

**WELLSBORO AREA SD**

227 Nichols Street

Induction Plan (Chapter 49) | 2022 - 2025

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### **INDUCTION PLAN (CHAPTER 49)**

Chapter 4 establishes that each school entity shall submit to the Department for approval an induction plan every 6 years as required under Chapter 49, Section 16(a). A school entity shall make its induction plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Department.

Chapter 49.16, Approval of Induction Plans, establishes the following requirements of LEA Induction Plans:

- Each school entity shall submit to the Department for approval a plan for the induction experience for first-year teachers (including teachers in prekindergarten programs, when offered), long-term substitutes who are hired for a position for 45 days or more and educational specialists.
- The induction plan shall be prepared by teacher or educational specialist representatives, or both, chosen by teachers and educational specialists and administrative representatives chosen by the administrative personnel of the school entity. Newly employed professional personnel with prior school teaching experience may be required by the school entity to participate in an induction program.
- The induction plan shall reflect a mentor relationship between the first-year teacher, long-term substitute or educational specialist, teacher educator and the induction team.
- Criteria for approval of the induction plans will be established by the Secretary in consultation with the Board and must include induction activities that focus on teaching diverse learners in inclusive settings.

<b>Name</b>	<b>Title</b>	<b>Committee Role</b>	<b>Chosen/Appointed by</b>
Steve Adams	Elementary Principal	Administrator	Administration Personnel
Karen Farrer	Special Education Supervisor	Education Specialist	Administration Personnel
Tammy Giarth	WOLA Teacher	Teacher	Teacher
Tonya Harman	High School Guidance	Teacher	Education Specialist
Amy Coots	Principal of Academic Affairs	Administrator	Administration Personnel
Kristopher Davis	Teacher	Teacher	Teacher



## **CHARACTERISTICS.**

Administrators in each respective building of a newly hired teacher (beginning teacher, long-term substitute teacher, and new to WASD) provides a list of nominees to the Superintendent. The Superintendent will select the mentor from the above list based on the characteristics above from Chapter 49.16 and submit a name for board approval based on the needs of the inductee. The mentor must have five years of successful teaching experience within the district and their Instructional II Certificate. When possible the mentor and inductee will be in the same building and teach the same subject area or grade. The mentor teacher will have a firm understanding of instructional and classroom management.

## **OTHER**

### **BASED ON THE TOOLS AND METHODS SELECTED ABOVE, DESCRIBE THE LEA'S INDUCTION PROGRAM, INCLUDING THE FOLLOWING DETAILS:**

- **PROGRAM STRUCTURE**
- **CONTENT INCLUDED**
- **MEETING FREQUENCY**
- **DELIVERY FORMAT**

The goals of the WASD and BLaST IU#17 collaborative induction plan include: The Code of Professional Practice and Conduct for Educators The orientation to the WASD community including policies, procedures and resources To provide job-embedded activities related to areas pertinent to beginning teachers To promote a culture of continuous learning with a growth mindset Incorporate authentic learning experiences applicable to teaching using- relevant content, authentic assessments, self-reflection, and curriculum alignment. Objectives: Develop and Improve Instructional and classroom management skills Knowledge of district and building policies and procedures Awareness of student needs Awareness of various support services Self-reflection and assessment of professional learning/development District Responsibilities: Superintendent will Ensure completion of new teacher induction program by all eligible staff Orient first year teachers to major school district policies Submit reports to the Department of Education as required Maintain new teacher induction documentation identifying program completion Provide each successful inductee with a letter of completion and place a copy in their personnel file Evaluate the process on an annual basis using the evaluations of the program submitted by the participants The Principal will Provide building orientation sessions Meet with inductee and inductee mentor during the year as needed Make every effort to provide flexible time for mentor/inductee observations and consultations Certify successful completion of each inductee to the Superintendent Ensure open lines of communication between all parties are maintained Induction Council Membership: Superintendent, Principals, and Mentors Purpose of the Induction Council: Coordinate the district induction program Evaluate and recommend improvement to the district induction program Resolve any issues presented from both the mentor and inductee Identify training needs of inductee and mentor Role of a Mentor: Establish a rapport with the inductee Introduce inductee to professional organizations and groups Assist the inductee in implementing the district curriculum, policies, and procedures Assist

**EDUCATOR INDUCTION PLAN TOPIC AREAS**

Ensure that professional development activities contain content that develops teacher competency, increases student learning, and aligns with at least one component contained in the Danielson Framework for Teaching.

**CODE OF PROFESSIONAL PRACTICE AND CONDUCT FOR EDUCATORS**

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Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4a: Reflecting on Teaching 4f: Showing Professionalism	Year 1 Spring, Year 1 Winter, Year 1 Fall

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**ASSESSMENTS AND PROGRESS MONITORING**

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Selected Danielson Framework(s)	Timeline
1f: Designing Student Assessments 4a: Reflecting on Teaching 3d: Using Assessment in Instruction	Year 1 Fall, Year 1 Winter, Year 1 Spring

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**INSTRUCTIONAL PRACTICES**

## STANDARDS/CURRICULUM

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Selected Danielson Framework(s)	Timeline
1c: Setting Instructional Outcomes 1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction 4e: Growing and Developing Professionally 1e: Designing Coherent Instruction 1a: Demonstrating Knowledge of Content and Pedagogy	Year 1 Winter, Year 1 Fall, Year 1 Spring

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## TECHNOLOGY INSTRUCTION

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Selected Danielson Framework(s)	Timeline
3c: Engaging Students in Learning 3e: Demonstrating Flexibility and Responsiveness 4e: Growing and Developing Professionally 2c: Managing Classroom Procedures	Year 1 Spring, Year 1 Fall, Year 1 Winter

**Selected Danielson Framework(s)**

**Timeline**

Content and Pedagogy

2a: Creating an Environment of Respect  
and Rapport

3e: Demonstrating Flexibility and  
Responsiveness

3c: Engaging Students in Learning

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## **DATA INFORMED DECISION MAKING**

**Selected Danielson Framework(s)**

**Timeline**

1c: Setting Instructional Outcomes

1f: Designing Student Assessments

4b: Maintaining Accurate Records

4e: Growing and Developing  
Professionally

4a: Reflecting on Teaching

3d: Using Assessment in Instruction

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## **MATERIALS AND RESOURCES FOR INSTRUCTION**



## PARENTAL AND/OR COMMUNITY INVOLVEMENT

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Selected Danielson Framework(s)	Timeline
4e: Growing and Developing Professionally 4c: Communicating with Families 4f: Showing Professionalism 4d: Participating in a Professional Community	Year 1 Winter, Year 1 Fall, Year 1 Spring

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## OTHER

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Selected Danielson Framework(s)	Timeline
4f: Showing Professionalism 4d: Participating in a Professional Community 4e: Growing and Developing Professionally	Year 2 Winter, Year 3 Summer, Year 1 Summer, Year 3 Winter, Year 2 Fall, Year 3 Spring, Year 1 Spring, Year 3 Fall, Year 1 Winter, Year 2 Summer, Year 1 Fall, Year 2 Spring

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## DOCUMENTATION OF PARTICIPATION AND COMPLETION

Identify the methods used to record inductee participation and program completion.

Participation	Completion
Mentor documents his/her inductee's involvement in the program.	Yes
A designated administrator receives, evaluates, and archives all mentor records.	Yes
School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.	Yes
Completion is verified by the LEA Chief Administrator on the Application for Level 2 Certification.	Yes
Confirm that all first-year teachers are required to participate in the induction program.	Yes

**IF "NO" IS SELECTED, PLEASE EXPLAIN WHAT INDIVIDUALS WERE NOT INCLUDED IN THE INDUCTION PROGRAM AND WHY.**

**WELLSBORO AREA SD**

227 Nichols Street

Academic Standards and Assessment Requirements (Chapter 4) | 2022 - 2025

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### **ACADEMIC STANDARDS AND ASSESSMENT REQUIREMENTS (CHAPTER 4)**

The purpose of Chapter 4, Academic Standards and Assessment, of the Pennsylvania School Code is to establish rigorous academic standards and assessments "to facilitate the improvement of student achievement and to provide parents and communities a measure by which school performance can be determined". As part of the Comprehensive Planning process, each LEA will report on their curriculum and assessment alignment to the Academic Standards.

**Chapter 4****Curriculum and Instruction Requirements****Written Curriculum Framework****Taught within the Grade Span**

Reading and Writing for Science and Technical Subjects

K-2

3-5, 6-8

Reading and Writing for History and Social Studies

3-5, 6-8

Career Education and Work

K-2, 3-5, 6-8, 9-12

2. List resources, supports or models that are used in developing and aligning curriculum.

PDE website PDE SAS PATTAN What Works Clearinghouse PA Evidence Based Practices MTSS Framework Marzano LFS Consolidated Evidence Based Practices PDE Assessment & Released Items Analysis of WASD Data in relationship to the state data

3. How does the LEA ensure that all teachers have access to the written curriculum and needed instructional materials? Explain.

Currently, the curriculum is located on a google shared drive. The curriculum will always be a shared teacher document. All teachers teaching content and supporting the content will have instructional materials including special education teachers, Title, and related educational specialists.

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Based on the responses above, would aligning locally developed curriculum to the academic standards be a priority in your comprehensive plan?

Yes

2. What is your LEA's intent to revise the locally developed curriculum during this comprehensive plan cycle?

Following the cycle above and restarting the cycle once we get to the 6th year for continuous improvements and refresh of curriculum materials and revision of the curriculum.









2. On what observational components are classroom teachers rated the highest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students	1b: Demonstrating Knowledge of Students
<b>Domain 2: The Classroom Environment</b>	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning	2b: Establishing a Culture for Learning
<b>Domain 3: Instruction</b>	3c: Engaging Students in Learning	3c: Engaging Students in Learning	3e: Demonstrating Flexibility and Responsiveness
<b>Domain 4: Professional Responsibilities</b>	4b: Maintaining Accurate Records	4f: Showing Professionalism	4b: Maintaining Accurate Records

3. What action steps will be implemented to build upon the strengths found in the classroom teacher observations?  
 WASD will continue to build upon strengths by reviewing them with teachers informally (formative teacher feedback) and during formal, post observation meetings. It is essential to share the strengths with our teachers.

4. On what observational components are classroom teachers rated the lowest at the elementary/middle/high school level? (choose one in each domain)

	Elementary School	Middle School	High School
<b>Domain 1: Planning and Preparation</b>	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources	1d: Demonstrating Knowledge of Resources
<b>Domain 2: The Classroom</b>	2e: Organizing Physical Space	2e: Organizing Physical Space	2e: Organizing Physical Space

<b>Goals Set</b>	<b>Comments/Considerations</b>
<b>Provided at the building level</b>	Areas needing strengthened as identified by data
<b>Provided at the grade level</b>	Areas needing strengthened as identified by data
<b>Provided within the content area</b>	Areas needing strengthened as identified by data
<b>Individual teacher choice</b>	Areas needing strengthened as identified by data
<b>Other (state what other is)</b>	N/A

7. What student performance evidence or artifacts will classroom teachers use to measure the progress and effectiveness of meeting the set goals? (include all those classified as classroom teachers)

<b>Evidence</b>	<b>Grades/Content Area</b>	<b>Comments</b>
<b>Locally Developed School District Rubric</b>	Report Cards	MP 1,2,3,4
<b>District-Designed Measure &amp; Examination</b>	Report Cards, iReady K-8, AimsWeb K-4, IXL, Study Island	MP 1,2,3,4
<b>Nationally Recognized Standardized Test</b>	NAEP in grades associated/group selected	Only when selected
<b>Industry Certification Examination</b>	NOCTI in CTE POS	Eligible students with 50% of course work in POS
<b>Student Projects Pursuant to Local Requirements</b>	N/A	N/A

Based on the responses above, would written curriculum be a priority in your comprehensive plan? Yes

Based on the responses above, would instructional practices be a priority in your comprehensive plan? No

## ASSESSMENT

Chapter 4, Section 4.52, indicates that each school entity shall design an assessment system to do the following:

- Determine the degree to which students are achieving academic standards under Section 4.12 (relating to academic standards).
- Use assessment results to improve curriculum and instructional practices and to guide instructional strategies.
- Provide information requested by the Department regarding the achievement of academic standard.
- Provide summary information, including results of assessments under this section, to the general public regarding the achievement of students.

Assessment PSSA 3-8			Type of Assessment Summative	
Frequency or Date Given Annual, April-May	K-2	3-5 Yes	6-8 Yes	9-12
Assessment Keystone Exams			Type of Assessment Summative	
Frequency or Date Given End of Course	K-2	3-5	6-8	9-12 Yes
Assessment			Type of Assessment	

## **ASSESSMENT (CONTINUED)**

### **EDUCATION AREAS OF CERTIFICATION**

A locally-selected assessment is one of the indicators used for the Future Ready PA Index's Grade 3 and/or Grade 7 Early Indicators of Success.

Future Ready PA Index's Grade 3 Early Indicators of Success – No

Future Ready PA Index's Grade 7 Early Indicators of Success - No

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#### **Describe how your LEA uses benchmark and/or diagnostic assessments in instructional practices?**

Diagnostic assessments are used to better understand an individual student and group of students knowledge and skills- typically before instruction. Assessment data is used to inform instruction in whole groups and smaller groups. Benchmark assessments are used 3 times a year to determine individual students and group of students knowledge and skills of the grade level standards. WASD uses multiple measures detailed in the assessment component of the comprehensive plan to inform curriculum and instruction.

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**WELLSBORO AREA SD**

227 Nichols Street

Professional Development Plan (Act 48) | 2022 - 2025

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**ACT 48**

Chapter 4 establishes that each school entity shall submit to the Secretary for approval a professional education plan every 3 years as required under Chapter 49, Section 17(a). A school entity shall make its professional education plan available for public inspection and comment for a minimum of 28 days prior to approval of the plan by the school entity's governing board and submission of the plan to the Secretary.

Chapter 49.17, Continuing professional education, establishes that every school entity shall develop a continuing education plan that addresses the following requirements:

- a. Includes options for professional development including, but not limited to, activities such as: (i) graduate level coursework; (ii) obtaining a professionally related master's degree; (iii) department-approved in-service courses; (iv) curriculum development work; and (v) attendance at professional conferences.
- b. Defines terms used including, but not limited to, the following: (i) Professionally related graduate level coursework. (ii) Professionally related master's degree. (iii) Curriculum development work. (iv) Professional conferences.
- c. Developed as specified in section 1205.1 of the act in which the plan describes the persons who developed the plan and how the persons were selected.
- d. Submitted to the Secretary shall be approved by both the professional education committee and the board of the school entity.
- e. Includes a section which describes how the professional education needs of the school entity, including those of diverse learners, and its professional employees are to be met through implementation of the plan. The plan must describe how professional development activities will improve language and literacy acquisition for all students and contribute to closing achievement gaps among students.
- f. Includes a description of how the school entity will offer all professional employees opportunities to participate in continuing education focused on teaching diverse learners in inclusive settings.

## PROFILE AND PLAN ESSENTIALS

Wellsboro Area School District  
117598503  
227 Nichols Street, Wellsboro, PA 16901

Amy Coots  
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570-404-2666

Alanna Huck  
ahuck@wellsborosd.org

## STEERING COMMITTEE

Name	Title	Committee Role	Appointed By
Tammy Giarth	WOLA Teacher	Tammy Giarth	Education Specialist
Jessica Witmer	Department Chair, Special Education Teacher	Jessica Witmer	Education Specialist
Denise Route	Middle School Business Teacher	Denise Route	Education Specialist
Laura Lightner	Kindergarten Teacher	Laura Lightner	Teacher
Karen Farrer	Director of Special Education	Karen Farrer	Administration Personnel
Mary Jane Freeman	2nd Grade Teacher	Mary Jane Freeman	Teacher

The Curriculum Council typically meets 2-3 times per year. The council may break into content specific subcommittees if needed. The council also votes to recommend curriculum texts adoptions, add courses and any other relevant curriculum concerns. Content committees meet multiple times per year and break into grade level subcommittee teams that evaluate curriculum and make recommendations on curricular purchases and decisions.



## ACTION PLANS STEPS FROM COMPREHENSIVE PLAN

### CURRICULUM WRITING/REVISION

Action Step	Audience	Topics to be Included	Evidence of Learning
Revision and/or creating a district math curriculum map defining the scope and sequence.	K-12 Math Teachers	Curriculum Writing/Revision Standards Assessment Instruction	Increase in student achievement and growth.
<b>Lead Person/Position</b>			<b>Anticipated Timeline</b>
Curriculum Director and Implementing of Curriculum -Principals			10/11/2022 - 08/30/2024

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Inservice day	Professional Development Time		Teaching Diverse Learners in an Inclusive Setting

## OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

### BLOODBORNE PATHOGEN PREVENTION

Audience	Topics to be Included	Evidence of Learning
Admin, Faculty and Staff	Bloodborne pathogens are infectious microorganisms in human blood that cause disease. This course is designed to provide an overview of the dangers posed by bloodborne pathogens and steps you can take to protect yourself and others from exposure. Topics covered include exposure risk, OSHA guidelines, universal precautions, personal protective equipment, and safe cleanup and disposal practices.	Passing score on Vector course assessment
Lead Person/Position	Anticipated Timeline	
Administrators	08/29/2022 - 06/30/2023	

### LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Independent study	Annual		

**Type of  
Activities**

**Frequency**

**Danielson Framework Component Met in this Plan**

**This Step Meets the Requirements of State Required  
Trainings**

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1b: Demonstrating Knowledge of Students

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## HIPAA OVERVIEW

Audience	Topics to be Included	Evidence of Learning
Admin, Faculty and Staff	This course provides staff members with a basic understanding of current HIPAA regulations. The course will review the definition of HIPAA, whom HIPAA applies to, what HIPAA requires of you and discuss the consequences of HIPAA violations. This course does not serve as legal advice but rather an overview of HIPAA.	Passing score on Vector course assessment
Lead Person/Position	Anticipated Timeline	
Administrators	08/29/2022 - 06/30/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	1b: Demonstrating Knowledge of Students 4f: Showing Professionalism 4b: Maintaining Accurate Records	

## K-12 ELA CURRICULUM, INSTRUCTION AND ASSESSMENT PROFESSIONAL DEVELOPMENT FOR ALL

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		Pedagogy	
		4a: Reflecting on Teaching	
		1c: Setting Instructional Outcomes	
		1d: Demonstrating Knowledge of Resources	
		1e: Designing Coherent Instruction	
		3e: Demonstrating Flexibility and Responsiveness	

## TRAUMA AWARENESS AND TRAUMA INFORMED PRACTICES

Audience	Topics to be Included	Evidence of Learning
Admin, Faculty and Staff	Adverse childhood experiences are negative life events that are witnessed or experienced by children 18 years old or younger. ACE's may affect a person's emotional and cognitive abilities, leaving them overwhelmed and limiting their academic potential. This course is designed to help school staff recognize the signs of trauma so they can help students suffering from its effects. Topic covered include the main sources of trauma in students, the categories of abusive behavior, effects of neglect, household challenges, signs and symptoms, as well as risk factors on development.	Passing score on Vector course assessment

Lead Person/Position	Anticipated Timeline

## NONTRADITIONAL (EQUITY) REGIONAL WORKSHOPS

Audience	Topics to be Included	Evidence of Learning
Perkin's/CTE Admin	Nontraditional (equity) Regional Workshops	Meeting the nontraditional indicator
Lead Person/Position	Anticipated Timeline	
Principal- Jeremy Byrd/Principal of Academic Affairs-Amy Coots	11/08/2021 - 06/09/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	As provided by the Bureau of Career and Technical Education	4c: Communicating with Families 2a: Creating an Environment of Respect and Rapport	Nontraditional (equity) Regional Workshops

## PERKINS POSTSECONDARY APPROVAL IN CATS

Audience	Topics to be Included	Evidence of Learning
Perkin's/CTE Admin	Perkins Postsecondary Approval in CATs	Successful CAT's submission and Perkin's Approval
Lead Person/Position	Anticipated Timeline	
Principal- Jeremy Byrd/Principal of Academic Affairs-Amy Coots	01/03/2022 - 06/30/2027	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Workshop(s)	As provided by the Bureau of Career and Technical Education	4e: Growing and Developing Professionally  4f: Showing Professionalism  4b: Maintaining Accurate Records  4c: Communicating with Families  3c: Engaging Students in Learning	Perkins Postsecondary Approval in CATs

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
		1b: Demonstrating Knowledge of Students	
		2d: Managing Student Behavior	
		1f: Designing Student Assessments	



## TEACHING LEARNERS IN AN INCLUSIVE SETTING

Audience	Topics to be Included	Evidence of Learning
Admin. Faculty and Staff	This course is designed to provide an overview of the Americans with Disabilities Act (ADA) and how it might apply in schools. It covers ADA basics, such as what qualifies as a disability and reasonable accommodation, program accessibility under title II, the differences between the Individuals with Disabilities in Education Act and the ADA, and effective communication in the educational context.	Passing score on Vector course assessment
Lead Person/Position	Anticipated Timeline	
Administrators	08/29/2022 - 06/30/2023	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	2a: Creating an Environment of Respect and Rapport  3c: Engaging Students in Learning	

## EPI PEN AUTO-INJECTORS

Audience	Topics to be Included	Evidence of Learning
Faculty and Staff	The goal of this course is to provide school staff members with a basic understanding of the procedures required to safely administer an epinephrine auto-injector to a student. Topics covered include common allergens found in a school setting, signs and symptoms of anaphylaxis, general administration instructions for all epinephrine auto-injectors, and simple first aid steps to support the student.	Passing score on Vector course assessment
Lead Person/Position	Anticipated Timeline	
Administrators	01/20/2023 - 06/28/2024	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	3e: Demonstrating Flexibility and Responsiveness  1b: Demonstrating Knowledge of Students	

## PASA TRAINING

Audience	Topics to be Included	Evidence of Learning
Special Education Admin/Teachers	Training on PASA Administration	Completion Training in Dynamic Learning MAPS
Lead Person/Position	Anticipated Timeline	
Karen Farrer	06/30/2022 - 06/30/2025	

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annually	1d: Demonstrating Knowledge of Resources 3d: Using Assessment in Instruction	PASA Administration Training

Audience	Topics to be Included	Evidence of Learning
Administrators and Faculty	Some learners know that they are gifted but identifying gifted learners is not always apparent. Not all gifted learners are alike, though many share some characteristics. Some say an IQ score determines whether a child is gifted, but the list of possible qualities is extensive. This training will focus on the characteristics of gifted students and how educators can best help them reach their full potential. The goal of the session is to provide educators with an overview of differentiated instruction and strategies to meet the needs of gifted learners. Time will be spent on exploring the identification of gifted learners, assessment and planning and strategies for differentiated instruction.	Passing score on Vector course assessment

Lead Person/Position	Anticipated Timeline
Mrs. Karen Farrer	08/25/2022 - 06/30/2024

## LEARNING FORMAT

Type of Activities	Frequency	Danielson Framework Component Met in this Plan	This Step Meets the Requirements of State Required Trainings
Other	Annual	3c: Engaging Students in Learning 1c: Setting Instructional Outcomes 1b: Demonstrating Knowledge of Students 3e: Demonstrating Flexibility and Responsiveness	

## **EVALUATION AND REVIEW**

### **DESCRIBE IN THE BOX BELOW THE PROCEDURES FOR EVALUATING AND REVIEWING THE PROFESSIONAL EDUCATION PLAN.**

Each professional activity is evaluated on quality and completion. Vector has a data management feature which allows administration to pull data reports on completion and assessment results. For professional development trainings sign in sheets will be maintained and Act 48 granted. Feedback will be reviewed both informally and formally to inform further professional development or to determine that goals and objectives have been met. Student achievement and growth will be analyzed in order to adjust or create professional development opportunities that are responsive to data. Additionally, WASD will survey teachers annually in the Spring to gather feedback as a professional development needs assessment to assess current professional development and to make informed decision on future professional development.

**WELLSBORO AREA SD**  
227 Nichols Street  
Comprehensive Plan | 2022 - 2025

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**MISSION STATEMENT**

To work in partnership with students, families, and the community to assure that every student acquires the knowledge, skills, and core values necessary to realize his/her fullest potential.

**VISION STATEMENT**

A community of life-long learners that demonstrate the knowledge, skills, and values required for productive citizenship.

**PARENTS**

• Education, with measurable goals and high expectations, empowers all individuals to achieve full potential. • Because every individual is important and unique, education endeavors to meet the varying abilities may require different learning strategies so that all individuals can learn. • Each individual has the right to a respectful, safe learning environment that promotes academic excellence, responsibility, creativity, cooperation, critical thinking and life-long learning. • Positive educational experiences reinforce honesty, integrity, strong moral character, and appreciation of diversity. • An educational partnership must include family, school, and community to provide for our area's cultural, social, and intellectual development.

**COMMUNITY**

• Education, with measurable goals and high expectations, empowers all individuals to achieve full potential. • Because every individual is important and unique, education endeavors to meet the varying abilities may require different learning strategies so that all individuals can learn. • Each individual has the right to a respectful, safe learning environment that promotes academic excellence, responsibility, creativity, cooperation, critical thinking and life-long learning. • Positive educational experiences reinforce honesty, integrity, strong moral character, and appreciation of diversity. • An educational partnership must include family, school, and community to provide for our area's cultural, social, and intellectual development.

**OTHER (OPTIONAL)**

<b>Name</b>	<b>Position</b>	<b>Building/Group</b>
Jennifer Sporer	Staff Member	Wellsboro Area School District
Tammy Giarth	Staff Member	Wellsboro Area School District
Brigette Largey	Staff Member	Wellsboro Area School District
Brigette Largey	Parent	Wellsboro Area School District
Ben Largey	Other	Wellsboro Area School District



<b>Goal Nickname</b>	<b>Measurable Goal Statement (Smart Goal)</b>
Math Achievement and Growth	WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning.
Math Achievement and Growth	WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction.
ELA Achievement and Growth	WASD's goal is to increase ELA achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.)
ELA Achievement and Growth	WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by Implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning.
ELA Achievement and Growth	WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction.

<b>Action Step</b>	<b>Anticipated Start/Completion</b>	<b>Lead Person/Position</b>	<b>Materials/Resources/Supports Needed</b>
Revision and/or creating a district math curriculum map defining the scope and sequence.	2022-10-11 - 2024-08-30	Curriculum Director	Professional Development Time

Principals



**Measurable Goals**

**Action Plan  
Name**

**Professional  
Development Step**

**Anticipated  
Timeline**

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Interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning. (ELA Achievement and Growth)

WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction. (ELA Achievement and Growth)

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**COMMUNICATION PLAN - STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (Math Achievement and Growth )</p>	<p>District Curriculum Revision</p>	<p>Revision and/or creating a district math curriculum map defining the scope and sequence.</p>	<p>10/11/2022 - 08/30/2024</p>
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase ELA achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (ELA Achievement and Growth)</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8</p>			

**COMMUNICATION PLAN - STEPS AND TIMELINES:**

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
	Curriculum Writing	Implementation of text materials that correspond with the course used as core instructional text	10/11/2022 - 08/30/2024

## ADDENDUM A: BACKGROUND INFORMATION TO INFORM PLAN

### Strengths

Allocate resources, including money, staff, professional learning, materials, and support to schools based on the analysis of a variety of data. WASD will continue to work to allocate resources to support schools which support our students.

WASD is fortunate and grateful for the community engagement. Partner with local businesses, community organizations, and other agencies to meet the needs of the district

WASD will continue to seek, recruit and retain fully credentialed, experienced and high-quality leaders, teachers and staff members.

Regular attendance rate at HS 91.7% compared to the state average at 85.8%. RLB at 89.6%, DG at 94.4% and CL at 95.3%. Regular attendance is essential to student achievement and growth.

Jan 2022 Winter Literature Keystone Overall 15.8% Proficiency. State average is 20.3% for this administration.

5-8 ELA was showing overall increase in achievement in comparison to the state by 7.2%.

### Challenges

WASD is seeking to enhance implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in order to meet the needs of all learners.

Historical data indicates that WASD was exceeding state targets in most ELA indicators pre-pandemic.

All ELA data is decreased and WASD looks to increase all area in proficiency. (Supported by data statements noted under ELA)

#### Pandemic

Historical data indicates that WASD was on-track to attain state math ESSA targets pre-pandemic.

All math data is decreased and WASD looks to increase all area in proficiency. (Supported by data statements noted under Math)

#### Pandemic

WASD seeks to return to data in science instruction that meet ESSA targets and shows growth for students in all subgroups.

## Strengths

High School Literature Keystone Exams and ELA Grades 3-8 PSSA satisfactory proficiency rate- Students who are able to read and write at grade level will be successful across contents and achieve at higher levels. (Research supports that reading is the most crucial skill and predictor of future success.)

Regular attendance rate at HS 91.7% compared to the state average at 85.8%. RLB at 89.6%, DG at 94.4% and CL at 95.3%. Regular attendance is essential to student achievement and growth.

HS Algebra and Literature -Jan. 2022 Keystone Data Exceeded the state average

WASD's dedicated professional faculty and staff are committed to educating our K-12 students.

RLB MS 5, 8 Career Standards Benchmark-20-21 Overall 96.4%, Economically Disadvantaged at 93% and students with disabilities 100%. State wide average 86.2%

WAHS 11, Career Standards Benchmark- 20-21 Overall 96.5%, Economically Disadvantaged at 93.3% and students with disabilities 91.3%. State wide average 86.2%

Community Engagement: Events and activities for students and their families- Both Arts, humanities, and health/Physical

**Challenges**

**Discussion Point**

**Priority for Planning**

Overall K-8 math achievement improvement that would positively impact student achievement and growth in a variety of assessments with the grade 3-8 PSSA focus on meeting ESSA benchmarks.

5-8 ELA and Math Economically disadvantaged and Student with Disabilities: positively impact student achievement and growth with student groups with a target of meeting ESSA defined benchmarks for the subgroups.

Grades 4, 8 and Biology Keystone Exams- maintain student achievement and growth for all student group and subgroups to meet ESSA benchmarks.

All ELA data is decreased and WASD looks to increase all area in proficiency. (Supported by data statements noted under ELA)

All math data is decreased and WASD looks to increase all area in proficiency. (Supported by data statements noted under Math)

WASD seeks to return to data in science instruction that meet ESSA targets and shows growth for students in all subgroups.

Increase math and ELA student achievement to ESSA targets in the subgroup of students with disabilities.

Increase math and ELA student achievement to ESSA targets in the subgroup of economically disadvantaged.

WASD is seeking to enhance implementing evidence-based instructional strategies and programs to ensure all students have access to rigorous, standards-aligned instruction in order to meet the needs of



## ADDENDUM B: ACTION PLAN

### Action Plan: District Curriculum Revision

Action Steps	Anticipated Start/Completion Date		
Revision and/or creating a district math curriculum map defining the scope and sequence.	10/11/2022 - 08/30/2024		
Monitoring/Evaluation	Anticipated Output		
Principals	District Curriculum Maps		
Material/Resources/Supports Needed	PD Step	Comm Step	
Professional Development Time	yes	yes	

## ADDENDUM C: PROFESSIONAL DEVELOPMENT PLANS

Measurable Goals	Action Plan Name	Professional Development Step	Anticipated Timeline
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (Math Achievement and Growth )</p>	<p>District Curriculum Revision</p>	<p>Revision and/or creating a district math curriculum map defining the scope and sequence.</p>	<p>10/11/2022 - 08/30/2024</p>
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase ELA achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (ELA Achievement and Growth)</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS</p>			

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Increase in student achievement and growth.	10/11/2022 - 08/30/2024	Curriculum Director and Implementing of Curriculum -Principals

**Danielson Framework Component Met in this Plan:** **This Step meets the Requirements of State Required Trainings:**  
Teaching Diverse Learners in an Inclusive Setting

<b>Professional Development Step</b>	<b>Audience</b>	<b>Topics of Prof. Dev</b>
Curriculum Writing	All Math Teachers of the foundational text	Standards Assessment Instruction Curriculum Writing/Revision

<b>Evidence of Learning</b>	<b>Anticipated Timeframe</b>	<b>Lead Person/Position</b>
Increase in student achievement and growth.	10/11/2022 - 08/30/2024	Curriculum Director and Implementing of Curriculum -Principals

**Danielson Framework Component Met in this Plan:** **This Step meets the Requirements of State Required Trainings:**  
Teaching Diverse Learners in an Inclusive Setting

## ADDENDUM D: ACTION PLAN COMMUNICATION

Measurable Goals	Action Plan Name	Communication Step	Anticipated Timeline
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (Math Achievement and Growth )</p>	<p>District Curriculum Revision</p>	<p>Revision and/or creating a district math curriculum map defining the scope and sequence.</p>	<p>2022-10-11 - 2024-08-30</p>
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions. MTSS also includes addressing emotional and behavioral challenges that impede learning. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. WASD will work to provide teachers with collaborations time, data tools, and data analysis needed to inform instruction. (Math Achievement and Growth )</p>			
<p>WASD's goal is to increase ELA achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) (ELA Achievement and Growth)</p>			
<p>WASD's goal is to increase math achievement to the state math targets in assessed 3-8 and Keystone Exams. (Goal will be adjusted if the state adjusts ESSA targets and data will be reviewed with state actual averages.) Begin by implementing CORE instruction with the goal of 80% In response to deficit areas begin to implement MTSS interventions.</p>			

Anticipated Timeframe	Frequency	Delivery Method
07/01/2022 - 06/30/2025	Bi-weekly while in the ELA selection process	Email Presentation Presentation Webinar Other Presentation Email Other Email Email

Lead Person/Position
Amy Coots

Communication Step	Audience	Topics/Message of Communication
Curriculum Revision/Writing	Teachers with curriculum that needs revision.	Standards, Data Analysis, MTSS, program vs cohort achievement and growth

## **ADDENDUM E: COMPREHENSIVE PLAN COMMUNICATIONS**

**Communication Step**

**Topics of Message**

**Mode**

**Audience**

**Anticipated Timeline**

