

Wilson SD

Comprehensive Plan | 2024 - 2027

Profile and Plan Essentials

LEA Type		AUN
School District		114069103
Address 1		
2601 Grandview Blvd		
Address 2		
City	State	Zip Code
West Lawn	PA	19609
Chief School Administrator		Chief School Administrator Email
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Single Point of Contact Name		
Dr. Christopher Trickett		
Single Point of Contact Email		
trichr@wilsonsd.org		
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Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Guadalupe Kasper	Board Member	board member	kasgua@wilsonsd.org
Joni Lefever	Administrator	Director of Special Education	lefjon@wilsonsd.org

LEA Profile

Current System: Wilson School District, in West Lawn, PA, encompasses over 35,000 residents among four municipalities. The district provides the highest-quality education to over 6500 students in grades K-12. Of those students, 7.1% are Black, 26.5% are Hispanic, 4.6% are Asian, .4% are American Indian/Alaskan Native, 4.5% two or more races and 57% white. Our Economically Disadvantaged percentage is 37.2%. The Wilson School District covers approximately 38 square miles in suburban Reading, PA, and operates five elementary schools (K-5), two middle schools (6-8), and one district high school (9-12).

Wilson High School has produced 94 graduating classes since it was formed in 1929. The district itself was established 25 years later, in 1954, when Wilson High School joined with Sinking Spring High School. Wilson's reputation is built upon the academic success that its students achieve year after year, consistently scoring at or above national averages on SATs and PSSAs.

The faculty at Wilson is a highly qualified group of educators. All totaled, the district's 550 teachers.

b. Philosophy: The importance that the district places on cooperation with our families and community is stressed in its deceptively simple Wilson School District Mission Statement. The Wilson School District believes in empowering our students to create their own futures

Our strategic vision to create a place where students love to learn, staff love to work and people love to live.

c. Community: Wilson School District is comprised of four municipalities namely Lower Heidelberg Township, Spring Township, West Lawn Borough, and Sinking Spring Borough. These municipalities are largely suburban, while Lower Heidelberg Township does contain some rural areas. The growth of our community in the past 20 years has been tremendous and Wilson has succeeded in maintaining a high level of education for each of its students.

The Wilson School District is comprised of five kindergarten through fifth grade schools: Cornwall Terrace, Green Valley, Shiloh Hills, Spring Ridge, and Whitfield; two sixth through eighth grade middle schools: Southern Middle School and West Middle School; and one ninth through twelfth senior high school (Wilson). In addition, the district has a central administration department, food services department, and technology department which are located at the east wing of the high school building. Along with the main campus the district has separate operations and transportation centers.

Mission and Vision

Mission

To empower our students to create their own futures.

Vision

To create a place where students love to learn, staff love to work, and people love to live.

Educational Values

Students

Our collective mission is to empower our students to create their own futures to become life, career and college ready citizens. Students should communicate their needs and share their voice. Students should readily participate in activities that are offered and suggest new offerings if their needs are not met. Students should share their personal experiences and help to create an atmosphere that is conducive to being open minded and embracing all students even if they are different. Students could act as role models or mentors, leaders and positive teammates. Students should proudly display their strengths, but also ask for support as warranted.

Staff

Staff will focus on connecting with students as mentors to guide them into the next phase of life and inspire passion in young adults to love what they do. This promotes pride and respect for themselves, their peers and their community. To inspire young people to be their best selves, staff should be introspective and willing to be reflective, adaptable, and in a constant pursuit of personal excellence. Wilson School District will strive to offer internships for all routes, not just traditional college/career routes. We strive incorporate all attributes of a Profile of a Wilson Graduate (these attributes include: knowledgeable, healthy and well-rounded, skilled communicator and collaborator, civic minded and financially literate, critical thinker and problem solver, responsible and ethical decision maker and resilient and confident), into our educational learning environments. We should create and encourage opportunities to share student voices and empower all students to share their needs and experiences. Developing more relatable means for students to communicate with teachers and staff will capitalize on the strengths of students across the district.

Administration

Administrators provide professional learning for staff that addresses needs of students. By being adaptive and responsive to the changing needs of students, district leaders serve as bridges of communication between students, teachers, parents and stakeholders in the community. Honest, clear communication is key in maintaining good relationships with staff, students and their families.

Parents

Parent/Guardian involvement is key in reinforcing WSD's mission and vision for all students to become life, career and college ready citizens. WSD staff and administration will foster an environment of openness and availability for parents/guardians to feel comfortable asking questions and sharing opinions. In order for students to maximize academic success their at-home educational support system should be involved in the educational process on a regular basis. This can be achieved through participation in school-wide events.

Community

Building strong, contributing members of our community requires the involvement of stakeholders in all of our neighborhoods. Empowering students to connect with their local community builds hometown pride and promotes continued personal growth. Community members can extend themselves to students through

internship opportunities, participation in Career Day, mentorship programs and interview opportunities. Passionate community members can promote their chosen careers and give personal insight to students through classroom presentations and industry student tours of workplaces. Offering a wide variety of career programs and opportunities to students ensures local businesses a steady source of informed, educated employees.

Future Ready PA Index

Review of the School(s) Level Performance

Strengths

Indicator	Comments/Notable Observations
Percent of students not chronically absent was above 90% in 7 of our 8 schools.	All Student Groups Met Performance Standard
Percent Proficient or Advanced in Science in our Elementary Schools	Our science program is built upon student problem solving.
Academic growth (Science) in schools that have the highest level of Economically Disadvantaged populations	Spring Ridge, Cornwall Terrace, Southern Middle School and Wilson High School all surpassed the PVAAS growth targets for 22/23 school year.
Percent of Grade 5, 8 and 11 Career standards benchmarks exceeded at every school in the district	None of our schools had a percentage lower than 97.8.
Graduation Rate	Exceeding the statewide goal
HS ELA Academic Growth	HS ELA is exceeding the statewide goal
MS Math Academic Growth	MS Math is exceeding the statewide goal

Challenges

Indicator	Comments/Notable Observations
Percent Proficient and Advanced in ELA/Literature (All Students)	Our K-8 Schools did not meet the Statewide Goal for the 22/23 school year.
Academic Growth in ELA/Literature did not meet the growth standard	5 of the 6 elementary schools not meeting the growth goal. Both middle schools did not meet the growth goal.
Percent Proficient and Advanced in Math (all students)	Not meeting the statewide goal at all levels.
Academic Growth in Math	Not meeting Statewide Goal at both the Elementary and HS level

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

Strengths

<p>Indicator Academic Growth- ELA Grade Level(s) and/or Student Group(s) Students with Disabilities: Elementary-78.6% Middle- 74.5% High School-75%</p>	<p>Comments/Notable Observations Students with Disabilities met the interim goal or exceeded the Statewide Academic Growth Goal in English Language Arts/Literature</p>
<p>Indicator Academic Growth- Math at Middle School Grade Level(s) and/or Student Group(s) Middle School Subgroups: Hispanic- 86.65%, Economically Disadvantaged- 81.4%, EL-98%, Students with Disabilities- 74.5% Black- 81.5%, White- 77.9%</p>	<p>Comments/Notable Observations Middle School Academic Growth met or exceeded the statewide interim goal and/or statewide academic growth goal in Mathematics/Algebra</p>
<p>Indicator Academic Growth-ELA & Science at HS Grade Level(s) and/or Student Group(s) ELA: Asian- 89.5% Black 71% Hispanic 66.1% White 89.6% Economically Disadvantaged 68.2% Students with Disabilities: 47.9% Science: Asian: 78% Black 81% Hispanic 97% White 100% Economically Disadvantaged 95% Students with Disabilities 100%</p>	<p>Comments/Notable Observations All subgroups met or exceeded the statewide interim goal and/or statewide academic growth goal in ELA and Science</p>

Challenges

<p>Indicator Attendance- HS Grade Level(s) and/or Student Group(s) Hispanic 80.8% Two or more races- 79.3% Economically Disadvantaged- 77.3% Students with Disabilities - 77.5%</p>	<p>Comments/Notable Observations These specific subgroups met the statewide average but not the statewide goal</p>
<p>Indicator English Language Growth and Attainment Grade Level(s) and/or Student Group(s) Elementary (Average) Economically Disadvantaged- 47.45 EL- 51% Middle School Hispanic-3.5% Economically Disadvantaged-3.5% EL- 5.3% High School Hispanic 6.8% Economically Disadvantaged - 8% EL- 8.5%</p>	<p>Comments/Notable Observations Subgroups did not meet the statewide goal for English Language Arts</p>
<p>Indicator Percent Proficiency - ELA Grade Level(s) and/or Student Group(s) Students with Disabilities</p>	<p>Comments/Notable Observations Student group meeting the interim target for growth but not meeting the statewide goal at all levels.</p>

Indicator Percent Proficiency- Math Grade Level(s) and/or Student Group(s) Economically Disadvantaged	Comments/Notable Observations All Student Groups Did Not Meet the Standard Demonstrating Growth (red)
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Summary

Strengths

Review the strengths listed above and copy and paste 2-5 strengths which have had the most impact in improving your most pressing challenges.

Percent of students not chronically absent (K-12)
Graduation Rate
Career Standards Benchmark

Challenges

Review the challenges listed above and copy and paste 2-5 challenges if improved would have the most impact in achieving your Future Ready PA index targets.

ELA - K-8 Overall proficiency did not meet state goal for all students (including most subgroups)
K-8 Math proficiency for all levels and subgroups

Local Assessment

English Language Arts

Data	Comments/Notable Observations
CDT ELA 6th-HS (all students)	Advanced= 5% Proficient= 52% Below Proficiency = 43%
STAR Reading -3rd Grade Reading Winter 2024 Benchmark	59% At/Above Benchmark (3rd grade benchmark/indicator in PA Future Ready)
1-5 STAR Reading- Winter 2024 Benchmark	59% At/Above Benchmark in Reading in 1st-5th Grades
3-5 STAR Reading- Winter 2024	61% At/Above Benchmark
3-5th CDT Winter 2022	44% Proficiency

English Language Arts Summary

Strengths

Regular attendance allows opportunity to provide programming that supports student growth.

Challenges

K-8 Reading Proficiency

Mathematics

Data	Comments/Notable Observations
CDT - Algebra I (mostly representative of HS)	Advanced- 1% Proficient- 19% Below Proficiency= 80% 65%
STAR 360 Math - 3rd -5th Winter 2024 Benchmark	District Average 69% Proficiency
CDT 3rd-5th- Winter 2024 Benchmark	21% Proficiency

Mathematics Summary

Strengths

Regular attendance allows opportunity to provide programming and support student growth.

Challenges

K-8 Math proficiency

Science, Technology, and Engineering Education

Data	Comments/Notable Observations
CDT 10th Grade- Biology	ADV 9% PRO 42% Below Proficient 49%
140 students currently in HS Algebra I or II- I STEM Block	9th and 10th grades
2 members of our staff are master teachers in Project Lead the Way	
Wilson's technology and engineering program was recognized as a PLTW distinguished high school	Offered and had students enrolled in a minimum of three PLTW high school courses from any pathway. Had 25 percent of students or more participate in PLTW courses from any pathway OR of those who participated, 33 percent or more took two or more PLTW courses during their high school tenure. Had 95 percent of students take the End-of-Course (EoC) assessments.** School has strategies and procedures in place that support reasonably proportional representation with regard to race, ethnicity, poverty, gender and can support such claims with relevant data.

Science, Technology, and Engineering Education Summary

Strengths

STEM Programming

Challenges

Low Biology CDT scores

Related Academics

Career Readiness

Data	Comments/Notable Observations
PA Future Ready Index	Career Standards and Industry Based Competencies meet or exceed statewide average and/or statewide goal

Articulation Agreements

Partnering Institution

Reading Area Community College

Agreement Type

Program/Course Area

High School Courses

Uploaded Files

Wilson Dual Enrollment Program MOU - 2023-02-28 2 (2).docx

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.

HS Career Standards and Industry Based Competencies meet or exceed statewide average and/or statewide goal
Middle School exceeded state standards for Career Readiness requirements

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.

While we have been compliant with the career ready requirements, we still need growth in this and continue to support other opportunities for more students.
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Equity Considerations

English Learners

Data	Comments/Notable Observations
Attendance rate of EL Subgroup compared to that of All Students	HS- 87.5% (All-86.3%) MS- 93.5% (All-91.5%) Elementary- 88.6% (All 93.6%)

Students with Disabilities

Data	Comments/Notable Observations
Graduation rate compared to all students	All Students- 94% Students with Disabilities- 84.3%
Attendance rate compared to all students	Elementary- 89.7% Middle-87.7 % HS-77.5%
Academic performance measures compared to all students	Elementary- Math -21.06% / 45.6% (ALL) ELA - 22.8%/ 50.8%(ALL) Middle- Math- 8.1% / 30.7% (ALL) ELA- 18.35%/ 50.7% (ALL) HS- Math/Algebra 1 13.8%/ 26.6% (ALL) ELA 47.9% / 82.6% (ALL)
Career Standards	Meeting or Exceeding at all levels

Students Considered Economically Disadvantaged

Data	Comments/Notable Observations
Graduation rate compared to all students	88.7% / 94% (ALL)
Attendance rate compared to all students	HS- 77%/ 86.3%(ALL) Middle - 86.5%/ 91.55%(ALL) Elementary- 89.72% / 93.68% (ALL)
Academic performance measures compared to all students	Elementary- Math -31.9% / 45.6%(ALL) ELA - 35.7% / 50.8%(ALL) Middle- Math- 32.2% / 30.7% (ALL) ELA- 52.75%/ 50.7% (ALL) HS- Math/Algebra 1 13.8%/ 26.6% (ALL) ELA 47.9% / 82.6% (ALL)
Career Standards	Meeting or Exceeding at all levels

Student Groups by Race/Ethnicity

Student Groups	Comments/Notable Observations
Asian	HS- ELA- 89.5%/ 82.6% (All) Attendance 92.5 % Career Standards Benchmark 100% Middle- ELA 76.6%/ 50.7% (All) Math 63.85% / 30.7% (All) Attendance 97.25%/ 9.55% (All)
Black	Elementary ELA 38.3%/ 50.86% (ALL) Math 27.3% / 45.6% (All) Attendance 92.36% Middle- ELA 40.2%/ 50.7% Math 20.75% / 30.7% (All) (All) Attendance 93.1% Career Standards 100% HS- ELA 71/ 82.6% (All) Math 19.2%/ 26.6% (All) Attendance 87.1% Career Standards 100%
Hispanic	Elementary- ELA 35.2%/ 50.86% (ALL) Math 26.78% / 45.6% (All) Attendance Middle- ELA 31.85%/ 50.7% (All) Math 14.65% / 30.7% (All) Attendance 88.45% Career Standards 99% HS- ELA 66.1%/ 82.6% (All) Math 17.5%/ 26.6% (All) Attendance 80.8% Career Standards 97.5%

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.

High overall attendance and graduation rates for "All students" - while some subgroups are lower, still represent higher levels than state averages.
Career Standards

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.

Lower HS attendance for some subgroups, however still represent higher levels than state average
Math and ELA Performance Measures

Designated Schools

There are no Designated Schools.

Supplemental LEA Plans

Programs and Plans	Comments/Notable Observations
Special Education Plan	N/A--The most recent plan was submitted in April 2023
Title 1 Program	struggling readers
Student Services	equity, mental health, SEL
K-12 Guidance Plan (339 Plan)	academic and career and personal social needs--could map to redefining ready
Technology Plan	Discovery Class and ISTEM @ HS
English Language Development Programs	Equity

Strengths

Our Title 1 programing provides certified Reading Specialists in the District at the Elementary level.

Our Discovery program utilizes technology implementation in honing their problem-solving skills

Every school within the District has at least two School Counselors to help support the social and emotional well-being of students.

Challenges

Reading Specialists provide support to Grades K-3.

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	Emerging

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	Operational
Build the capacity of central office and school administrators as instructional leaders to effectively monitor, supervise, and support high quality teaching and learning	Operational

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

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

Implement Data-Driven Human Capital Strategies

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

Organize and Allocate Resources and Services Strategically and Equitably

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

Summary

Strengths

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

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and
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priorities
Ensure effective, standards-aligned curriculum and assessment

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.

Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district
Partner with local businesses, community organizations, and other agencies to meet the needs of the district

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
Percent of students not chronically absent (K-12)	True
Graduation Rate	False
STEM Programming	False
Career Standards Benchmark	True
HS Career Standards and Industry Based Competencies meet or exceed statewide average and/or statewide goal	True
Career Standards	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	False
Ensure effective, standards-aligned curriculum and assessment	True
Regular attendance allows opportunity to provide programming that supports student growth.	False
Regular attendance allows opportunity to provide programming and support student growth.	False
Middle School exceeded state standards for Career Readiness requirements	False
High overall attendance and graduation rates for "All students" - while some subgroups are lower, still represent higher levels than state averages.	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 - K-8 Overall proficiency did not meet state goal for all students (including most subgroups)	True
K-8 Math proficiency for all levels and subgroups	True
While we have been compliant with the career ready requirements, we still need growth in this and continue to support other opportunities for more students.	True
K-8 Reading Proficiency	True
Low Biology CDT scores	False
Lower HS attendance for some subgroups, however still represent higher levels than state averages	True
Engage in meaningful two-way communication with stakeholders to sustain shared responsibility for student learning across the district	False
Partner with local businesses, community organizations, and other agencies to meet the needs of the district	False

Analyzing (Strengths and Challenges)

Analyzing Challenges

Analyzing Challenges	Discussion Points	Check for Priority
ELA - K-8 Overall proficiency did not meet state goal for all students (including most subgroups)	While we have ELA programs in place, our ability to analyze and leverage them for instructional and systematic decision making can improve. Focused work in research-based literacy practices will improve our ability to meet the needs of learners through our MTSS framework.	True
K-12 Math proficiency for all levels and subgroups	While we have math programs in place, our ability to analyze and leverage them for instructional and systematic decision making can improve. Focused work in research-based mathematics practices will improve our ability to meet the needs of learners through our MTSS framework.	True
While we have been compliant with the career ready requirements, we still need to continue to support other experiences and opportunities for more students.	Are we providing equitable opportunities and experiences for students across the district?	True

Lower HS attendance for some subgroups, however still represent higher levels than state averages	While we are above the state average, it is important to continually monitor attendance as it relates to the learning experiences and opportunities we are providing for students to be college and career ready.	False
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Analyzing Strengths

Analyzing Strengths	Discussion Points
Ensure effective, standards-aligned curriculum and assessment	How can we engage in more collaborative planning to ensure effective, standards-aligned curriculum and assessment implementation?
Career Standards	How can we improve attendance and graduation rates for "all students"?
Percent of students not chronically absent (K-12)	
HS Career Standards and Industry Based Competencies meet or exceed statewide average and/or statewide goal	

Priority Challenges

Analyzing Priority Challenges	Priority Statements
	If embedded professional learning is implemented for K- 8 ELA teachers focused on research-based literacy practices for all students, then students will demonstrate growth in reading.
	If embedded professional learning is implemented for K- 8 Mathematics teachers focused on research-based mathematical practices for all students, then students will demonstrate growth in mathematics.
	If we focus on a culture of learning and intentionally integrate developmental life, career, and college ready skills into our learning environments, all students' career and learning pathways will be positively impacted.

Goal Setting

Priority: If embedded professional learning is implemented for K- 8 ELA teachers focused on research-based literacy practices for all students, then students will demonstrate growth in reading.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in research-based literacy practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Embedded Professional Learning - Research Based Practices in Literacy Instruction		
Target Year 1	Target Year 2	Target Year 3
Develop a 3 Year ELA Cohort Model focused on strengthening teacher capacity in research-based literacy practices to support all learners	Continuation of ELA Cohort Model focused on strengthening teacher capacity in research-based literacy practices to support all learners - Develop additional regularly scheduled professional learning opportunity for K-8 PLC focused on ELA planning, instruction, and assessment	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in research-based literacy practices in grades K-8

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based literacy practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Empower Leadership		
Target Year 1	Target Year 2	Target Year 3
Build capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based literacy practices that support all learners.	Continued opportunity to build capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based literacy practices that support all learners.	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based literacy practices in grades K-8

Outcome Category
Essential Practices 1: Focus on Continuous Improvement of Instruction

Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based literacy practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
ELA Data Analysis and Planning		
Target Year 1	Target Year 2	Target Year 3
Develop a K-8 Data protocol that utilizes data to analyze growth and plan for instruction within the MTSS framework.	Refine K-8 Data protocol that utilizes Universal Screener data to analyze growth and plan for instruction within the MTSS framework.	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based literacy practices in grades K-8

Priority: If embedded professional learning is implemented for K- 8 Mathematics teachers focused on research-based mathematical practices for all students, then students will demonstrate growth in mathematics.

Outcome Category		
Professional learning		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Embedded Professional Learning- Research-Based Practices in Mathematics Instruction		
Target Year 1	Target Year 2	Target Year 3
Develop a 3 Year Mathematics Cohort Model focused on facilitating research-based mathematical practices to support all learners	Continuation of Mathematics Cohort Model focused on facilitating research-based mathematical practices to support all learners	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Empower Leadership		
Target Year 1	Target Year 2	Target Year 3
Build capacity of Lead Learners, IST, and Building Administrators to provide feedback	Continued opportunity to build capacity of Lead Learners, IST, and Building Administrators to	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional

and facilitate research-based practices in mathematics instruction.	provide feedback and facilitate research-based practices in mathematics instruction.	learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8
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Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8		
Measurable Goal Nickname (35 Character Max)		
Mathematics Data Analysis and Planning		
Target Year 1	Target Year 2	Target Year 3
Develop a K-8 Data protocol that utilizes data to analyze growth and plan for instruction within the MTSS framework.	Refine K-8 Data protocol that utilizes Universal Screener data to analyze growth and plan for instruction within the MTSS framework.	By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8

Priority: If we focus on a culture of learning and intentionally integrate developmental Life, Career, and College ready skills into our learning environments, all students' career and learning pathways will be positively impacted.

Outcome Category		
Essential Practices 1: Focus on Continuous Improvement of Instruction		
Measurable Goal Statement (Smart Goal)		
By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student- centered ownership of life, career, and college ready skills.		
Measurable Goal Nickname (35 Character Max)		
Life, Career, and College Ready Skills		
Target Year 1	Target Year 2	Target Year 3
Examine integration of PA Career Ready Skills Continuum in the learning environment and link to attributes of a Profile of a Wilson Graduate.	Continue to monitor and refine programs and practices that support student ownership of PA Ready Skills and attributes of a Wilson Graduate.	By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.

Outcome Category		
Community Engagement		
Measurable Goal Statement (Smart Goal)		
By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.		
Measurable Goal Nickname (35 Character Max)		
Communication to Stakeholders		
Target Year 1	Target Year 2	Target Year 3
Communicate Profile of a Graduate to Stakeholders	Continued communication of the attributes of a Wilson Graduate. (reflective of experiences and opportunities and student ownership)	By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.

Outcome Category		
Essential Practices 2: Empower Leadership		
Measurable Goal Statement (Smart Goal)		
By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.		
Measurable Goal Nickname (35 Character Max)		
Culture of Learning		
Target Year 1	Target Year 2	Target Year 3
Build capacity of teacher leaders and Building Administrators to provide feedback and facilitate a culture of learning through workshops and learning visits	Continue to build capacity of teacher leaders and Building Administrators to provide feedback and facilitate a culture of learning through workshops and learning visits	By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.

Action Plan

Action Plan For: Evidence-based Literacy Practices

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in research-based literacy practices in grades K-8

Action Step		Anticipated Start/Completion Date	
Establish a 3 year cohort model that facilitates professional learning of research-based practices in literacy instruction		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer- K-5 Supervisor of Teaching and Learning Steve Rhoades 5-9 Supervisor of Teaching and Learning Matt Campbell 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Teaching and Learning	Professional Texts (as needed) District Curriculum Substitute Coverage	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Empower Leadership- Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based literacy practices that support all learners.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent of Teaching and Learning Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer, K-5 Supervisor of Teaching and Learning Steve Rhoades, 5-9 Supervisor of Teaching and Learning Matthew Campbell, 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning	Professional Texts (as needed)	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Data Analysis and Planning Protocol		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent of Teaching and Learning	Assessment Handbook Universal Screening Benchmark	Yes	Yes

Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer, K-5 Supervisor of Teaching and Learning Steve Rhoades, 5-9 Supervisor of Teaching and Learning Matthew Campbell, 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning	Data Progress Monitoring Data		
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Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of teaching essential practices in instruction, evidence of responsive planning and instruction based on data analysis, and evidence of feedback that supports continuous growth in essential literacy practices	Surveys Walkthrough feedback Direct observation Analysis of benchmark data

Action Plan For: Evidence-based practices in Mathematics Instruction

Measurable Goals:
<ul style="list-style-type: none"> By the end of the 2026-2027 school year, the Wilson School District will implement an embedded professional learning model that strengthens teacher capacity in teaching research-based mathematical practices in grades K-8

Action Step		Anticipated Start/Completion Date	
Establish a 3 year cohort model that facilitates professional learning of essential practices in mathematics instruction		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer- K-5 Supervisor of Teaching and Learning Steve Rhoades 5-9 Supervisor of Teaching and Learning Matthew Campbell, 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning	Professional Texts (as needed) District Curriculum Substitute Coverage	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Empower Leadership- Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based mathematics practices that support all learners.		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent of Teaching and Learning Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer, K-5 Supervisor of Teaching and Learning	Professional Texts (as needed)	Yes	Yes

Steve Rhoades, 5-9 Supervisor of Teaching and Learning Matthew Campbell, 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning			
Action Step		Anticipated Start/Completion Date	
Data Analysis and Planning Protocol		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent of Teaching and Learning Gangi Cucciuffo Director of Teaching and Learning Angela Mitstifer, K-5 Supervisor of Teaching and Learning Steve Rhoades, 5-9 Supervisor of Teaching and Learning Matthew Campbell, 9-12 Supervisor of Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning	Assessment Handbook Benchmark Data Progress Monitoring Data	Yes	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Evidence of teaching essential practices in instruction Evidence of responsive planning and instruction based on data analysis Evidence of feedback that supports continuous growth in essential mathematical practices	Surveys Walkthrough Feedback Direct Observation Analysis of Universal Screening Data and local data

Action Plan For: Life, Career, and College Ready Skills

Measurable Goals:
<ul style="list-style-type: none"> By the end of 2026-2027 school year, the Wilson School District will increase overall achievement according to PA Future Ready data by ensuring personalized feedback and student-centered ownership of life, career, and college ready skills.

Action Step		Anticipated Start/Completion Date	
Evidence of life, career, and college ready skills in the learning environment to support attributes of a Wilson Graduate		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent for Teaching and Learning Andrew Hoffert, Assistant Superintendent-Student Services and Programs	PA Career Ready Skills Continuum Profile of a Wilson Graduate Attributes	Yes	Yes

Chris McCaffrey Coordinator of Instructional Innovation Jennifer Joiner, Supervisor of Professional Learning	District Curriculum		
Action Step		Anticipated Start/Completion Date	
Empower Leadership-Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate a culture for learning that supports life, career, and college ready skills through workshops and learning visits		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Stacey Stoudt, Assistant Superintendent for Teaching and Learning Andrew Hoffert, Assistant Superintendent-Student Services and Programs Chris McCaffrey Coordinator of Instructional Innovation Jennifer Joiner, Supervisor of Professional Learning	PA Career Ready Skills Continuum Profile of a Wilson Graduate Attributes District Curriculum	Yes	Yes
Action Step		Anticipated Start/Completion Date	
Communication of Profile of a Wilson Graduate to Stakeholders (reflective of student experiences and opportunities)		2024-07-01	2027-06-30
Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Karen Troutman, Community Relations Stacey Stoudt, Assistant Superintendent of Teaching and Learning Andrew Hoffert, Assistant Superintendent Student Services/ Programs		No	Yes

Anticipated Output	Monitoring/Evaluation (People, Frequency, and Method)
Integration of life, career, college ready skills in the learning environment to support a students' K-12 career and learning pathway	Attendance Surveys Walkthrough Feedback Direct Observation Naviance

Professional Development

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Evidence-based Literacy Practices	Establish a 3 year cohort model that facilitates professional learning of research-based practices in literacy instruction
Evidence-based Literacy Practices	Empower Leadership- Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based literacy practices that support all learners.
Evidence-based Literacy Practices	Data Analysis and Planning Protocol
Evidence-based practices in Mathematics Instruction	Establish a 3 year cohort model that facilitates professional learning of essential practices in mathematics instruction
Evidence-based practices in Mathematics Instruction	Empower Leadership- Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate research-based mathematics practices that support all learners.
Evidence-based practices in Mathematics Instruction	Data Analysis and Planning Protocol
College, Career, and Life Ready Skills	Evidence of college, career, and life ready skills in the learning environment to support attributes of a Wilson Graduate
College, Career, and Life Ready Skills	Empower Leadership-Build Capacity of Lead Learners, IST, and Building Administrators to provide feedback and facilitate a culture for learning that supports college, career, and life ready skills through workshops and learning visits

K-8 Research-based Literacy Instructional Practices

Action Step		
<ul style="list-style-type: none"> Establish a 3 year cohort model that facilitates professional learning of research-based practices in literacy instruction 		
Audience		
K-8 ELA Teachers and Principals		
Topics to be Included		
Research-based best practices in Literacy Instruction		
Evidence of Learning		
Integration of research-based literacy practices instruction in the learning environment, formative assessment during trainings, self reflection in individualized professional learning plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Gangi Cucciuffo- Director of Teaching and Learning Angela Mitstifer- K-5 Teaching and Learning Supervisor Steve Rhoades- 5-9 Teaching and Learning Supervisor Jennifer Joiner- K-12 Supervisor of Professional Learning	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	1/2 day PL trainings year 1 At least 3x during the school year Instructional Learning Visits in year 2 &3
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 2b: Establishing a Culture for Learning • 1a: Demonstrating Knowledge of Content and Pedagogy • 1b: Demonstrating Knowledge of Students • 1c: Setting Instructional Outcomes • 3d: Using Assessment in Instruction • 1e: Designing Coherent Instruction 	
This Step Meets the Requirements of State Required Trainings	
Language and Literacy Acquisition for All Students	

Learning Format

Type of Activities	Frequency
Course(s)	One - 3 hour course (summer of 2024) Followup through the year in grade level meetings, PLCs and cohorts
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 1c: Setting Instructional Outcomes • 1b: Demonstrating Knowledge of Students • 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	
Structured Literacy	

K-8 Mathematics Professional Learning

Action Step
<ul style="list-style-type: none"> • Establish a 3 year cohort model that facilitates professional learning of essential practices in mathematics instruction
Audience
K-8 Mathematics Teachers and Principals
Topics to be Included
Research-based practices in mathematics instruction
Evidence of Learning
Formative assessment during training and follow up reflection throughout the year

Lead Person/Position	Anticipated Start	Anticipated Completion
Gangi Cucciuffo- Director of Teaching and Learning Angela Mitstifer- K-5 Teaching and Learning Supervisor Steve Rhoades- K-5 Teaching and Learning Supervisor Matthew Campbell, 9-12 Teaching and Learning Supervisor Jennifer Joiner- K-12 Supervisor of Professional Learning	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Workshop(s)	1/2 day PL trainings year 1 At least 3x during the school year Instructional Learning Visits in year 2 &3
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 1c: Setting Instructional Outcomes 1e: Designing Coherent Instruction 1d: Demonstrating Knowledge of Resources 1b: Demonstrating Knowledge of Students 1f: Designing Student Assessments 1a: Demonstrating Knowledge of Content and Pedagogy 	
This Step Meets the Requirements of State Required Trainings	

Trauma Informed Care

Action Step		
<ul style="list-style-type: none"> Evidence of life, career, and college ready skills in the learning environment to support attributes of a Wilson Graduate 		
Audience		
All Staff		
Topics to be Included		
Student Mental Health, Youth Suicide, Bullying, Deescalation		
Evidence of Learning		
Followup reflection throughout the year		
Lead Person/Position	Anticipated Start	Anticipated Completion
Jennifer Joiner- Supervisor of Professional Learning	2024-06-04	2024-08-09

Learning Format

Type of Activities	Frequency
Course(s)	Individual Courses (summer 2024)

Observation and Practice Framework Met in this Plan
<ul style="list-style-type: none"> • 3a: Communicating with Students • 1c: Setting Instructional Outcomes • 4c: Communicating with Families • 1b: Demonstrating Knowledge of Students • 4a: Reflecting on Teaching • 2a: Creating an Environment of Respect and Rapport • 2b: Establishing a Culture for Learning • 2d: Managing Student Behavior
This Step Meets the Requirements of State Required Trainings
At Least 1-hour of Trauma-informed Care Training for All Staff

Equitable Access to Evidence Based Practices for all Students

Action Step		
<ul style="list-style-type: none"> • Evidence of life, career, and college ready skills in the learning environment to support attributes of a Wilson Graduate 		
Audience		
K-12 Teachers and Principals		
Topics to be Included		
K-8 MTSS Training, K-12 Pennsylvania Career Ready Skills Continuum, K-12 Total Experience Learning Collaboration with Teachers		
Evidence of Learning		
Reflection throughout the year, formative assessment during training, walkthroughs, data protocols		
Lead Person/Position	Anticipated Start	Anticipated Completion
Gangi Cucciuffo- Director of Teaching and Learning Chris McCaffrey- Coordinator of Instructional Innovation Jennifer Joiner- Supervisor of Professional Learning	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Coaching (peer-to-peer; school leader-to-teacher; other coaching models)	Workshop Sessions 2-3x per year Embedded Learning Visits Walkthroughs Data Meetings 3x per year
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 3c: Engaging Students in Learning • 1f: Designing Student Assessments • 2b: Establishing a Culture for Learning • 1b: Demonstrating Knowledge of Students 	

- 3b: Using Questioning and Discussion Techniques
- 1e: Designing Coherent Instruction
- 3d: Using Assessment in Instruction
- 4a: Reflecting on Teaching

This Step Meets the Requirements of State Required Trainings

Teaching Diverse Learners in Inclusive Settings

School Safety

Action Step		
<ul style="list-style-type: none"> • Evidence of life, career, and college ready skills in the learning environment to support attributes of a Wilson Graduate 		
Audience		
All Staff		
Topics to be Included		
Safety and Security Drills, Situational Awareness		
Evidence of Learning		
Active Engagement in Training, Completion of coursework, follow-up reflection throughout the year		
Lead Person/Position	Anticipated Start	Anticipated Completion
Andrew Hoffert, Assistant Superintendent- Student Services and Programs	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Inservice day	Yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> • 1b: Demonstrating Knowledge of Students • 3e: Demonstrating Flexibility and Responsiveness 	
This Step Meets the Requirements of State Required Trainings	

Culturally- Relevant and Sustaining Education

Action Step
<ul style="list-style-type: none"> • Evidence of college, career, and life ready skills in the learning environment to support attributes of a Wilson Graduate
Audience
All Staff
Topics to be Included
Competencies for CR-SE
Evidence of Learning
Formative assessment during training, surveys, and reflections

Lead Person/Position	Anticipated Start	Anticipated Completion
Stacey Stoudt, Assistant Superintendent Andrew Hoffert, Assistant Superintendent- Student Services and Programs Gangi Cucciuffo, Director for Teaching and Learning Jennifer Joiner, Supervisor of Professional Learning	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	1 professional Learning session per year Competencies infused into professional learning sessions around teaching and learning Follow up at faculty meetings
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4c: Communicating with Families 2b: Establishing a Culture for Learning 2a: Creating an Environment of Respect and Rapport 1b: Demonstrating Knowledge of Students 4a: Reflecting on Teaching 	
This Step Meets the Requirements of State Required Trainings	
Common Ground: Culturally Relevant Sustaining Education	

Professional Ethics

Audience		
All Staff		
Topics to be Included		
FERPA, Understanding Boundaries		
Evidence of Learning		
Summer Training Course		
Lead Person/Position	Anticipated Start	Anticipated Completion
Matt Bender, Director of Human Resources	2024-07-01	2027-06-30

Learning Format

Type of Activities	Frequency
Course(s)	yearly
Observation and Practice Framework Met in this Plan	
<ul style="list-style-type: none"> 4f: Showing Professionalism 	
This Step Meets the Requirements of State Required Trainings	
Professional Ethics	

Communications

Communications Profile of a Graduate

Action Step		
Communication of Profile of a Wilson Graduate to Stakeholders		
Audience		
Wilson Stakeholders (Board Members, Community, Parents/Guardians, Students, Teachers, Support Staff, Administrators)		
Topics to be Included		
Evidence of District experiences and opportunities that support The Profile of a Wilson Graduate		
Lead Person/Position	Anticipated Start	Anticipated Completion
Karen Troutman	2024-07-01	2024-06-30

Communication

Type of Communication	Frequency
Presentation	minimum of 2x year

Communication

Type of Communication	Frequency
Newsletter	a minimum of 2x a year
Social Media	ongoing

Board Presentation of Comprehensive Plan

Action Step		
Presentation of the Comprehensive Plan		
Audience		
Wilson School Board and Community		
Topics to be Included		
Comprehensive Plan		
Lead Person/Position	Anticipated Start	Anticipated Completion
Gangi Cucciuffo, Director of Teaching and Learning Jennifer Joiner, Supervisor of Teaching and Learning	2024-07-01	2027-06-30

Communication

Type of Communication	Frequency
Presentation	April 2024

Approvals & Signatures

Uploaded Files

Chief School Administrator	Date