Waynesboro Area SD

Comprehensive Plan | 2026 - 2029

Profile and Plan Essentials

LEA Type		AUN
School District		112289003
Address 1		
210 Clayton Ave		
Address 2		
City	**State**	**Zip Code**
Waynesboro	PA	17268
Chief School Administrator		**Chief School Administrator Email**
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Single Point of Contact Name		
Dr Diane A McCallum		
Single Point of Contact Email		
diane_mccallum@wasdpa.org		
Single Point of Contact Phone Number		
7177621191		

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Stephanie States	Administrator	Clayton Ave Administration Offices	stephanie_states@wasdpa.org
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Hodge		School	
David Tase	Parent	Mowrey	dtase@foragelab.com
Erin Ellis	Staff Member	Waynesboro Area Senior High School	erin_ellis@wasdpa.org
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Brian Carroll	Parent	Waynesboro Area Middle School	brian.carroll@f-mtrust.com
Lauren Grove	Staff Member	Summitview Elementary	lauren_grove@wasdpa.org

LEA Profile

The Waynesboro Area School District is a little larger than an average-sized, suburban school district in Franklin County, Pennsylvania. The school district is in the south-central area of Pennsylvania bordering the Maryland state line. The district encompasses approximately 93 square miles. According to the 2020 census, it services a population of 33,182 people. Since the last census, per the United States Census Bureau, the District's population grew from about 32,000 people.

The school district is made up of the Borough of Waynesboro, the Borough of Mont Alto, Washington Township, Quincy Township, and part of Guilford Township referred to as "Guilford 5". The bordering school districts are the Chambersburg Area School District, Fairfield Area School District (Adams County), Greencastle-Antrim School District, and Washington County Public Schools (Maryland).

The educational attainment levels for the District population is about 20% for citizens age 25 and older hold a bachelor degree or greater in the Borough of Waynesboro (US Census 2020). Areas in the WASD have as little as 13% or as great as 23% of its citizens 25 and older with a bachelor degree. The Greencastle and Chambersburg areas average about 25% of the citizens holding a bachelor degree or better; the WASD community averages a little over 18%.

Mission and Vision

Mission

Through the First Choice Pillars of Academics, Careers, Innovative Learning, and Whole Child, The Waynesboro Area School District will graduate responsible citizens prepared to work, serve, succeed and compete in an evolving society.

Vision

Empowering Individuals for Future Opportunities

Educational Values

Students

-Actively engage and take responsibility in one’s academic development, social emotional learning, and future opportunities. -Develop the ability to think critically, problem-solve, communicate effectively, and other related skills needed to respectfully cooperate and collaborate with individuals of various abilities, points of view, and beliefs. -Build a lifelong commitment to personal growth and learning.

Staff

-Provide personalized learning opportunities for learners. -Model compassion and growth mindset. -Provide consistent, effective, and timely communication with learners and families. -Partner with families to exceed expectations for their child. -Promote resiliency, empathy, and agency among learners to achieve their First Choice. -Actively participate in professional learning and utilize new strategies to enhance classroom instruction. -Utilize innovative instructional strategies and best practices to support growth and needs in the areas of academics, career, and whole child.

Administration

-Serve as educational leaders who navigate change and celebrate success. -Support the professional growth and personal needs of faculty, staff, and learners. -Model compassion and growth mindset. -Provide and model consistent, effective, and timely communication with learners, staff, families, and the community. -Implement reliable systems to ensure faculty and staff are fully equipped and supported. -Exceed parent and community expectations by developing systems to solicit stakeholder feedback, identify needs, and implement plans for improvement. -Recruit and retain high quality staff to maintain a student-centered learning environment and positive work environment.

Parents

-Serve as an active collaborator in the education of their child. -Ensure their child attends school daily. -Promote and support a school environment that is safe, inclusive, and built on trust for all learners and staff. -Serve as a partner in their child’s First Choice pursuits. -Model compassion and growth mindset. -Provide consistent, effective, and timely communication with teachers and school staff.

Community

-Serve as a vital partner to the district by staying informed of district events, needs, and goals. -Support WASD’s success in the areas of academics, career, and whole child. -Partner with WASD to engage in and support the achievement of First Choice for all learners. -Model compassion and growth mindset.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Career Standards Benchmark	All six schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating district-wide consistency in career readiness programming and artifact completion across grade spans.
Math Growth	Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level mathematics growth across multiple measures.
ELA & Math Growth	Hooverville Elementary exceeded the statewide growth standard in both ELA and Mathematics in 2024–25, reflecting sustained academic growth at the elementary level.
4-Year Cohort Graduation Rate	WASHS met the 2033 statewide goal for the four-year cohort graduation rate, demonstrating strong completion systems at the secondary level.
Regular Attendance	All elementary schools met the performance standard for Regular Attendance in 2024–25, reflecting strong engagement systems at the K–5 level.
Science Performance	Historically, elementary science performance has met or exceeded statewide averages, and district implementation of the STEELS standards positions the district to strengthen vertical science alignment prior to the return of science accountability measures.

Challenges

Indicator	Comments/Notable Observations
ELA Performance	No school met the interim performance target for ELA proficiency in 2024–25, and all buildings remain below the 2029 trajectory target, indicating insufficient academic momentum toward long-term ELA goals.
ELA Growth	Five of six schools did not meet the statewide growth standard for ELA in 2024–25, indicating inconsistent growth patterns across grade spans.
ELA & Math Performance & Growth	Waynesboro Area Middle School demonstrates the largest gap to 2029 trajectory targets in both ELA and Mathematics proficiency, with low Advanced/Proficient rates and insufficient ELA growth.
Mathematics Performance	All buildings remain below the 2029 trajectory target for Mathematics proficiency, with particularly significant gaps at the middle school level.
Regular Attendance	Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance in 2024–25, reflecting declining engagement at the secondary level.
Science Growth	Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.

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

Strengths

Indicator Math Growth (PVAAS 2024–25) **Grade Level(s) and/or Student Group(s)** All Student Group – Grades 6–12 : Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard in Mathematics, indicating strong secondary-level growth momentum.	**Comments/Notable Observations** Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard in Mathematics, indicating strong secondary-level growth momentum.
Indicator ELA Growth (PVAAS 2024–25) **Grade Level(s) and/or Student Group(s)** All Student Group at Hooverville Elementary exceeded the statewide growth standard in ELA, demonstrating sustained academic growth at the elementary level.	**Comments/Notable Observations** All Student Group at Hooverville Elementary exceeded the statewide growth standard in ELA, demonstrating sustained academic growth at the elementary level.
Indicator Math Growth (PVAAS 2024–25) **Grade Level(s) and/or Student Group(s)** The Economically Disadvantaged subgroup met or exceeded the statewide growth standard in Mathematics at the middle and high school levels.	**Comments/Notable Observations** The Economically Disadvantaged subgroup met or exceeded the statewide growth standard in Mathematics at the middle and high school levels.
Indicator ELA Growth (PVAAS 2024–25) **Grade Level(s) and/or Student Group(s)** Students with Disabilities met the statewide growth standard in ELA at Fairview Elementary, demonstrating isolated growth strength.	**Comments/Notable Observations** Students with Disabilities met the statewide growth standard in ELA at Fairview Elementary, demonstrating isolated growth strength.
Indicator Early Indicators of Success – Grade 3 Reading **Grade Level(s) and/or Student Group(s)** Grade 3 Reading Early Indicator performance in select elementary schools demonstrated stronger results relative to district peers.	**Comments/Notable Observations** Grade 3 Reading Early Indicator performance in select elementary schools demonstrated stronger results relative to district peers.

Challenges

Indicator ELA Proficiency (PSSA 2024–25) **Grade Level(s) and/or Student Group(s)** The All Student Group did not meet interim performance targets in ELA proficiency across all buildings.	**Comments/Notable Observations** The All Student Group did not meet interim performance targets in ELA proficiency across all buildings.
Indicator Math Proficiency (PSSA 2024–25) **Grade Level(s) and/or Student Group(s)** The All Student Group did not meet interim performance targets in Mathematics proficiency across all buildings, with the largest gap observed at the middle school level.	**Comments/Notable Observations** The All Student Group did not meet interim performance targets in Mathematics proficiency across all buildings, with the largest gap observed at the middle school level.
Indicator ELA Proficiency (PSSA 2024–25) **Grade Level(s) and/or Student Group(s)** The Economically Disadvantaged subgroup did not meet interim performance targets in ELA across multiple buildings and grade spans.	**Comments/Notable Observations** The Economically Disadvantaged subgroup did not meet interim performance targets in ELA across multiple buildings and grade spans.
Indicator ELA & Math Proficiency (PSSA 2024–25) **Grade Level(s) and/or Student Group(s)** Students with Disabilities did not meet interim performance targets in ELA and Mathematics proficiency across all levels.	**Comments/Notable Observations** Students with Disabilities did not meet interim performance targets in ELA and Mathematics proficiency across all levels.
Indicator Early Indicators of Success – Grade 7 Math **Grade Level(s) and/or Student Group(s)** Grade 7 Mathematics Early Indicator performance remains significantly below desired levels.	**Comments/Notable Observations** Grade 7 Mathematics Early Indicator performance remains significantly below desired levels.

Summary

Strengths

Review the strengths listed. Using the "Add to Summary of Strengths" checkboxes, select 2-5 strengths that have had the most significant impact in addressing your most pressing challenges.

Career Standards Benchmark – District-Wide: All WASD schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating consistent K–12 career readiness implementation.
Secondary Mathematics Growth: Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level growth across multiple measures
High School Graduation Rate:WASHS met the 2033 statewide goal for the four-year cohort graduation rate, reflecting strong secondary completion systems.
Elementary Regular Attendance: All elementary schools met the performance standard for Regular Attendance in 2024–25, indicating strong engagement at the K–5 level.

Challenges

Review the challenges listed. Using the "Add to Summary of Challenges" checkboxes, select 2-5 challenges that, if improved, would have the most impact in achieving your Future Ready PA index targets.

ELA Proficiency and Growth & Math Proficiency – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25. All schools remain below the 2029 trajectory target for Mathematics proficiency, with the largest gap at the middle school level.
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.
Transition to STEELS Standards and Future Science Accountability: Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.

Local Assessment

English Language Arts

Data	Comments/Notable Observations
Elementary Acadience Data K-5	Elementary Acadience data shows variability across grades and buildings.
PSSA ELA 6-8	Middle school ELA proficiency remains below statewide averages.
Literature CDT	Literature CDT results at the high school level indicate proficiency-level performance in early administrations.
PVAAS math grades 6-8	Multi-year PVAAS growth data shows a consistent growth inflection at Grade 6 across subgroups. Grade 7 shows partial stabilization; Grade 8 shows stronger growth recovery.

English Language Arts Summary

Strengths

Select elementary grades demonstrate positive early literacy movement in local diagnostics.
High school Literature CDT results indicate proficiency-level performance in early administrations.
Growth in Grade 8 ELA shows stabilization following earlier middle school inflection.
Embedded career exposure and exploration increases application and engagement with learning in ELA.

Challenges

Elementary ELA growth is inconsistent across buildings and grade levels.
Middle school ELA performance remains below statewide averages, with repeated growth weaknesses at Grade 6 across multiple years.
Vertical alignment between elementary and middle school ELA instruction requires strengthening to ensure sustained mastery progression.

Mathematics

Data	Comments/Notable Observations
iReady Diagnostic K-5	Elementary iReady diagnostic data indicates upward movement in multiple buildings following new curriculum implementation.
PVAAS Math 6-8	Multi-year PVAAS math growth shows a consistent inflection at Grade 6.
PVAAS Math Grades 7 &8	Grades 7 and 8 demonstrate stronger growth momentum across subgroups on math PVAAS.
Algebra CDT	Secondary Algebra CDT results reflect proficiency-level growth in early administrations.

Mathematics Summary

Strengths

Secondary mathematics growth shows consistent improvement in Grades 7 and 8 across multiple years.
Elementary mathematics diagnostic data reflects upward movement aligned to new curriculum implementation.
Algebra CDT results indicate emerging proficiency pockets at the secondary level.
Embedded career exposure and exploration increases application and engagement with learning in mathematics.

Challenges

A persistent Grade 6 growth inflection in mathematics appears across multiple years and student groups.
A substantial proportion of elementary students remain below grade-level expectations despite recent growth.
Vertical curriculum alignment and instructional stabilization remain necessary to sustain growth momentum K–12.

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
Secondary Biology Keystone growth has remained below the statewide growth standard across multiple years.	Continued vertical alignment work is underway to strengthen science instruction across grade spans.
Grade 4 learners in all quintiles showed evidence of meeting or exceeding the growth standard on Science PSSA.	K-8 currently in learning and developing instruction around STEELS science standards (NGSS standards, phenomenon based instruction, etc.)
Grade 8 Learners in the lowest quintile showed evidence of meeting the growth standard on Science PSSA.	K-8 currently in learning and developing instruction around STEELS science standards (NGSS standards, phenomenon based instruction, etc.)
Grade 8 learners in second through fifth quintiles have extremely low growth indices.	K-8 currently in learning and developing instruction around STEELS science standards (NGSS standards, phenomenon based instruction, etc.)

Science, Technology, and Engineering Education Summary

Strengths

Grade 4 learners in all quintiles showed evidence of meeting or exceeding the growth standard on Science PSSA 2023-24.
Grade 8 Learners in the lowest quintile showed evidence of meeting the growth standard on Science PSSA 2023-24.
Embedded career exposure and exploration increases application and engagement with learning in science.

Challenges

Secondary Biology Keystone growth has remained below the statewide growth standard across multiple years.
Grade 8 learners in second through fifth quintiles have extremely low growth indices.
Grade 4 Science scores are trending downward from 2015-2023.

Related Academics

Career Readiness

Data	Comments/Notable Observations
All schools exceeded the Career Standards Benchmark on Future Ready PA Index.	Learners transferring into the district or attending cyber programs are struggling to meet Career Standards Benchmark.
100% of K-12 learners met the Career Standards Benchmark using Smart Futures lessons.	Smart Futures has been a great tool to support career standards

Career and Technical Education (CTE) Programs

True Career and Technical Education (CTE) Programs Omit

Arts and Humanities

True Arts and Humanities Omit

Environment and Ecology

True Environment and Ecology Omit

Family and Consumer Sciences

True Family and Consumer Sciences Omit

Health, Safety, and Physical Education

True Health, Safety, and Physical Education Omit

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

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

Articulation Agreements

True ALL current agreements have been uploaded to other FRCPP plans.

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.

Career Standards Benchmark – District-Wide: All WASD schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating consistent K–12 career readiness implementation.
Secondary Mathematics Growth: Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level growth across multiple measures.
High School Graduation Rate:WASHS met the 2033 statewide goal for the four-year cohort graduation rate, reflecting strong secondary completion systems.
Elementary Regular Attendance: All elementary schools met the performance standard for Regular Attendance in 2024–25, indicating strong engagement at the K–5 level.

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.

ELA Proficiency and Growth – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25.
Mathematics Proficiency – District-Wide: All schools remain below the 2029 trajectory target for Mathematics proficiency, with the largest gap at the middle school level.
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.
Transition to STEELS Standards and Future Science Accountability: Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.

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
PASA DLM - ELA	The district demonstrated an increase in the percentage of students achieving At Target or Advanced on the DLM English Language Arts assessment from 2024 to 2025.
PASA DLM - Mathematics	The district demonstrated an increase in the percentage of students achieving At Target or Advanced on the DLM Mathematics assessment from 2024 to 2025.
PASA DLM - Mathematics	Fewer than one-third of students achieved At Target or Advanced on the DLM Mathematics assessment in 2025. Mathematics remains the lowest-performing content area on DLM assessments, despite gains from the previous year.
PASA DLM - Science	The district demonstrated an increase in the percentage of students achieving At Target or Advanced on the DLM Science assessment from 2024 to 2025.

Students Considered Economically Disadvantaged

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

Student Groups by Race/Ethnicity

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

Summary

Strengths

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

Multiple grade levels demonstrated increased performance on DLM English Language Arts assessments from 2024 to 2025, indicating improved alignment to the Essential Elements.
Upper grade levels demonstrated relatively higher percentages of students achieving At Target or Advanced on DLM assessments in 2025, reflecting stronger outcomes in later grades.

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.

A majority of students across content areas continue to perform at the Emerging or Approaching levels on DLM assessments, indicating ongoing instructional needs aligned to the Essential Elements.
Achievement outcomes on DLM assessments vary across grade levels, indicating a need for greater consistency and vertical alignment of instruction.

Designated Schools

Waynesboro Area SHS

Priority Challenge	Comments and Notable Observations
57.6% of students were proficient in the Literature Keystones. While this is above the state average of 49.9%, there is a decline for the 2 years previous.	Special Education teachers are not always with the rest of the ELA teachers as part of the PD. Teachers don't necessarily see Special Education as their students. There is a question of preparedness of the students entering
Foster a culture of high expectations for success for all students, educators, families, and community members *	There is a pervasive feeling toward accommodations and modifications and beliefs about special education students.

Systemic LEA Challenges
ELA Proficiency and Growth & Math Proficiency – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25.
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	Special Education Plan was approved and is in place through 2028.
Title 1 Program	Title 1 plans for the 4 WASD elementary schools are annually submitted. For the duration of this comprehensive plan, Title plan goals will align with comprehensive plan goals.
Student Services	Chapter 12 Student Services Assurances Plan was completed/submitted in 2026.
K-12 Guidance Plan (339 Plan)	WASD Chapter 339 Plan will be reviewed/resubmitted in the 2026-27 school year.
Technology Plan	
English Language Development Programs	

Strengths

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

Each of these plans provides WASD the opportunity to collaborate and learn from one another.

Challenges

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

Conditions for Leadership, Teaching, and Learning

Empower Leadership for District Continuous Improvement

Foster a vision and culture of high expectations for success for all students, educators, and families	Operational
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	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	Operational
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	Emerging
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Emerging

Provide Student-Centered Supports so That All Students are Ready to Learn

Coordinate and monitor supports aligned with students' and families' needs	Operational
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	Exemplary

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	Emerging
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.

>

Partner with local businesses, community organizations, and other agencies to meet the needs of the district
Foster a vision and culture of high expectations for success for all students, educators, and families
Establish and maintain a focused system for continuous improvement and ensure organizational coherence
Coordinate and monitor supports aligned with students' and families' needs
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities

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.

Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data

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
Career Standards Benchmark – District-Wide: All WASD schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating consistent K–12 career readiness implementation.	True
Secondary Mathematics Growth: Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level growth across multiple measures	True
High School Graduation Rate:WASHS met the 2033 statewide goal for the four-year cohort graduation rate, reflecting strong secondary completion systems.	True
Elementary Regular Attendance: All elementary schools met the performance standard for Regular Attendance in 2024–25, indicating strong engagement at the K–5 level.	True
Select elementary grades demonstrate positive early literacy movement in local diagnostics.	False
High school Literature CDT results indicate proficiency-level performance in early administrations.	False
Growth in Grade 8 ELA shows stabilization following earlier middle school inflection.	False
Embedded career exposure and exploration increases application and engagement with learning in ELA.	False
Secondary mathematics growth shows consistent improvement in Grades 7 and 8 across multiple years.	False
Foster a vision and culture of high expectations for success for all students, educators, and families	True
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	True
Coordinate and monitor supports aligned with students' and families' needs	True
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	True
Elementary mathematics diagnostic data reflects upward movement aligned to new curriculum implementation.	False
Algebra CDT results indicate emerging proficiency pockets at the secondary level.	False
Embedded career exposure and exploration increases application and engagement with learning in mathematics.	False
Grade 4 learners in all quintiles showed evidence of meeting or exceeding the	False

growth standard on Science PSSA 2023-24.	
Grade 8 Learners in the lowest quintile showed evidence of meeting the growth standard on Science PSSA 2023-24.	False
Multiple grade levels demonstrated increased performance on DLM English Language Arts assessments from 2024 to 2025, indicating improved alignment to the Essential Elements.	False
Upper grade levels demonstrated relatively higher percentages of students achieving At Target or Advanced on DLM assessments in 2025, reflecting stronger outcomes in later grades.	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False
Embedded career exposure and exploration increases application and engagement with learning in science.	False
Career Standards Benchmark – District-Wide: All WASD schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating consistent K–12 career readiness implementation.	False
Secondary Mathematics Growth: Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level growth across multiple measures.	False
High School Graduation Rate:WASHS met the 2033 statewide goal for the four-year cohort graduation rate, reflecting strong secondary completion systems.	False
Elementary Regular Attendance: All elementary schools met the performance standard for Regular Attendance in 2024–25, indicating strong engagement at the K–5 level.	False
Each of these plans provides WASD the opportunity to collaborate and learn from one another.	False

Challenges

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

Strength	Check for Consideration in Plan
ELA Proficiency and Growth & Math Proficiency – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25. All schools remain below the 2029 trajectory target for Mathematics proficiency, with the largest gap at the middle school level.	True
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.	True
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.	True
Transition to STEELS Standards and Future Science Accountability: Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.	True
Elementary ELA growth is inconsistent across buildings and grade levels.	False
Middle school ELA performance remains below statewide averages, with repeated growth weaknesses at Grade 6 across multiple years.	False
Vertical alignment between elementary and middle school ELA instruction requires strengthening to ensure sustained mastery progression.	False
A persistent Grade 6 growth inflection in mathematics appears across multiple years and student groups.	False
A substantial proportion of elementary students remain below grade-level expectations despite recent growth.	False
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction	True
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	True
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data	True
Vertical curriculum alignment and instructional stabilization remain necessary to sustain growth momentum K–12.	False
Secondary Biology Keystone growth has remained below the statewide growth standard across multiple years.	False
Grade 8 learners in second through fifth quintiles have extremely low growth indices.	False
Grade 4 Science scores are trending downward from 2015-2023.	False
A majority of students across content areas continue to perform at the	False

Emerging or Approaching levels on DLM assessments, indicating ongoing instructional needs aligned to the Essential Elements.	
Achievement outcomes on DLM assessments vary across grade levels, indicating a need for greater consistency and vertical alignment of instruction.	False
ELA Proficiency and Growth – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25.	False
Mathematics Proficiency – District-Wide: All schools remain below the 2029 trajectory target for Mathematics proficiency, with the largest gap at the middle school level.	False
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.	False
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.	False
Transition to STEELS Standards and Future Science Accountability: Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.	False

Most Notable Observations/Patterns

In the space provided, record any of the comments and notable observations made as your team worked through the needs assessment that stand out as important to the challenge(s) you checked for consideration in your comprehensive plan.

There was a repeated theme in the comments from the survey noting a desire for increased professional learning focus. Other themes were consistency across the district, engaging families / parents, maximizing community engagement and the need for funding.

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
Support schools in implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction		False
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning		False
Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data		False
ELA Proficiency and Growth & Math Proficiency – District-Wide: No school met interim performance targets for ELA proficiency, and five of six schools did not meet the statewide growth standard for ELA in 2024–25. All schools remain below the 2029 trajectory target for Mathematics proficiency, with the largest gap at the middle school level.	New math resources were implemented in 2024-2025 and gains are being made. Curriculum work in ELA with a focus on writing has begun.	True
Economically Disadvantaged and Students with Disabilities Achievement Gaps: Both subgroups did not meet interim performance targets in ELA and Mathematics proficiency across multiple grade spans.		True
Secondary Regular Attendance: Waynesboro Area Middle School and Waynesboro Area Senior High School did not meet the performance standard for Regular Attendance.	Positive improvement in student attendance is being seen at the high school. This improvement is attributed to a student-centered focus on attendance concerns and positive reinforcement.	True
Transition to STEELS Standards and Future Science Accountability: Secondary science growth has remained below the statewide growth standard across multiple years, requiring strengthened vertical alignment under STEELS implementation prior to the return of science accountability measures.		False

Analyzing Strengths

Analyzing Strengths	Discussion Points
Foster a vision and culture of high expectations for success for all students, educators, and families	
Establish and maintain a focused system for continuous improvement and ensure organizational coherence	
Coordinate and monitor supports aligned with students' and families' needs	
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities	
Career Standards Benchmark – District-Wide: All WASD schools met or exceeded the Career Standards Benchmark in 2024–25, demonstrating consistent K–12 career readiness implementation.	
Secondary Mathematics Growth: Waynesboro Area Middle School and Waynesboro Area Senior High School exceeded the statewide growth standard for Mathematics (PVAAS), reflecting sustained secondary-level growth across multiple measures	
High School Graduation Rate:WASHS met the 2033 statewide goal for the four-year cohort graduation rate, reflecting strong secondary completion systems.	
Elementary Regular Attendance: All elementary schools met the performance standard for Regular Attendance in 2024–25, indicating strong engagement at the K–5 level.	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.
	By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.
	By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Goal Setting

Priority: By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.		
Measurable Goal Nickname (35 Character Max)		
Academic Coherence & Mastery Expectations		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027, WASD will establish calibrated grade-level mastery expectations and aligned assessment practices across K–12, as evidenced by: Implementation of common proficiency descriptors and rubrics in K–5 aligned to standards-based grading; Implementation or refinement of common formative assessment practices in grades 6–12 aligned to priority standards; and An increase in the percentage of students meeting or exceeding individual growth expectations in ELA, Mathematics, and Science (Biology) as measured by local diagnostic data and state growth indicators.	By June 2028, WASD will implement aligned unit planning and assessment practices across K–12 in ELA, Mathematics, and Science, as evidenced by: Consistent use of priority standards, success criteria, and common formative checkpoints across grade levels and courses; Increased consistency in mastery outcomes across sections and grade spans as demonstrated by local assessment data; and Continued improvement in proficiency and growth trends toward 2029 Future Ready trajectory targets.	By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Priority: By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.		
Measurable Goal Nickname (35 Character Max)		
MTSS & Tiered Supports		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027: Tier 2/3 entry criteria, progress monitoring, and exit criteria will be implemented consistently across buildings for ELA and Math. Intervention programming will be aligned to grade-level standards and mastery expectations (not a separate “track”). Transition planning protocols will be established to support students entering Grade 6, including collaboration between Grade 5 and Grade 6 instructional teams.	By June 2028: An increased percentage of students receiving Tier 2 supports will meet intervention goals and successfully transition back to Tier 1 instruction (based on progress monitoring and diagnostic movement). Growth outcomes for Students with Disabilities and Economically Disadvantaged learners will show measurable improvement relative to 2024–25 baseline performance. Grade 6 growth outcomes will demonstrate improvement relative to prior multi-year patterns.	By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.

Priority: By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Outcome Category		
Essential Practices 3: Provide Student-Centered Support Systems		
Measurable Goal Statement (Smart Goal)		
By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.		
Measurable Goal Nickname (35 Character Max)		
Strengthen Student Engagement and Whole Child Systems		
Target Year 1	**Target Year 2**	**Target Year 3**
By June 2027: Increase regular attendance at WAMS and WASHS by at least 2 percentage points from the 2024–25 baseline. Implement consistent attendance review and tiered response protocols across secondary buildings. Establish structured transition supports for Grade 5?6 and Grade 8?9 aligned to academic continuity and student engagement. Provide professional learning opportunities to increase capacity to support learners' unique needs.	Increase secondary regular attendance by an additional 2 percentage points. Reduce the attendance gap for Students with Disabilities and Economically Disadvantaged learners relative to the 2024–25 baseline. Expand and document family and community engagement opportunities aligned to the First Choice pillars, including career-connected and postsecondary exposure opportunities that align classroom learning with future pathways. Increased student participation in school and community engagement opportunities is documented across grade spans. Continue to provide professional learning opportunities to increase capacity to support learners' unique needs.	By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Action Plan

Measurable Goals

Academic Coherence & Mastery Expectations	MTSS & Tiered Supports
Strengthen Student Engagement and Whole Child Systems	

Action Plan For: Establish and calibrate K–12 mastery expectations aligned to priority standards

Measurable Goals:
• By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Convene K–12 and grade-band teams to review priority standards and define common grade-level/course mastery expectations, including proficiency descriptors and rubric language where appropriate.		2026-07-01	2026-10-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Building Principals; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Use professional learning days, grade-band collaboration, and PLC cycles to calibrate mastery expectations across classrooms, buildings, and transition grades through review of student work and common assessment evidence.		2026-08-01	2027-04-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Building Principals; Instructional Coaches; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	Yes	Yes

Action Step		Anticipated Start Date	Anticipated Completion Date
Refine and document agreed-upon mastery expectations for use in aligned instruction, grading practices, and ongoing PLC data analysis.		2026-11-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Building Principals; Instructional Coaches; Teacher Leaders	Revised rubrics/proficiency descriptors; shared district documents; collaboration time; digital document repository	No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Common grade-level/course mastery expectations are developed and documented across K–12; calibration protocols are used during grade-band and PLC work; refined proficiency descriptors/rubrics and aligned expectations are available for staff use.	The Assistant Superintendent, building principals, instructional leaders, and teacher leaders will monitor implementation through review of meeting agendas, calibration artifacts, proficiency descriptors/rubrics, and PLC documentation during quarterly leadership reviews and ongoing grade-band meetings. Evidence of implementation will include completed calibration work, documented mastery expectations, and increased consistency in student work analysis across classrooms and buildings.

Action Plan For: Implement aligned common formative assessment and data analysis practices across grade levels and courses

Measurable Goals:
• By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Develop or refine common formative assessment expectations, templates, and team protocols for use across grade levels and courses aligned to priority standards and agreed-upon mastery expectations.		2026-07-07	2026-09-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Literacy Coach; Math Coach; Building Principals; Teacher Leaders	Priority standards documents; common formative assessment templates; existing PLC protocols; grade-band and departmental collaboration time; shared digital storage for assessment materials	Yes	Yes

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implement common formative assessment cycles through PLCs and scheduled collaboration time, including administration, scoring, review of student work, and analysis of results across classrooms and buildings.		2026-09-07	2027-05-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Building Principals; Literacy Coach; Math Coach; Teacher Leaders	PLC time; common formative assessments; student work samples; scoring/calibration protocols; diagnostic and benchmark data; meeting agendas and documentation tools	No	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Use common formative assessment results and other available student data to adjust instruction, identify areas of inconsistency, and support alignment of Tier 1 instruction across grade spans and buildings.		2026-10-07	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Building Principals; Literacy Coach; Math Coach; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	No	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Common formative assessment expectations and team protocols are established; PLC teams administer and analyze common formative assessments on a regular cycle; teams document instructional adjustments based on student results.	The Assistant Superintendent, building principals, literacy and math coaches, and teacher leaders will monitor implementation through review of common formative assessment artifacts, PLC agendas and notes, student work samples, and documented instructional adjustments during regular PLC cycles and quarterly leadership reviews. Evidence of implementation will include completed common formative assessments, analysis protocols, and increasing consistency in data use across classrooms and buildings.

Action Plan For: Strengthen Tier 1 instructional delivery through content-specific professional learning in ELA, Mathematics, and STEELS/STEM

Measurable Goals:
• By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide content-specific professional learning and collaborative planning in ELA focused on fluency, vocabulary, and comprehension to strengthen Phase 2 implementation of structured literacy practices.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Literacy Coach; Building Principals; Teacher Leaders	Structured literacy resources; fluency, vocabulary, and comprehension materials; professional learning time; lesson planning protocols; student literacy data; teacher collaboration time	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Provide mathematics-focused professional learning and implementation support to strengthen use of iReady, mathematical practices, and instructional response to student diagnostic and formative assessment data.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Math Coach; Building Principals; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	Yes	No

Action Step		Anticipated Start Date	Anticipated Completion Date
Provide STEELS/STEM-focused professional learning and collaborative alignment time to strengthen standards implementation, resource use, inquiry-based instruction, and vertical coherence across grade bands.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Director of First Choice; Building Principals; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	Yes	No

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
PA STEELS standards documents; Mystery Science and Discovery Techbook resources; vertical alignment protocols; planning time; instructional materials; facilitator support	The Assistant Superintendent, literacy coach, math coach, Director of First Choice, building principals, and teacher leaders will monitor implementation through review of professional learning artifacts, lesson plans, PLC documentation, classroom walkthroughs, and student performance data during ongoing collaboration cycles and quarterly leadership reviews. Evidence of implementation will include instructional planning documents, observed changes in classroom practice, and improved use of student data to guide instruction.

Action Plan For: Implement aligned unit planning, success criteria, and common formative checkpoints across K–12

Measurable Goals:
• By June 2029, WASD will establish and sustain consistent grade-level mastery expectations and aligned Tier 1 instructional delivery across K–12, resulting in measurable improvement in student proficiency and growth in the core content areas of ELA, Mathematics, and Science.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Creation/identification of common assessments aligned to priority standards		2026-08-01	2027-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Director of First Choice; Building Principals; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	Yes	No

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Team review student work and calibrate scoring to define mastery expectations		2027-08-01	2028-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Director of First Choice; Building Principals; Teacher Leaders	Priority standards documents; current curriculum maps; existing proficiency descriptors/rubrics; grade-band meeting time; PLC protocols; facilitator support	No	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Common assessments in place in all courses to ensure continuity of programming and allow for PLC conversations about student progress.	The Assistant Superintendent, building principals, literacy and math coaches, and teacher leaders will monitor implementation through review of common formative assessment artifacts, PLC agendas and notes, student work samples, and documented instructional adjustments during regular PLC cycles and quarterly leadership reviews. Evidence of implementation will include completed common formative assessments, analysis protocols, and increasing consistency in data use across classrooms and buildings.

Action Plan For: Develop and implement a districtwide MTSS framework aligned to Tier 1 instruction and grade-level expectations

Measurable Goals:
• By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Finalize MTSS Handbook to support consistent decision making rules and response protocols.		2026-08-01	2026-12-31
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, MTSS Coordinators, Director of Student Services	Assistant Superintendent, MTSS Coordinators, Director of Student Services	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students in need of support/acceleration will be properly identified and needed supports will be provided and monitored towards students' academic growth.	The Director of Student Services, MTSS coordinators, building principals, literacy and math coaches, and teachers will monitor student performance on benchmark assessments (3x per year) and progress monitoring (monthly). Evidence of implementation will include utilization of MTSS protocols as evidence through meeting agendas/notes, use of data warehousing system, and improved academic achievement on benchmark assessments.

Action Plan For: Use common assessment, diagnostic, and progress monitoring data to identify and respond to student need

Measurable Goals:
• By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Utilize progress monitoring systems to identify interventions, alignment of interventions to core instruction, progress monitoring systems, and acceleration protocols.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent; Director of Student Services; Director of First Choice; Building Principals; Teacher Leaders	MTSS Handbook; grade-band meeting time; PLC protocols; data warehousing system; facilitator support	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Students in need of support/acceleration will be properly identified and needed supports will be provided and monitored towards students' academic growth.	The Director of Student Services, MTSS coordinators, building principals, literacy and math coaches, and teachers will monitor student performance on benchmark assessments (3x per year) and progress monitoring (montly). Evidence of implementation will include utilization of MTSS protocols as evidence through meeting agendas/notes, use of data warehousing system, and improved academic achievement on benchmark assessments.

Action Plan For: Strengthen staff capacity to implement targeted Tier 2/3 supports and intervention decision-making

Measurable Goals:
• By June 2029, WASD will implement aligned Tier 2 and Tier 3 systems connected to grade-level standards so that students not yet meeting Tier 1 mastery expectations demonstrate accelerated growth and students already meeting grade level expectations are accelerated, resulting in reduced achievement gaps for Students with Disabilities and Economically Disadvantaged learners and increased achievement overall, with particular attention to transition grades.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Align Tier 2/3 interventions to core standards/curriculum.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, MTSS Coordinators, Director of Student Services	Assistant Superintendent, MTSS Coordinators, Director of Student Services	Yes	No

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Strengthen staff capacity to implement targeted Tier 2/3 supports and intervention decision-making	The Director of Student Services, MTSS coordinators, building principals, literacy and math coaches, and teachers will monitor student performance on benchmark assessments (3x per year) and progress monitoring (monthly). Evidence of implementation will include utilization of MTSS protocols as evidence through meeting agendas/notes, use of data warehousing system, and improved academic achievement on benchmark assessments.

Action Plan For: Implement a districtwide whole child framework through consistent use of Leader in Me, Second Step, and trauma-informed practices

Measurable Goals:
• By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Continue to provide professional learning opportunities regarding trauma-informed classroom practices and supports for students.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, First Choice Team, Director of Student Services	Professional learning time and facilitator support, outside consultants/partners as needed	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Continued implementation/effective use of Second Step (PreK-5) and Leader in Me (6-12) along with utilization of trauma-informed practices learned in professional learning sessions.	Annual Leader in Me Measuring Results Assessment (annual), tracking of behavior/referrals (ongoing)

Action Plan For: Strengthen family engagement, attendance, and student belonging through consistent building-level practices

Measurable Goals:
• By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Implementation and utilization of consistent attendance intervention protocols K-12.		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, Director of Student Services, Building Principals	Attendance data, student support team meeting time	No	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
All schools will meet or exceed annual targets for student attendance.	Tracking of building-level attendance data (monthly)

Action Plan For: Meet required student support and safety expectations through annual compliance training and role-specific implementation

Measurable Goals:
• By June 2029, WASD will strengthen student engagement systems across grade spans, resulting in improved regular attendance at the secondary level, reduced attendance gaps for Students with Disabilities and Economically Disadvantaged learners, and increased student connectedness to school and community.

Action Step		**Anticipated Start Date**	**Anticipated Completion Date**
Annual professional development sessions on the following topics: Act 71 Suicide Awareness, Common Ground, Professional Ethics		2026-08-01	2029-06-30
Lead Person/Position	**Material/Resources/Supports Needed**	**PD Step?**	**Com Step?**
Assistant Superintendent, Student Services Director, Building Principals	Training materials as provided by PDE and other sources, professional learning time	Yes	Yes

Anticipated Output	**Monitoring/Evaluation (People, Frequency, and Method)**
Staff will be adequately prepared to identify signs that a student may be in need of additional support and know how to refer that student to services.	Student support team meetings (monthly/quarterly)

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Establish and calibrate K–12 mastery expectations aligned to priority standards	Convene K–12 and grade-band teams to review priority standards and define common grade-level/course mastery expectations, including proficiency descriptors and rubric language where appropriate.
Establish and calibrate K–12 mastery expectations aligned to priority standards	Use professional learning days, grade-band collaboration, and PLC cycles to calibrate mastery expectations across classrooms, buildings, and transition grades through review of student work and common assessment evidence.
Implement aligned common formative assessment and data analysis practices across grade levels and courses	Develop or refine common formative assessment expectations, templates, and team protocols for use across grade levels and courses aligned to priority standards and agreed-upon mastery expectations.
Strengthen Tier 1 instructional delivery through content-specific professional learning in ELA, Mathematics, and STEELS/STEM	Provide content-specific professional learning and collaborative planning in ELA focused on fluency, vocabulary, and comprehension to strengthen Phase 2 implementation of structured literacy practices.
Strengthen Tier 1 instructional delivery through content-specific professional learning in ELA, Mathematics, and STEELS/STEM	Provide mathematics-focused professional learning and implementation support to strengthen use of iReady, mathematical practices, and instructional response to student diagnostic and formative assessment data.
Strengthen Tier 1 instructional delivery through content-specific professional learning in ELA, Mathematics, and STEELS/STEM	Provide STEELS/STEM-focused professional learning and collaborative alignment time to strengthen standards implementation, resource use, inquiry-based instruction, and vertical coherence across grade bands.
Implement aligned unit planning, success criteria, and common formative checkpoints across K–12	Creation/identification of common assessments aligned to priority standards
Develop and implement a districtwide MTSS framework aligned to Tier 1 instruction and grade-level expectations	Finalize MTSS Handbook to support consistent decision making rules and response protocols.
Strengthen staff capacity to implement targeted Tier 2/3 supports and intervention decision-making	Align Tier 2/3 interventions to core standards/curriculum.
Implement a districtwide whole child framework through consistent use of Leader in Me, Second Step, and trauma-informed practices	Continue to provide professional learning opportunities regarding trauma-informed classroom practices and supports for students.
Meet required student support and safety expectations through annual compliance training and role-specific implementation	Annual professional development sessions on the following topics: Act 71 Suicide Awareness, Common Ground, Professional Ethics

K–12 Mastery Expectations & Standards-Based Grading Calibration

Action Step
• Convene K–12 and grade-band teams to review priority standards and define common grade-level/course mastery expectations, including proficiency descriptors and rubric language where appropriate. • Develop or refine common formative assessment expectations, templates, and team protocols for use across grade levels and courses aligned to priority standards and agreed-upon mastery expectations. • Use professional learning days, grade-band collaboration, and PLC cycles to calibrate mastery expectations across classrooms, buildings, and transition grades through review of student work and common assessment evidence. • Provide mathematics-focused professional learning and implementation support to strengthen use of iReady, mathematical practices, and instructional response to student diagnostic and formative assessment data.
Audience
All K–12 instructional staff (teachers, instructional coaches, administrators)
Topics to be Included
Defining grade-level mastery expectations Priority standards identification Proficiency descriptors and rubric calibration Alignment of report card standards to instructional practice Vertical alignment (5?6, 8?9 transition focus)
Evidence of Learning
Drafted and refined mastery rubrics Calibrated scoring samples across teachers Revised unit plans aligned to PA Academic Standards Submission of common formative assessments aligned to priority standards Improved consistency in instructional practices across classrooms Increased percentage of students meeting grade-level mastery expectations on common assessments Effectiveness measured through common formative assessment data, local diagnostic data, and walkthrough/observation data aligned to instructional practices

Lead Person/Position	Anticipated Start	Anticipated Completion
Assistant Superintendent, Building Principals, Instructional Coaches	2026-08-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	2 full-day inservices + ongoing PLC calibration sessions
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1f: Designing Student Assessments • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Phase 2 Literacy: Fluency, Vocabulary, and Comprehension Development

Action Step
• Provide content-specific professional learning and collaborative planning in ELA focused on fluency, vocabulary, and comprehension to strengthen Phase 2 implementation of structured literacy practices.

Audience		
K–8 ELA teachers, Special Education teachers, Reading Specialists		
Topics to be Included		
Fluency benchmarks and routines Vocabulary and knowledge-building strategies Text complexity calibration Writing integration aligned to reading standards Structured literacy beyond phonics		
Evidence of Learning		
Implementation of fluency routines Updated lesson plans reflecting vocabulary and comprehension strategies Common assessment adjustments aligned to grade-level rigor Increased use of research-based literacy strategies in daily instruction Improved student performance in reading comprehension, vocabulary, and fluency as measured by local assessments and diagnostic tools Effectiveness measured through Acadience data, CDT results, classroom observations, and student work samples		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
District Literacy Coach, External Literacy Consultant (if applicable)	2026-11-01	2028-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1-2 district PD days
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed/requested
Observation and Practice Framework Met in this Plan	
• 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 1a: Demonstrating Knowledge of Content and Pedagogy • 3b: Using Questioning and Discussion Techniques • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1c: Setting Instructional Outcomes • 1e: Designing Coherent Instruction • 3b: Using Questioning and Discussion Techniques	

• 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

STEELS Standards Implementation & Inquiry-Based Instruction

Action Step		
• Provide STEELS/STEM-focused professional learning and collaborative alignment time to strengthen standards implementation, resource use, inquiry-based instruction, and vertical coherence across grade bands.		
Audience		
K–12 Science Teachers, Instructional Coaches, Building Administrators		
Topics to be Included		
Unpacking STEELS banded standards Inquiry-based lesson design Vertical concept mapping Alignment of Mystery Science to STEELS Preparation for return of science accountability		
Evidence of Learning		
Vertical concept maps Revised science unit plans aligned to STEELS standards Documentation of STEELS alignment across grade spans Implementation of inquiry-based instructional practices in science classrooms Improved alignment of curriculum and instruction to PA Academic Standards for Science, Environment, Ecology, Technology, and Engineering Increased student engagement and performance in science as measured by local assessments and future state accountability measures Effectiveness measured through unit plan reviews, classroom observations, and student assessment data		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Science Department Leads, Secondary Science Teachers, Assistant Superintendent	2026-11-01	2028-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	1 day + follow-up sessions as needed/requested
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning • 3d: Using Assessment in Instruction • 4e: Growing and Developing Professionally	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	**Frequency**
Collaborative curriculum development	at least 2x per school year
Observation and Practice Framework Met in this Plan	
• 1a: Demonstrating Knowledge of Content and Pedagogy • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 3c: Engaging Students in Learning	

• 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community
This Step Meets the Requirements of State Required Trainings
Language and Literacy Acquisition for All Students

MTSS Alignment

Action Step		
• Align Tier 2/3 interventions to core standards/curriculum. • Finalize MTSS Handbook to support consistent decision making rules and response protocols.		
Audience		
K–12 Teachers, Special Education Staff, Interventionists, Administrators		
Topics to be Included		
Tier 2/3 alignment to core standards Progress monitoring systems Intervention entry/exit criteria Inclusive practices Acceleration for ED and SWD learners		
Evidence of Learning		
Completed MTSS Handbook that is consistently utilized to support consistent decision making rules and response protocols		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent, MTSS Coordinators, Director of Student Services	2027-01-01	2029-06-30

Learning Format

Type of Activities	**Frequency**
Inservice day	At least 2 sessions per school year
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Professional Learning Community (PLC)	monthly
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness • 4d: Participating in a Professional Community	
This Step Meets the Requirements of State Required Trainings	

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	as needed/requested
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 1f: Designing Student Assessments • 3e: Demonstrating Flexibility and Responsiveness	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

Whole Child Engagement & Trauma-Informed Practices

Action Step		
• Continue to provide professional learning opportunities regarding trauma-informed classroom practices and supports for students.		
Audience		
all staff		
Topics to be Included		
Trauma-informed classroom practices Attendance engagement strategies Family engagement practices		
Evidence of Learning		
Implementation of attendance intervention protocols Classroom practice adjustments		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent, Student Services Director, Building Principals	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	1 session per school year
Observation and Practice Framework Met in this Plan	
• 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 3e: Demonstrating Flexibility and Responsiveness • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Teaching Diverse Learners in Inclusive Settings	

State Required Trainings

Action Step		
• Annual professional development sessions on the following topics: Act 71 Suicide Awareness, Common Ground, Professional Ethics		
Audience		
All staff		
Topics to be Included		
Suicide awareness Cultural responsiveness/Common Ground Professional Ethics		
Evidence of Learning		
Staff completion of required modules/ sessions		
Lead Person/Position	**Anticipated Start**	**Anticipated Completion**
Assistant Superintendent, Student Services Director, Director of Human Resources, Building Principals	2026-08-01	2029-06-30

Learning Format

Type of Activities	Frequency
Inservice day	in-person sessions as required
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Learning Format

Type of Activities	Frequency
Course(s)	self-paced modules as required
Observation and Practice Framework Met in this Plan	
• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 2d: Managing Student Behavior • 3e: Demonstrating Flexibility and Responsiveness • 4e: Growing and Developing Professionally • 4f: Showing Professionalism	
This Step Meets the Requirements of State Required Trainings	
Common Ground	

Communications Activities

Stakeholder Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Use professional learning days, grade-band collaboration, and PLC cycles to calibrate mastery expectations across classrooms, buildings, and transition grades through review of student work and common assessment evidence. • Refine and document agreed-upon mastery expectations for use in aligned instruction, grading practices, and ongoing PLC data analysis. • Develop or refine common formative assessment expectations, templates, and team protocols for use across grade levels and courses aligned to priority standards and agreed-upon mastery expectations. • Continue to provide professional learning opportunities regarding trauma-informed classroom practices and supports for students. • Finalize MTSS Handbook to support consistent decision making rules and response protocols. • Annunal professional development sessions on the following topics: Act 71 Suicide Awareness, Common Ground, Professional Ethics	WASD Faculty/Staff, Administration, Board Members	All action steps	Administration, Teacher Leaders	08/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Newsletter	Weekly First Choice Newsletters
Presentation	Monthly (in-service days)
Email	Quarterly

Parent/Guardian Communication					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Utilize progress monitoring systems to identify interventions, alignment of interventions to core instruction, progress monitoring systems, and acceleration protocols. • Implementation and utilization of consistent attendance intervention protocols K-12.	WASD Parents/Guardians	WASD Attendance protocols, MTSS process	WASD Administration	08/01/2026	06/30/2029

Communications

Type of Communication	Frequency
Posting on district website	Posted/reviewed annually
Newsletter	Monthly

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date