporting requirements and will continue to ensure that all students receiving gifted services are appropriately reported.

Review the district data for gifted identification proportionality. Is the district identification proportionately reaching the underrepresented populations? If the answer is yes, how did you address the issue. If the answer is no, how will you address the issue.

Based on district data as of October 2025, the Warren County School District identifies approximately 2.45% of the student population as eligible for gifted support services. While this percentage falls within the commonly cited identification range of 2–5%, it is at the lower end of that range and indicates that the district is not yet proportionately identifying students from underrepresented populations, particularly students from lower socioeconomic backgrounds within the district’s rural context.

Proportionality Determination

Current identification data suggest that proportional representation has not yet been fully achieved. The district recognizes that socioeconomic factors and reliance on traditional standardized assessments may limit the identification of students whose gifted potential is not consistently demonstrated through norm-referenced measures alone.

Procedures Implemented to Address Proportionality

To address identification proportionality, the district has implemented and will continue the following procedures:

Use of Local Norms

The district utilizes a Gifted Determination Document that emphasizes local norms in addition to national comparisons. This practice allows student performance to be evaluated within the context of the district’s demographic and socioeconomic characteristics and reduces potential bias in identification.

Multiple Criteria for Identification

Gifted eligibility determinations are based on multiple data sources, including cognitive assessments, achievement data, classroom performance, teacher input, parent input, creativity measures, and observational data. This approach ensures that gifted potential is identified through a comprehensive review rather than a single assessment measure.

Professional Development and Referral Practices

The district provides ongoing professional development to teachers and administrators focused on recognizing diverse expressions of giftedness and improving referral practices, particularly for students from historically underrepresented groups.

Ongoing Data Monitoring

The district reviews gifted identification data by subgroup, including socioeconomic status, race/ethnicity, disability status, and English language learner status, to monitor progress toward proportionality. Identification practices are adjusted as needed based on data trends and findings.

Conclusion

While the Warren County School District meets general identification benchmarks, current data indicate that continued efforts are necessary to ensure equitable and proportional identification of gifted students. The district's use of local norms, multiple criteria, and ongoing data review provides a structured framework for addressing disproportionality and improving access to gifted identification over time.

22 Pa. Code § 16.5 (related to personnel) requires that a school district and intermediate unit shall provide, under section 1205.1 of the School Code (24 P.S. § 12-1205.1), in-service training for gifted and regular teachers, principals, administrators, and support staff persons responsible for gifted education. Describe how the district is addressing this mandate, including information related to how and when general education teachers are trained and held accountable for delivering gifted services.

Gifted support teachers participate annually in professional development activities designed to ensure compliance with Chapter 16 of the Pennsylvania Code. This includes attendance at the Pennsylvania Association for Gifted Education (PAGE) Conference for Educators to remain current on state regulations, identification procedures, and evidence-based instructional practices for gifted learners. Gifted support staff also participate in Gifted Networking sessions provided through Intermediate Unit 5 (IU5).

Regular education teachers receive professional development related to Chapter 16 requirements, including the delivery of specially designed instruction, through inservice days, faculty meetings, and/or other training sessions held at the district and school level. Ongoing compliance support is provided through continued consultation with gifted support staff and periodic refresher training during faculty meetings. The district monitors implementation through collaboration between regular education and gifted support personnel to ensure gifted services are delivered in accordance with approved Gifted Individualized Education Plans (GIEPs).

What is the breakdown of the district's total costs for gifted education for the current year?

Training for general education teachers \$0

Staff costs \$29,4732.21

Training for gifted support staff \$6,806.91

Materials used for project-based learning \$5,754.26

Transportation \$3,934.5

Field Trips \$9,022.7

The Superintendent/Chief Executive Officer's electronic signature and date signed are necessary before submitting the plan.

Chief School Administrator

Gary L. Weber

1/14/2026

Warren County SD

Induction Plan (Chapter 49) | 2026 - 2029

Profile

LEA Type		AUN
School District		105628302
Address 1		
6820 Market Street		
Address 2		
City	State	Zip Code
Russell	PA	16345
Chief School Administrator		
Mr Gary L Weber		
Chief School Administrator Email		
weberg@wcsdpa.org		
Educator Induction Plan Coordinator Name		
Lynn Shultz		
Educator Induction Plan Coordinator Name Email		
shultzl@wcsdpa.org		
Educator Induction Plan Coordinator Phone Number		Extension
8147236900		1052

Needs Assessment

Observations of inductee instructional practice by a coach or mentor to identify needs.	Yes
Multiple observations of inductee instructional practice by building supervisor to identify needs.	Yes
Regular scheduled meetings with mentors or coaches to reflect upon instructional practice to identify needs.	Yes
Standardized student assessment data	Yes
Classroom assessment data (Formative Summative)	Yes
Inductee survey (local, intermediate units and national level)	Yes
Review of inductee lesson plans	Yes
Review of written reports summarizing instructional activity	Yes
Submission of Inductee Portfolio	No
Knowledge of successful research-based instructional models	Yes
Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).	Yes
Other, please specify below	No
Other	

Based on the tools and methods selected above, describe the LEA's Induction program, including the following details:

Program Structure

All new professional hires participate in a structured induction program led by the Warren County School District Instructional Coaching Team. Each inductee is assigned a qualified mentor with a similar certification and/or assignment, as outlined in the district's Induction Plan. Mentors and inductees collaborate throughout the program using the Inductee/Mentor Record Activities log. One-on-one coaching is available as needed.

Content Included

The program includes district-level topics introduced during a pre-school year orientation, as well as ongoing topics aligned to the four domains of the Charlotte Danielson Framework and the specific needs of inductees. An electronic Professional Learning Community (PLC) provides access to agendas, presentations, and instructional resources necessary for success in the Warren County School District.

Meeting Frequency

A district-wide orientation is held prior to the start of the school year. Monthly meetings are conducted throughout the year by the Instructional Coaching Team. Make-up meetings are available for inductees who are unable to attend scheduled sessions.

Delivery Format

The program is delivered through a combination of in-person and electronic formats, including district-led orientation sessions, monthly meetings, mentor-inductee discussions, one-on-one coaching, and an electronic PLC that houses all program materials and resources.

Mentors

Pool of possible mentors is comprised of teachers with outstanding work performance.	Yes
Potential mentors have similar certifications and teaching assignments.	Yes
Potential mentors must model continuous learning and reflection.	Yes
Potential mentors must have knowledge of LEA policies, procedures, and resources.	Yes
Potential mentors must have demonstrated ability to work effectively with students and other adults.	Yes
Potential mentors must be willing to accept additional responsibility.	Yes
Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching, and conferencing skills, problem-solving skills and knowledge of adult learning and development).	Yes
Mentors and inductees must have compatible schedules so that they can meet regularly.	Yes
Other, please specify below	Yes

Other

Preferred Criteria: - Holds a valid Pennsylvania Level II teaching certificate and meets all district mentor qualifications - Models professional conduct, maintains a positive and reflective approach to teaching, and is well respected by colleagues - Demonstrates strong instructional expertise by modeling effective, research-based teaching practices and clearly articulating pedagogical decisions - Demonstrates effective classroom management practices that foster a safe, respectful, and productive learning environment - Communicates clearly and professionally with colleagues, students, and families, using strong active listening skills - Promotes reflective practice by encouraging questions, professional dialogue, and instructional inquiry - Manages conflict and challenging situations constructively and maintains professionalism under pressure - Demonstrates flexibility and availability to support inductees, including accommodating schedules when possible

Please explain the LEA's process for ensuring their mentors have the above selected characteristics.

The Warren County School District uses a structured and intentional process to ensure mentors possess the selected characteristics. All mentors must meet certification requirements established in the district's Induction Plan. Building administrators, in collaboration with the Instructional Coaching Team, identify mentor candidates based on demonstrated professional practice, instructional effectiveness, and their ability to support and guide colleagues. Selection decisions are informed by administrators' knowledge of candidates' classroom practice, professional interactions, and collaboration within the school community. Consideration is given to educators who consistently

demonstrate strong instructional and classroom practices, communicate effectively, engage in reflective dialogue, and maintain professionalism when supporting colleagues and addressing challenges. Mentors are selected from individuals who have shown a willingness to support others and the flexibility to meet regularly with inductees. Ongoing monitoring occurs through required documentation, coaching interactions, and feedback from inductees. This process allows the district to ensure mentors continue to demonstrate the desired characteristics and provide effective support throughout the induction experience.

Educator Induction Plan Topic Areas

Accommodations and Adaptations for Diverse Learners

Topic Objectives

- Develop inductees' ability to understand and implement required accommodations and instructional adaptations that ensure equitable access to grade-level content for diverse learners. - Strengthen inductees' capacity to design inclusive instruction and collaborate with colleagues to monitor student progress and adjust supports based on student needs.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

3e: Demonstrating Flexibility and Responsiveness

Assessments and Progress Monitoring

Topic Objectives

- Develop inductees' understanding of using formative and summative assessments to measure student learning and inform instructional decisions. - Build inductees' capacity to analyze assessment data to monitor student progress, provide targeted feedback, and adjust instruction to support student growth.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

3d: Using Assessment in Instruction

1f: Designing Student Assessments

4a: Reflecting on Teaching

Classroom and Student Management

Topic Objectives

- Develop inductees' ability to establish clear expectations, routines, and positive learning environments that support student engagement and appropriate behavior. - Strengthen inductees' capacity to apply effective behavior management strategies and respond proactively to student needs to maximize instructional time and learning.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

2c: Managing Classroom Procedures

2d: Managing Student Behavior

2e: Organizing Physical Space

Code of Professional Practice and Conduct and for Educators**Topic Objectives**

- Develop inductees' understanding of ethical responsibilities, professional standards, and district guidelines that outline professional behavior and decision-making. - Strengthen inductees' ability to apply the Code of Professional Practice and Conduct in daily interactions with students, families, colleagues, and the school community.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

4d: Participating in a Professional Community

4e: Growing and Developing Professionally

4f: Showing Professionalism

4b: Maintaining Accurate Records

Common Ground

Topic Objectives

- Develop inductees' understanding of how diverse student experiences — including cultural backgrounds, trauma history, socio-economic factors, and other challenges — can impact learning and engagement, and how to respond in supportive and inclusive ways. - Strengthen inductees' ability to apply relevant competencies — including culturally responsive engagement, trauma-informed approaches, and effective use of technology — to create inclusive, equitable learning environments and support student growth.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1b: Demonstrating Knowledge of Students

4c: Communicating with Families

4f: Showing Professionalism

Data Informed Decision Making

Topic Objectives

- Develop inductees' ability to collect, interpret, and use multiple sources of student data to inform instructional planning and support student learning. - Strengthen inductees' capacity to reflect on data trends, monitor the impact of instructional decisions, and adjust practices to improve student outcomes.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

1c: Setting Instructional Outcomes

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3d: Using Assessment in Instruction

Educator Effectiveness

False Check if Brick and Mortar Charter School and the Educator Effectiveness topic is not included because Educator Effectiveness is not required for Brick and Mortar charter schools.

Topic Objectives

- Develop inductees' understanding of the Educator Effectiveness framework, including observation processes, professional practice expectations, and measures of student performance. - Strengthen inductees' ability to reflect on feedback, set professional goals, and use evaluation data to support continuous growth and instructional improvement.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4e: Growing and Developing Professionally

4f: Showing Professionalism

4b: Maintaining Accurate Records

Instructional Practices

Topic Objectives

- Develop inductees' ability to plan and deliver standards-aligned instruction using effective, research-based instructional strategies. - Strengthen inductees' capacity to reflect on instructional effectiveness and adjust practices to meet student learning needs.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

3a: Communicating with Students

3b: Using Questioning and Discussion Techniques

3c: Engaging Students in Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

1a: Demonstrating Knowledge of Content and Pedagogy

4a: Reflecting on Teaching

Material and Resources for Instruction

Topic Objectives

- Develop inductees' use of instructional materials and resources that align with curriculum standards, support effective lesson pacing, and meet learning goals. - Strengthen inductees' capacity to effectively utilize district resources and instructional tools to engage students, manage instructional time, and support student learning.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-06-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

1a: Demonstrating Knowledge of Content and Pedagogy

1c: Setting Instructional Outcomes

1b: Demonstrating Knowledge of Students

Parental and/or Community Involvement

Topic Objectives

- Strengthen inductees' capacity to foster positive relationships with parents and the community while collaborating to support student success.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4c: Communicating with Families

4f: Showing Professionalism

Professional Ethics Program Framework Guidelines**Topic Objectives**

- Strengthen inductees' ability to apply ethical principles and professional standards in decision-making, interactions with students and colleagues, and professional practice to promote integrity, equity, and responsibility within the school community.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4f: Showing Professionalism

Progress Reports and Parent-Teacher Conferencing

Topic Objectives

- Develop inductees' ability to accurately communicate student progress through clear, timely, and professional progress reports aligned with district expectations. - Strengthen inductees' capacity to conduct effective parent-teacher conferences that use student data to support collaborative problem-solving and promote student growth.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

4b: Maintaining Accurate Records

4c: Communicating with Families

1a: Demonstrating Knowledge of Content and Pedagogy

1b: Demonstrating Knowledge of Students

3a: Communicating with Students

2c: Managing Classroom Procedures

Safe and Supportive Schools

Topic Objectives

- Develop inductees' understanding of district policies, procedures, and practices that promote student safety, well-being, and a positive school climate. - Strengthen inductees' capacity to create supportive, inclusive learning environments that foster respect, belonging, and social-emotional growth for all students.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

2a: Creating an Environment of Respect and Rapport

2d: Managing Student Behavior

2e: Organizing Physical Space

4c: Communicating with Families

Standards/Curriculum**Topic Objectives**

- Develop inductees' understanding of state standards and district curriculum frameworks and how they guide instructional planning and assessment. - Strengthen inductees' capacity to align instruction, materials, and assessments to standards to support coherent and rigorous learning experiences.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1d: Demonstrating Knowledge of Resources

1e: Designing Coherent Instruction

1f: Designing Student Assessments

3d: Using Assessment in Instruction

4a: Reflecting on Teaching

Student Learning

Topic Objectives

- Develop inductees' understanding of how students learn and how instructional decisions impact student engagement and achievement. - Strengthen inductees' capacity to use instructional strategies and feedback to support student growth and learning outcomes.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

3c: Engaging Students in Learning

3b: Using Questioning and Discussion Techniques

2b: Establishing a Culture for Learning

3d: Using Assessment in Instruction

3e: Demonstrating Flexibility and Responsiveness

4a: Reflecting on Teaching

1e: Designing Coherent Instruction

Teacher Competency

Topic Objectives

- Develop inductees' understanding of the knowledge, skills, and dispositions required for effective teaching and professional practice. - Strengthen inductees' capacity to demonstrate competency through reflective practice, application of effective strategies, and continuous professional growth.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1a: Demonstrating Knowledge of Content and Pedagogy

1e: Designing Coherent Instruction

4a: Reflecting on Teaching

4e: Growing and Developing Professionally

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

Technology Instruction

Topic Objectives

- Develop inductees' ability to integrate instructional technology effectively to enhance teaching, learning, and student engagement. - Strengthen inductees' capacity to use technology tools responsibly and efficiently to support instruction, assessment, and communication.

Lead Person/Position

Medina Reynolds/Instructional Coach Amy O'Donnell/Instructional Coach April Tharp/Technology Coach District Administration Mentors

Anticipated Start

2026-08-17

Anticipated Completion

2029-06-08

Observation and Practice Framework Met in this Topic

1d: Demonstrating Knowledge of Resources

2e: Organizing Physical Space

3c: Engaging Students in Learning

3e: Demonstrating Flexibility and Responsiveness

4e: Growing and Developing Professionally

4c: Communicating with Families

Evaluation and Monitoring

Monitoring Routines

Questionnaires are distributed prior to monthly meetings to gather input on additional topics or concerns inductees would like addressed, beyond the planned monthly focus. Following each meeting, inductees complete a feedback survey to evaluate the session. Survey results are reviewed and used to adjust agendas and topics as needed. At the conclusion of the induction program, inductees complete a comprehensive survey to assess their overall experience. These results are analyzed, and any recommended changes or additions are incorporated into the Induction Plan for the following year. Program planning is ongoing and includes regular evaluation and refinement. Continuous communication among mentors, building principals, and the Instructional Coaching Team allows for the identification of additional supports to address individual inductee needs. Evaluation efforts focus on the effectiveness of the program in promoting professional growth. Data collected to evaluate the induction program's design, implementation, and outcomes include participant surveys, observations, and monthly mentor-inductee meeting logs. Surveys may be completed by inductees, mentors, and district administrators to assess satisfaction and identify program strengths and areas for improvement.

Uploaded Files

26-29 WCSD Educator Induction Plan.docx

Documentation of Participation and Completion

Mentor documents his/her inductee's involvement in the program.

Yes

A designated administrator receives, evaluates, and archives all mentor records.

Yes

School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

Yes

Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.

Yes

Confirm that all first-year teachers (including teachers in prekindergarten programs, when offered) and educational specialists are included in the induction program. Long-term substitutes who are hired for a position for 45 days or more also shall be included in a school entity's induction plan and shall participate in an induction experience for the period of time in which they serve in that

capacity.

Yes

Signatures and Quality Assurance

Will all first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists be identified and provided a 2-year induction experience beginning in the 2024-25 SY? ([22 Pa Code, 49.16](#))

Yes

Is the induction plan prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity? ([22 Pa Code, 49.16](#))

Yes

Has the plan been made available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team? ([22 Pa Code, 49.16](#))

Yes

Does the induction plan include training on the teacher observation and evaluation model inclusive of the consistent use of quality teacher-specific data and building-level data within student performance measures? ([24 P.S. § 11-1138.8 \(c\)\(3\)](#) and [22 Pa Code, 49.16](#))

Yes

Does the induction plan:

a. Assess the needs of inductees?

Yes

b. Describe how the program will be structured?

Yes

c. Describe what content will be included, along with the delivery format and timeframe?

Yes

d. Include a two-year induction program effective the {SchoolYear} school year?

Yes

Does your LEA provide Induction programming for any Pennsylvania Pre-K Counts programs?

Yes

True We affirm that this Educator Induction Plan has been developed in accordance with the laws, regulations and guidelines for the development, implementation and evaluation of the Induction Plan as designated in Chapter 4 of the Pennsylvania Department of Education School Code.

True We affirm that this Educator Induction Plan focuses on the learning needs of each professional staff member to ensure high quality instruction for all students.

Educator Induction Plan Coordinator	Date
Lynn Shultz	2026-01-14

False I affirm that this Induction Plan provides staff learning that improves the learning of all students as outlined in the National Staff Development Council's Standards for Staff Learning .	Date
Chief School Administrator Gary L. Weber	2026-01-14