

## Wilson Area SD Action Plans

<b>Goal #1: Increase student achievement in all subject areas with all students</b> <b>Strategies</b>				
<b>Substantial Professional Development</b> <b>Technology Infrastructure Enhancement/Technology Access and Training Increase</b> <b>Research-based Standards Aligned Instruction</b>				
Start	End	Implementation Step Title	Description	Responsible
8/19/2019	6/30/2022	Instructional Strategies in Writing	Provide professional development in various research-based instructional strategies for teaching students to write an effective text-dependent analysis. This will include workshops, modeling, and coaching in various instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.	Assistant Superintendent and Building Principals
8/19/2019	6/30/2022	Instructional Strategies in Reading Comprehension and Vocabulary	Provide professional development on various research-based instructional strategies in the teaching of reading comprehension and vocabulary. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies or if the step was fully implemented.	Building Principals and Assistant Superintendent
8/19/2019	6/30/2022	Deeper Mathematical Thinking Skills	Provide professional development on various research-based instructional strategies in mathematics and the development of deeper mathematical thinking needed for the rigor of the PA core Mathematics standards. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs.	Building Principals and Assistant Superintendent
8/5/2019	6/30/2022	Technology Integration	Professional development with the goal of using instructional technology effectively within classroom instruction for the purpose of increasing student achievement. This will include the use of both teacher and student devices with a focus on both hardware and software. The result will be smooth integration of technology within instruction. This will include workshops, modeling, and coaching in these instructional strategies. Technology walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.	Building Principals, Technology Coordinator, and Assistant Superintendent
7/1/2019	6/30/2022	Revision of English/Language Arts Curriculum	Review the current English Language Arts Curriculum and educational materials. Revise the curriculum and materials to ensure each meets the needs of all students and addresses the rigors of the PA Core standards.	Building Principals and Assistant Superintendent

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8/19/2019	6/30/2022	Data Informed Instructional Practices	Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident through teacher observations, classroom walkthroughs, and an increase in student achievement.	Building Principals and Assistant Superintendent
8/19/2019	6/30/2022	Review and Revise Elementary Mathematics Curriculum	Review the current Mathematics Curriculum and educational materials. Revise the curriculum and materials to ensure each meets the needs of all students and addresses the rigors of the PA Core standards.	Building Principals and Assistant Superintendent
<b>Goal #2: Provide an optimal learning environment to ensure all students can achieve</b> <b>Strategies</b> <b>SAS: Safe and Supportive Schools</b> <b>Social and Emotional Learning/Anti-Violence Program</b> <b>Professional Development</b> <b>Mental Health Services</b>				
<b>Start</b>	<b>End</b>	<b>Implementation Step Title</b>	<b>Description</b>	<b>Responsible</b>
8/19/2019	6/30/2022	Data Informed Instructional Practices	Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident through teacher observations, classroom walkthroughs, and an increase in student achievement.	Building Principals and Assistant Superintendent
8/19/2019	6/12/2020	Revision of Social Emotional Learning Curriculum (K-8)	Committee of teachers and administrators will review the current social and emotional learning curriculum and other research-based programs. Based on student needs a program will be selected and determine what materials are needed. The program(s) will be implemented in grades K-8. The implementation will be assessed by the building administrator and revised as needed to meet the needs of the students.	Building Principals and Assistant Superintendent
8/19/2019	6/30/2022	Mental Health Services for Students	The school district will seek to partner with outside organizations to provide additional mental health counseling services for WASD students. Utilizing the school district social worker, more students will be able to bridge the gap to arrange mental health treatment with outside counseling services. The school district will also seek to analyze and revise an early warning system to identify students at risk and provide additional supports. Evidence indicating successful implementation will show more students able to receive necessary counseling through the SAP and other referral systems.	Building Principals, Supervisor of Student Services, and Assistant Superintendent
8/19/2019	6/30/2022	Incorporate the School Resource Officer into the Various Aspects of the School Community	Extend the duties of the SRO to meet student needs. This will include, but not be limited to meeting with student groups to discuss safety concerns and participate in social-emotional learning classes in grades K-8. The SRO will be a source for students to report school safety concerns and/or threats. The SRO will have constant communication with building and district administrators to report any school safety concerns.	Building Principals and Assistant Superintendent

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8/19/2019	6/19/2020	Review and Analyze School Safety Measures	The school district will incorporate a variety of stakeholders to review, analyze, and revise school safety measures. Emergency plans will be updated at all buildings and additional communication options for emergency situations will be implemented.	Building Principals, Supervisor of Campus Operations, Assistant Superintendent, and Superintendent
8/19/2019	6/30/2022	Student Engagement of all Students	Based on data from the students, the school district will provide co-curricular opportunities that are inclusive and responsive to the experiences and needs of the District's diverse student population. Participation of diverse populations of students in the co-curricular activities over the succeeding years will indicate the success of the implementation.	Building Principals and Assistant Superintendent
8/19/2019	6/30/2022	Increase Health and Welfare Services to Students	The school district will seek to partner with outside organizations to provide additional health and welfare services for WASD students. Utilizing the school district social worker and school nurses, more students will be able to bridge the gap to arrange health and welfare treatment with outside services. The District will also seek to ensure more students that are eligible receive free or reduced breakfast and lunch. Evidence indicating successful implementation will show more students able to receive necessary health and welfare services both in and outside of the school.	Building Principals, Supervisor of Student Services, Assistant Superintendent, and Superintendent
<b>Goal #3: Increase career readiness skills for all students</b> <b>Strategies</b> Professional Development Pennsylvania Career Education and Work Standards Toolkit				
Start	End	Implementation Step Title	Description	Responsible
8/19/2019	6/30/2022	Review and Revise Career Readiness Curriculum	A committee will analyze the career readiness curriculum changes made within the core curricula in grades 3-11 and determine the need for revisions. The committee will review and revise (if needed) the electronic portfolio plan for tracking student evidence of career standards completion at each grade level. The school district will seek to develop partnerships with community employers to provide opportunities for students to participate in job shadowing and/or internships. The school district will also seek to have these employers provide individuals within their companies to speak to groups of students about specific careers and/or career clusters.	Building Principals and Assistant Superintendent
8/19/2019	6/18/2021	Student Success in Meeting Career and Work Standards	The school district will analyze student completion of the career curriculum at each grade level by determining student success in providing the required evidence. The success rate will be disaggregated for groups of students based on economically disadvantaged status, race, English Learners, IEP, and transfer students. If the rate of success is below 95% for any group, root causes will be investigated along with suggestions for improvement. Through student feedback, the school district will determine the effectiveness of career readiness skills provided to the students. A plan will be developed if needed to adjust the curriculum, required career readiness skills, and/or instruction to improve student achievement on meeting career and work standards.	Building Principals and Assistant Superintendent

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8/19/2019	6/30/2022	Career Cruising/Xello software	Additional training will be provided to the teaching and paraprofessional staff in the use of Career Cruising/Xello software to aid students (grades 6-12) in career exploration, planning, and implementation. Staff will understand the various components, assignment, and report features of the program. Students will be able to use the software to explore and develop a career plan as well as implement the plan. Students and staff will be able to save student evidence to show proficiency of the specific career and work standards.	Building Principals and Assistant Superintendent
<b>Special Education Personnel Development Steps</b>				
<b>Start</b>	<b>End</b>	<b>Implementation Step Title</b>	<b>Description</b>	<b>Responsible</b>
8/23/2018	6/30/2021	Autism	<p>18-19: Developing Social Skills for Students with ASD: Social Skill Assessment and Intervention. This training will provide school staff working with students with ASD methods for social skill assessment and the concepts of skill versus performance deficits, and accommodation versus assimilation will be presented. Discussion and practice with social skill intervention for such topics as thoughts/feelings, reciprocal interactions, role laying/behavioral rehearsal, cognitive flexibility, and emotional regulation will be included.</p> <p>19-20: Developing Effective Academic Teaching Strategies for Students with ASD. This training is geared toward school staff working with students with ASD. This training will provide participants with an overview of the academic needs and characteristics of students with ASD. Specific instructional strategies for reading comprehension and writing will be presented with practice opportunities. Key academic behaviors necessary for school success will also be discussed and instructional strategies provided.</p> <p>20-21: Assessing and Teaching Executive Functioning Skills for Students with ASD. This training will provide school staff working with students with ASD methods for assessing their students' strengths and needs in the area of Executive Functioning. Specific instructional strategies to teach and</p>	Laura Samson, David Wright
8/23/2018	6/30/2021	Reading NCLB #1	<p>18-19: Direct Instruction Strategies using research-based reading programs. School staff utilizing research-based reading intervention programs will be observed. Follow up training will focus on areas of displayed need to ensure programs are being implemented with fidelity and that data being collected is being utilized to drive instruction techniques.</p> <p>19-20: Assistive technology to Support Reading needs: School staff working with students with reading disabilities will be provided an update training on the SETT process as well as assistive technology tools to help students be able to access print both within the classroom and home settings.</p> <p>20-21: Reading Comprehension Strategies: We will review data of students utilizing the Achieve 3000 program for intervention over the last few years. We will provide reflective feedback to teachers to ensure the program is being implemented with fidelity and that data being collected is being utilized to drive instructional techniques. We will determine further needs with reading comprehension strategies District-wide.</p>	David Wright, Laura Samson

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7/23/2018	6/30/2021	Behavior Support	<p>18-19: Consultation/Program Development for Emotional Support Programs: Training staff from CIU20 will provide consultation activities to assist District staff in providing effective educational programming for students with behavior disorders, including, but not limited to, classroom organization, effective instruction, and classroom-based behavioral interventions.</p> <p>19-20: Functional Behavioral Assessment (FBA) Training: This training will be provided to school-based teams conducting FBA's and developing Positive Behavior Support Plans based on the assessment data. The training will emphasize developing data-based, positive behavior support plans for not only students in our emotional support programs, but also those in our learning support programs.</p> <p>20-21: Follow up FBA Training: We will review our behavior data over the last school year with our staff working with students with behavior plans. Observation of teachers developing and implementing Positive Behavioral Support plans will occur and training on implementation fidelity will be provided.</p>	Laura Samson, David Wright
8/23/2018	6/30/2021	Paraprofessional	<p>20-21: Parent Training in Behavior Supports: In connection with our</p> <p>18-19, 19-20, 20-21: Ongoing ParaEducator Professional Development Sessions. We will continue to have our paraprofessionals participate in the paraeducator.net programs. This program offers over 135 online courses (about 40 to 60 minutes long) will give paraeducators:</p> <ul style="list-style-type: none"> <li>An understanding of the importance of communication with teachers and students.</li> <li>New strategies for supporting classroom instruction and making accommodations.</li> <li>Guidelines and ideas on how to manage specific student behaviors.</li> <li>Increased confidence in supporting students with disabilities in all areas.</li> </ul> <p>Participating in the program is a comprehensive way to help meet the highly qualified paraeducator requirements established by the No Child Left Behind Act.</p>	David Wright

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8/23/2018	6/30/2021	Transition	<p>18-19: RENEW for at-risk students. We will participate with CIU20 training staff on the Rehabilitation for Empowerment, Natural Supports, Education and Work initiative. RENEW is a dropout prevention program with a focus on person-centered planning strategies to help students with disabilities who are at risk of dropping out of school. Each individual participating in the training will focus on at least one student and implement the strategies as a part of a Tier 3 intervention.</p> <p>19-20: Data analysis of progress monitoring in transition areas. Staff working with students with disabilities at the secondary level will review student progress data in transition areas. Intervention strategies and plans for implementation will be developed to help improve where areas of need are identified.</p> <p>20-21: Updates in Transition Planning and Office of Vocational Rehabilitation. We will provide ongoing and updated training for our special education staff in the area of transition planning through our local Intermediate Unit 20. Teachers will use the knowledge and skills gained when developing transition plans for students ages 14 years and older in special education. We will incorporate the services offered to our students from the Office of Vocational Rehabilitation (OVR)</p>	Laura Samson
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