West Allegheny School District

A Tradition of Excellence. . .A Vision for Tomorrow

Framework for Excellence

Our Mission
The mission of the West Allegheny School District, a leader in quality education, is to ensure each student acquires the necessary knowledge and skills to be a responsible citizen, prepared for life-long learning and employment; this is accomplished by providing meaningful and personally challenging learning experiences within a safe, nurturing environment in partnership with family and community.

Our Vision
The West Allegheny School District will create a learning environment in which students maximize their potential and achieve success in a cooperative partnership with students, parents, staff, administration, and community through a positive, supportive, caring climate which promote the dignity of all individuals.

Shared Values
- Quality education is essential to sustain our democratic society.
- Education benefits people throughout their lives.
- Every person is valuable and worthy of respect.
- All people can and want to learn.
- Quality education is a shared responsibility among students, family, school, and community.
- Higher expectations lead to higher performance.
- Family support provides a strong foundation for individual learning.
- Everyone is unique and capable of reaching higher levels of performance given the proper conditions.

Unpacking the Framework for Excellence

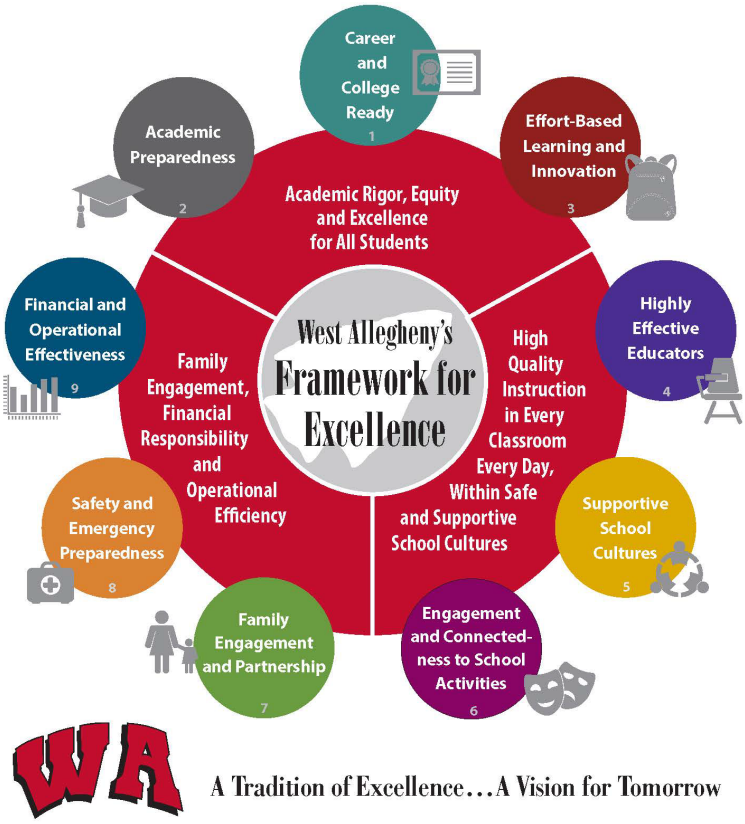
The Framework for Excellence is a research-based learning theory model. The Framework reflects the inter-relationship and interdependency of each of its components. If one of the parts of the Framework changes, the other parts must adapt and change as well. This indicates the reciprocal nature and dynamics of effective teaching and learning as well as the importance that school culture and climate contribute to student success. The Framework values working in partnership with parents to support students and enhance connectedness to school through school-based activities and strong parental engagement. It also symbolizes that organizations focused on delivering excellence must constantly be in a state of continual reflection, adaption and growth. The Framework also suggests that the whole is greater than the sum of its parts. There are three priorities that support the Framework for Excellence with corresponding focus, critical actions and critical indicators. Our three priorities are as follows:

1. Academic Rigor, Equity and Excellence for All Students: Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.
2. High-Quality Instruction in Every Classroom, Every Day within a Safe and Supportive Learning Environment: Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships, and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.
3. Family Engagement, Financial Responsibility and Operational Efficiency: Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

Framework for Excellence Belief Statements

We Believe…

1. We believe our collective work is about deepening, expanding and enhancing the reach and effectiveness of work and successes already occurring at West Allegheny.
2. We believe the best way to improve outcomes for students is to improve adult performance and empower effective leaders, teachers and staff.
3. We believe in creating a culture predicated on effort-based learning, where we seek and embrace feedback to improve our practice.
4. We believe in modeling excellence in all we do if we intend to achieve excellence for ALL students.
5. We believe in approaching our work with genuine intellectual curiosity, passion and a strength-based approach to support each other and our students.



GOAL 1: Career and College Ready: All students will be career and college ready with a viable post-secondary plan and ability to persist.

GOAL 2: Academic Preparedness: All students will be academically prepared demonstrating content area mastery at all grade levels.

GOAL 3: Effort-based Learning and Innovation: All students will have a growth mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.

GOAL 4: Highly Effective Educators: All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

GOAL 5: Supportive School Cultures: All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.

GOAL 6: Engagement and Connectedness to School Activities: All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.

GOAL 7: Family Engagement and Partnership: The District will foster productive parent engagement in partnership to support student success and connectedness to school.

GOAL 8: Safety and Emergency Preparedness: The District will prepare all students and staff for emergency situations and ensure all facilities are well-maintained and equipped with enhanced security measures.

GOAL 9: Financial and Operational Effectiveness: The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.

Priority 1 - Academic Rigor, Equity and Excellence for All Students

Each student will have access to rigorous, equitable academic opportunities and excellence in teaching and learning to ensure career and college readiness.

GOAL 1: Career and College Ready: All students will be career and college ready with a viable post-secondary plan and ability to persist.

GOAL 2: Academic Preparedness: All students will be academically prepared demonstrating content area mastery at all grade levels.

GOAL 3: Effort-based Learning and Innovation: All students will have a growth-mindset demonstrating resiliency, perseverance and intellectual curiosity. All students will have access to innovative and relevant academic programming.

Targets

District Targets
➢ **95%** or more of our students reading and doing mathematics on or above grade level (G2) ➢ **100%** of graduating seniors are connected to a career and/or college pathway and participate in at least one ACCELERATE (Advancing Career Connections through Experiential Learning and Real-world Application, Training, and Experience) event (G1) ➢ **95%** of our students are on track for a career and/or college based on GPA and attendance indicators (G1) ➢ **90%** or more of our students have 90% or above attendance with less than 5% of students chronically absent (G3) ➢ **90%** of our students pass on first exam attempt in Algebra, Biology and Literature Keystones (G2) ➢ **85%** of our students with exceptionalities are included 80% or more of the time in regular education classes (G2, G3) ➢ **50%** of our students scoring advanced on PA State assessments (G1, G2) ➢ **95%** or more of all Advanced Placement exams taken will have a score of 2 or higher with **75%** achieving a qualifying score (G1, G2) ➢ **75%** or more of our students are enrolled in at least one Advanced Placement Course or other college-credit bearing course earning a C or better (G1, G2, G3) ➢ **100%** of West Allegheny schools will have a building-level score greater than 90 (G2)

Focus Areas

- Focus 1a: Enhance and refine Disciplinary Literacy K-12 with an emphasis on student writing (G1, G2, G3)
- Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical practices (G1, G2, G3)
- Focus 1c: Implement a Collaborative Consultative Model for Special Education (G2, G3)
- Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)
- Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)
- Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)

Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 1a: Enhance and refine Literacy K-12 with an emphasis on student writing (G1, G2, G3)	1. Continue implementing new K-5 ELA curriculum and literacy framework aligned to standards and eligible content with social studies integrated and learning pathways focused on TDQs, robust vocabulary, and high-level tasks. 2. Continue to refine and implement 6-12 ELA curriculum and literacy framework aligned to standards and eligible content with embedded learning pathways focused on TDQs, robust vocabulary, and high-level tasks. 3. Continue to implement a comprehensive and balanced assessment system focused on quality, common curriculum-based assessments with associated student work analysis process. 4. Continue to implement a coherent K-12 Multi-tiered System of Support (MTSS) including progress monitoring system for Tier 1, 2, and 3 instruction. 5. Utilize progress monitoring data from K-5 WIN "What I Need" period and K-5 Reading Clinics to inform the MTSS process and enrichment opportunities. 6. Continue to use the Edmentum Platform (Study Island) as a benchmark assessment/supplemental instructional tool for students in grades 2 through 10. 7. Continue to implement academic support classes in grades 6-8 as Tier 2/3 interventions. 8. Continue to implement K-5 literacy based instructional coaching. 9. Continue implementation of Lexia in grades K-2. 10. Continue utilization of Imagine Learning (ESL) for English Language Learners K-8 as a supplemental instructional program. 11. Continue utilization of eligible content mastery tools in relevant grade levels and courses. 13. Continue implementation of structured literacy professional learning and aligned practices K-12. 14. Continue implementation of Unique Learning Systems curriculum to support specifically identified students with IEPs in need of Tier 3 supports. 15. Continue implementation of the Learning Enrichment Afterschool Program (LEAP) and Summer Opportunities for Academic Reinforcement (SOAR) for grades K-5. 16. Continue utilization of Firefly to prepare students for state on-line testing platforms. 17. Continue utilization of focal student trackers to provide targeted support and interventions.	Accelerated Reader; Observational data; PSSA/Keystone; DIBELS growth analysis and Reading Horizons data, Reading Clinic model data; CBAs including culminating tasks; MTSS Tracker; PVAAS; PSAT; SAT; ACT; AP Scores; Lexia Data; Study Island Data; Exact Path Data; Firefly ELA data, and course grades
Focus 1b: Enhance and refine the K-12 Mathematics Framework focused on effective mathematical	1. Continue to refine and implement K-12 curriculum with embedded high quality, common curriculum-based assessments with associated student work analysis protocol. 2. Continue to implement a comprehensive content-specific professional learning model grades K-12 inclusive of focused grade-level learning and coaching anchored in program and curriculum implementation.	Keystone Algebra first time pass rates; 11th grade Keystone proficiency rates; Math course grades; PSSA/Keystone; Observational data; CBAs including culminating tasks; MTSS tracker; PVAAS; PSAT; SAT; ACT; AP

practices (G1, G2, G3)	3. Continue to implement and refine the use of the Edmentum Platform (Study Island) as a benchmark assessment/supplemental instructional tool for students in grades 2 through 8 and in Algebra. 4. Continue to implement a coherent K-12 Multi-tiered System of Support (MTSS) including progress monitoring system and implement academic support classes in grades 6-8 as Tier 2/3 interventions. 5. Continue to implement ST Math in K-5 and Get More Math as a supplemental instructional program in middle grades. 6. Continue to refine and implement the K-5 Mathematics assessments, utilizing enVisions and best practices from Investigations. 7. Continue to implement Forefront math screener for number sense with grades K-3, with ongoing progress monitoring. 8. Implement and refine math curriculum for algebra, geometry, and algebra 2 courses at the MS and HS levels. 9. Utilization of eligible content mastery tools in tested grade levels and courses. 10. Continue implementation of the Learning Enrichment Afterschool Program (LEAP) and Summer Opportunities for Academic Reinforcement (SOAR) for grades K-5. 11. Continue utilization of Firefly to prepare students for state on-line testing platforms. 12. Continue to implement K-6 Mathematics coaching specialist. 13. Implement the Middle School Mathematics Strategic Action Plan utilizing 6-8 mathematics coaching and consulting specialists. 14. Continue the use of focal student trackers to provide targeted support and interventions. 15. Revise the K-5 and 6-8 instructional lesson design aligned to research and best practices.	Scores; ST Math data; Study Island data; Exact Path, Delta Math data, Firefly data, Forefront Universal Math Screener data
Focus 1c: Implement a Collaborative Consultative Model for Special Education (G2, G3)	1. Continue peer-to-peer collaboration model within all schools supporting growth of effective inclusive practices. 2. Ensure a continuum of services model with appropriate student placement and class assignment. 3. Continue to provide school-based professional learning on differentiated instruction, inclusive practices, and collaborative consultation. 4. Continue to utilize Total Cluster Grouping Model grades K-5. 5. Continue to implement a coherent K-12 Multi-tiered System of Support (MTSS) including progress monitoring systems at each level. 6. Continue implementing Edmentum Platform as a Tier 2/3 supplemental instructional support. 7. Continue strategic scheduling process to ensure effective scheduling practices for students with disabilities, with a focus on Least Restrictive Environment (LRE) placement and appropriate utilization of Autistic Support (AS)/Life Skills Support (LSS) classrooms to support individualized student needs and maximize access to the general education curriculum. 8. Continue to support and refine special programs for students with disabilities including the life skills and emotional support program, and launch two new classrooms at Donaldson Elementary. 9. Continue the Partners in Education program inclusive of Partners in Physical Education, Partners in Food, and the WA School Café.	Number of special education referrals to identification %; Out of district placements; IEP student grades; % CCR; % LRE by school; Observational data

	10. Continue implementing the Unified Robotics program for students in grades 6-8 and Unified Bocci in grades 9-12. 11. Continue to implement the Unified Partners in Sports program inviting seven other school districts to participate in three different tournaments throughout the year offering opportunities in competition for qualifying students with disabilities. 12. Continue the effective use of the co-teaching model to support students. 13. Implement new partners courses in Science and Social Studies at the Middle School. 14. Implement a full day Therapy Dog Program in all schools, with rigorous certifications and advanced level training.	
Focus 1d: Connect every student to a Career and/or College Readiness Pathway and ensure readiness (G1, G2, G3)	1. Maintain a multi-year program of studies plan for every high school student. 2. Continue the Career Readiness Graduation requirement, the Career Seminar course, Career and Education Work Standards portfolio, Industry-based learning experiences/credential(s), and college and career center visits to ensure viable post-secondary plans and career-college readiness, including the encouragement of Advancing Career Connections through Experiential Learning and Exposure to Real-world Application, Training, and Exploration (ACCELERATE) Internship opportunities. 3. Utilize Data in Action Meetings to identify students not meeting the College and Career Readiness Indicators and develop student specific intervention plans. 4. Utilize a comprehensive data monitoring system for all students K-12 inclusive of student cohort metrics, advanced courses potential letters, and other college and career readiness on-track measures. 5. Continue to implement the K-12 Guidance Plan (Chapter 339) with grade-level milestones and career awareness and exploration curriculum in grades K-12. 6. Continue to implement SchooLinks to communicate and monitor progress on the Road to Readiness with students and families in grades 6-12. 7. Maintain, monitor and improve student success in WAVA (West Allegheny Virtual Academy) and WALC (West Allegheny Learning Center) with weekly wellness meetings. 8. Maintain and enhance the Early College in HS Academy (ECIHSA) and Advanced Placement (AP) Programs to ensure access for all students. 9. Utilize the Study Skills model (9-12), STAR model (6-8), and WIN model (K-5) to support students in need of Tier 2/3 support. 10. Continue transition program for milestone grades Pre-K to K, grades 5 to 6 and grades 8 to 9. 11. Continue to increase student enrollment in college courses aligned to student selected career/college pathways. 12. Continue to implement Future Ready Index requirements including industry-based and work-based learning experiences and CEW standards. 13. Continue to implement the Future Special Educators program aligned to the grant expectations (Developing Future Special Educators Grant).	PSAT ERW/Math reports; NOCTI Scores; AP scores and % of qualifying scores; Quarterly CCR reports; Enrollment in HS programs; 8th grade Career Readiness presentations; SchooLinks; WALC-WAVA GPA/course completion; Future Ready Index; cohort tracker with IBL and Career Readiness requirements; EdInsight Spotlight Reports; High School CCR survey results; List of internships; SchooLinks reports.

	14. Continue and expand ACCELERATE to provide student internships (unpaid/paid) across three categories: course embedded, academic day, and extended school day internships, with district and community partners. 15. Continue to implement and monitor a Road to Readiness system for students in grades 9 through 12; continue to implement and monitor the road to readiness model for K-8 students. 16. Continue implementation of final exams at the high school to better prepare students for study habits required in a career or college setting. 17. Design and implement final exams at the middle school to better prepare students for the rigorous expectations at the high school. 18. Create and implement the Portrait of a Graduate to shape student learning and seven life-ready competencies as it relates to Career and College Readiness. 19. Refine and enhance Advisory programming to include the seven life-ready competencies of the Portrait of a Graduate.	
Focus 1e: Implement K-12 STEAM-related courses to enhance innovation, critical thinking and project-based learning; develop 21st century digital literacy (G1, G2, G3)	1. Continue implementing K-8 Computers, Innovation, and Design curriculum vertically aligned to HS courses with focused STEELS, ISTE and Computer Science Standards. 2. Continue to expand student access to advanced placement courses and college-level programming. 3. Implement the the K-12 Arts Education curriculum written in partnership with Arts Education Collaborative. 4. Continue to implement an Esports elective course and an extra-curricular club to foster career interests in grades 6-12. 5. Refine curriculum and instruction aligned to the new STEELS (Science, Technology, Engineering, Environmental Literacy and Sustainability) standards. 6. Continue to expand the AI ecosystem to support students, staff and parents in appropriate use of artificial intelligence. 7. Implement Magic School AI as the approved generative AI platform to enhance teaching and learning.	Implementation of Curriculum; Increase in number of students enrolling in STEM courses at HS; PSSA (Pennsylvania System of School Assessment); 5th grade science; 8th grade science; Biology Keystone; AP scores; Course enrollments in Esports and participation in esports club, Study Island Science Benchmarks
Focus 1f: Improve student attendance rates and decrease chronic absenteeism (G3)	1. Continue the Attendance Matters Campaign: Strive for Five or Fewer days missed in the school year. 2. Continue attendance challenges a minimum of four times per year at each school. 3. Continue to implement and monitor student attendance plans for truant and/or chronically absent students and convene attendance conferences with parents accordingly. 4. Continue to utilize proactive attendance nudge letters. 5. Refine and continue to use the data monitoring system to identify and support chronically absent students. 7. Utilize strategies such as revocation of student driving privileges and activity restrictions to incentivize remediation of attendance and tardiness at the high school. 8. Continue the R.I.S.E. (Reinvest In School Engagement) Afterschool Program in grades K-12 to support students who have chronic absenteeism and tardy patterns. 9. Increase and refine attendance incentives for HS students. 10. Continue 'Every Day Every Moment Matters' incentives in the elementary schools to promote positive attendance with Fall,	% of students meeting 95% threshold; Chronic absenteeism; District attendance data; Attendance plans

	Winter and Spring athletic incentives such as Run the Bases, Run the Field, etc.	

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

Each student will have access to a highly effective teacher in every classroom who challenges them academically, builds authentic relationships and supports an effort-based mindset within an accepting and inclusive school culture that promotes engagement and connectedness.

GOAL 4: Highly Effective Educators: All students will have educators committed to fostering active engagement, empowerment, productive disposition, critical thinking and the love of learning in and out of their classrooms.

GOAL 5: Supportive School Cultures: All students will be educated in safe and supportive school cultures fostering wellness, acceptance and the ability to learn and thrive free of bullying, harassment and other negative influences.

GOAL 6: Engagement and Connectedness to School Activities: All students will have opportunities to engage in school-based activities that support and enhance connectedness to school and develop positive relationships with staff.

Targets

District Targets
➢ **95%** or more of our teachers have preponderance of proficient or distinguished practice in focus components of the Framework for Evaluation (G4) ➢ **100%** of teachers demonstrate at least a year or more of growth based on PVAAS data (G4) ➢ **5 out of 5** schools reflect a score of 1.8 or greater on the Instructional Essentials (G4) ➢ **Decrease** the number of Level 3-4 Student Code of Conduct Violations (G5, G6) ➢ **95%** of all students will have less than 3 discipline referrals (G5, G6) ➢ **85%** teacher satisfaction reflected in professional learning surveys and school culture surveys (G5) ➢ **100%** of high school students will be connected to school-based and/or other viable college/career-oriented pathway (G6)

Focus Areas

- Focus 2a: Ensure and support effective teaching and leadership (G4)
- Focus 2b: Deepen results-focused professional development and learning (G4)
- Focus 2c: Enhance school-based professional learning communities (G4)
- Focus 2d: Use data analysis at the district, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)
- Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness, belongingness and involvement (G5, G6)
- Focus 2f: Provide regular, meaningful opportunities for all students and their families to engage in and collaborate on student well-being including trauma (G4, G5, G7)

Priority 2 - High Quality Instruction in Every Classroom, Every Day *Within a Safe and Supportive School Culture*

Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 2a: Ensure and support effective teaching and leadership (G4)	1. Utilize instructional observations to ensure consistent, high-level implementation of Instructional Essentials and Instructional Focus in all classrooms. 2. Maintain an enhanced evaluation system for all educators inclusive of multiple measures of educator effectiveness aligned to Act 13. 3. Provide training and access to professional peer mentors supporting instructional effectiveness and the instructional foci. 4. Continue the implementation of a two-year induction program for new teachers. 5. Provide increased, focused, and differentiated observational cycles to grow instructional practices for professional staff aligned to curriculum and content-specific instructional strategies with a focus on support for historically underserved students. 6. Utilize Professional Learning Communities (9-12) and grade level/content teams (K-8) to analyze student data, collaboratively plan, and to determine action steps to support individual student growth. 7. Provide differentiated school support focused on “Data in Action” reviews and instructional quality assurance with school leaders. 8. Continue implementing teaching and learning team visits to support school leadership and school improvement. 9. Develop differentiated instructional rounds model as part of administrative professional learning. 10. Continue to implement data-focused instructional coaching in grades K-5 with the literacy and mathematics specialists. 11. Continue positive staff attendance initiatives. 12. Implement data-focused instructional coaching in grades 6-8 with mathematics coach and consultant. 13. Implement a comprehensive transition plan for all new administrators to ensure a successful transition into their leadership role.	Walkthroughs; Observational data targets met; Monitor distribution of educators in the evaluation system; High level of inter-rater reliability between instructional observers; PA-ETEP usage; Data driven observation forms; Data-in-action meeting notes and next steps; Learning letter summaries from school visits; Teacher absenteeism; Number of quality teacher candidates; Instructional focus growth metrics; Data in Action Reports
Focus 2b: Deepen results-focused professional development and learning (G4)	1. Continue and expand strategic partnerships with educational experts to support content-specific professional learning and effective curricula implementation and instructional practices. 2. Refine the school-specific grade level/content teaming, PLCs, to support Tier 2 and 3 students and enhance curricular implementation and student learning outcomes. 3. Participate in training to support structured literacy, middle-level and high school level mathematics and advanced placement related coursework. 4. Continue to support an in-district mathematics coach working with K-6 teachers to support curriculum writing and quality implementation. 5. Continue to support an in-district K-5 ELA instructional coach to support curriculum writing and improved teaching and learning. 6. Continue professional learning and support on the implementation of Reading Horizons. 7. Provide ESL professional learning and consultant support in order to ensure the growth and success of our students in the ESL program.	Participant feedback surveys; Documentation of learning communities; Consultant Summaries; Observation data; Instructional Essentials data; Instructional focus growth metrics; WIDA Access data; Monitoring and review of SMARTE goals; Reading Horizons reports; Teacher SPM completion

	8. Implement required Act 55 annual training including trauma-informed practices, safety, etc. with all staff. 9. Participate in AASA Learning Network and Western PA EdLeader Promise Network to provide relevant professional learning for district and school leaders. 10. Collaborate with local districts to develop networks of support and collaboration for teachers. 11. Support middle school math teachers by implementing the Middle School Mathematics Strategic Action Plan utilizing 6-8 mathematics coaching/consulting specialists. 12. Continue teacher participation in the Reading Achievement Center (RAC) to support content knowledge and pedagogy. 13. Continue teacher participation in the district designe Mathematics Achievement Center (MAC) to support content knowledge and pepdagogy.	
Focus 2c: Enhance school-based professional learning communities (G4)	1. Continue to empower School Leadership Teams to develop, support, and monitor school-level goals, priorities and improvement efforts focused on School Framework for Excellence, specific to each school. 2. Continue to implement Continuous Improvement Teams to empower teachers in collaborative decision making with the school administrative team, furthering school initiatives and student achievement. 3. Refine elementary and middle school teaming and high school PLC time to enhance collaborative coaching/mentoring in priority content areas that include school leader support for planning, enacting, and reflecting on leading data and instructional practices aligned to curriculum. 4. Continue to implement the Elementary Literacy coach model and expand the Mathematics instructional coach model to K-6 to grow instructional practice and support high levels of curriculum implementation. 6. Continue to implement one-hour monthly professional learning sessions at each school focused on school and district priorities to meet established goals. 7. Continue to provide relevant training for CCM and SAP Teams at each school.	SLT meeting schedule & agendas; Observation data; Instructional Essentials data; SLT survey data; grade/content level meeting notes; Instructional focus growth metrics; satisfaction rate on the school culture survey; CIT (Continuous Improvement Teams) meeting schedule and agendas
Focus 2d: Use data analysis at the district, school, teacher, classroom, and student level to improve and personalize student learning (G4, G5)	1. Utilize comprehensive data monitoring systems for all students inclusive of student cohort metrics to support content/grade-teaming and PLCs. 2. Utilize data with the School Leadership Teams to monitor critical indicators/targets and develop appropriate school-level interventions. 3. Continue to convene regular “Data in Action” reviews aligned to the assessment system to provide content-specific and student-specific growth strategies. 4. Maintain annual School Framework for Excellence Plans with specific annual goals as a tool to operationalize the Framework for Excellence in each school with school-specific goals and critical actions. 5. Continue to publish the District's Annual Scorecard summarizing annual progress toward five-year interim goals across 59 academic and operational data points. 6. Continue to implement daily chronic attendance data reports and average daily membership reports to support identified students.	CCR Quarterly Report; Edmentum Platform; cohort trackers; DIA trackers Teacher–specific goals; AP Growth Targets in all courses; AP Potential reports; Lexia, Study Island, student growth plans; MTSS tracker; Framework for Excellence targets; School Framework for Excellence tools; DIBELS; Forefront screener; Progress reports; chronic absenteeism daily reports and average daily attendance reports

	7. Develop school-specific and teacher-specific strategies/goals based on summative data analysis of PSSA, Keystone, AP, PSAT, SAT, PVAAS and career and college pathway data. 8. Conduct quarterly progress monitoring School Framework for Excellence meetings with school leaders. 9. Continue to implement the college and career road to readiness indicator system for students in grades 9-12 and the K-8 road to readiness model. 10. Utilize Eligible Content Mastery tools with grade level content PLCs to inform instruction and implementation of curriculum in mathematics, ELA and science. 11. Continue to implement the Advanced Course Potential letters to students in grades 8-11, annually. 12. Implement the Portrait of a Graduate by imbedding the seven life-ready competencies into advisory lessons.	
Focus 2e: Ensure safe and supportive teaching and learning environments and positive school cultures promoting connectedness, belongingness and involvement (G5, G6)	1. Continue to utilize Continuous Improvement Teams in each school to enhance preventive measures and improve teaching and learning, including but not limited to a discipline/PBIS (Positive Behavior Interventions and Support), attendance, Advisory, CARE, and Academic committees. 2. Continue to implement restorative practices as part of district-wide Tier 2 and Tier 3 behavior intervention system. 3. Meet monthly with WAEA and WAESPA leadership teams (district team), school liaisons/reps (school-based) and safety committee. 4. Continue and refine consistent staff and student recognitions and celebrations. 5. Continue to implement student advisory groups to elevate student voice and agency and enhance programing to include the seven life-ready competencies of the Portrait of a Graduate. 6. Continue implementation and growth of K-12 PBIS, with appropriate tier progressions and district level team; include an anti-bullying focus as part of PBIS system in K-8. 7. Continue to maintain seven full-time crisis behavior therapists from Family Links as part of our MTSS behavioral support system and SAP teams. 8. Expand mental health partnerships to include Allegheny Health Network offering virtual therapy sessions for students in grades 6-12. 9. Implement a coherent K-12 MTSS model including academic, behavioral, and social/emotional tiered supports. 10. Continue to implement student advisory groups at the middle and high school levels with planned engagements at the elementary level. 11. Implement consistent behavior interventions aligned with the student code of conduct to include use of teacher assigned after school detention program. 12. Continue to implement Dean of Students role at the middle school and High School. 13. Continue to implement SmartPass hall pass system at the middle school and high school. 14. Continue to implement the student-athlete college showcases to support post-secondary athletic endeavors. 15. Utilize revised recess guidelines consistently across K-5 buildings.	Meeting agendas; PBIS meeting minutes; Monthly discipline data; Monitor quarterly data for effectiveness for anti-bullying and PBIS programs; Anti-bias incident data; Threat assessment data; Scholar Panel student feedback; Staff survey satisfaction results; SmartPass analytics, PowerSchool discipline analytics; senior exit survey; Continuous Improvement Team meeting minutes

	18. Maintain student award recognitions quarterly at the high school and grade 6-12 annual honors night to recognize students for their academic growth and achievement. 19. Continue to host the annual Unified Partners in Sports program inviting seven other local districts to bring students with intellectual/developmental disabilities along with peer buddies to compete in a soccer tournament, basketball tournament and track and field invitational. 20. Continue to participate in Unified Bocce and Unified Robotics. 21. Launch school level threat assessment teams across the District with related professional learning. 22. Implement the Navigate behavior case management software to monitor behavior threat assessments across the District. 23. Implement a series of school-wide academic celebrations and pep rallies at the middle school recognizing student growth, achievement, effort, leadership, and attendance. 24. Continue to implement cellphone restrictions during the school day to be compliant with PA state guidelines; cell phones will be Away for the Day. 25. Implement a full day Therapy Dog Program in all schools, with rigorous certifications and advanced level training.	
Focus 2f: Provide regular, meaningful opportunities for all students and their families to engage in and collaborate on student well-being including trauma (G4, G5, G7)	1. Provide staff with training in trauma-informed care and restorative practices to support the well-being of students. 2. Ensure that students in need of individual or small group support or mental health services have the appropriate level of intervention and care. 3. School staff will provide regular and meaningful opportunities for all students and their families to engage in and collaborate on students' well-being. 4. Continue to utilize the Zen Den at the High School. 5. Implement a full day Therapy Dog Program in all schools, as a proactive support to student well-being and intensive targeted support in times of crisis.	Mental health referral data; Caseloads of behavioral therapists; Threat assessment data; Professional learning surveys; Family feedback

Priority 3 – Family Engagement, Financial Responsibility and Operational Efficiency

Effective family engagement, fiscal responsibility and operational efficiency in program delivery are essential to provide high quality academic programs and support services to our students so they may excel.

GOAL 7: Family Engagement and Partnership: The District will foster productive parent engagement in partnership to support student success and connectedness to school.

GOAL 8: Safety and Emergency Preparedness: The District will prepare all students and staff for emergency situations and ensure all facilities are well maintained and equipped with enhanced security measures.

GOAL 9: Financial and Operational Effectiveness: The District is committed to maintaining program enhancements in academics, arts and athletics with fiscal responsibility and operational efficiency, capitalizing on cost-saving measures that are repurposed to support student success.

Targets

DISTRICT TARGETS
➢ Maintain a minimum of **8%** fund balance of expenditures (G9) ➢ **100%** of families have access to weekly social media posts, bi-monthly District communications and weekly principal communications (G7) ➢ **100%** of families have access to participate in virtual town hall sessions hosted by the Superintendent and principals minimally quarterly (G7) ➢ **100%** of staffing vacancies are filled with a qualified person (G9) ➢ **100%** of internet reliability and critical infrastructure reliability (G9) ➢ **100%** of attempted cyber security attacks are detected and mitigated (G8, G9) ➢ **100%** of schools have a safety and crisis plan and associated monthly drills (G8) ➢ **100%** School/Building compliance to safety and energy audits (G8)

Focus Areas

- Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)
- Focus 3b: Implement strategic staffing strategies, maintain operational effectiveness and efficiencies, capitalize on cost savings, and pursue revenue enhancing sources (G9)
- Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to ensure equity of access (G9)
- Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)
- Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)

Critical Actions & Indicators

Strategic Foci	Critical Actions	Critical Indicators
Focus 3a: Implement value-based budgeting, multi-year financial forecasting and capital improvement projects (G9)	1. Continue to monitor the impact of real estate tax appeals and associated budget millage rate scenarios. 2. Monitor fund balance and continue to capitalize on cost avoidance measures and cost saving measures. 3. Continue to refine the 5-year capital plan inclusive of updates based on the third demographic study and associated staffing model. 4. Complete Phase 2 of the middle school project with the construction of the secondary access road, additional parking and other campus improvements. 5. Continue contracted services for maintenance of athletic facilities and fields. 6. Maintain five-year departmental budgeting forecasts for CIPL, Technology, Facilities, Special Education and Athletics. 7. Continue focused efforts to improve the appearance of all district schools and grounds. 8. Continue to seek external grant funding to offset general fund expenditures. 9. Implement a targeted residency review process to ensure compliance with residency policy. 10. Complete a fourth demographic study, utilizing the services of MGT/Davis Demographics, to provide updated enrollment forecasting for the next ten years. 11. Negotiate WAEA contract for the 2027-2028 school year and beyond.	8% or greater unassigned fund balance over multiple years; Balanced budget (revenue=expenditures); Five-year budget forecasts; multi-year department budget planning documents; Monitor expenditures on-going; Capital project plan; Staffing model; Residency review tracker
Focus 3b: Implement strategic staffing strategies, maintain operational effectiveness and efficiencies, capitalize on cost savings, and pursue revenue enhancing sources (G9)	1. Continue to refine human resource processes to attract candidates and to streamline the hiring process increasing the quantity and quality of candidates. 2. Continue to implement strategic staffing strategies such as emergency certification and in-house certifying paraprofessionals. 3. Continue to monitor transportation costs and capitalize on strategic opportunities to reduce expenses for out-of-district runs. 4. Continue to focus on reducing utility costs, capitalize on energy savings. 5. Continue to reduce and manage copying and printing. 6. Ensure continued efficient operations of the food service program and utilization of cafeteria funds to improve operations. 7. Monitor food service meal counts and incentives to increase participation and maintain a balanced cafeteria budget. 8. Reduce cyber charter school enrollment/tuition and out-of-district placements through WAVA and WALC. 9. Continue to pursue local, state and national grant opportunities to enhance district programming and offset general fund expenditures.	Utility savings and cost avoidance reports year to year and monthly; Staffing model; Minimize loss margin (debt) annually and monthly; Meals counts served YTD reporting; Cyber charter tuition payments; Out-of-district tuition payments; cyber security risk avoidance reports; Updated hiring policies and procedures; Updated policy manual; Grant funding reports
Focus 3c: Support continual service improvement of all technology operations, applications and endpoints to	1. Continue to implement device refresh cycles for all district issued devices for staff and students and continue device maintenance program. 2. Continue to implement PowerSchool as the District's Student Information System (SIS), with supporting platforms and reporting tools for staff, students and parents. 3. Launch Stopfinder to streamline transportation operations and communications.	Website visitation #s; Quality assurance checks by school; 100% net resolution of service tickets monthly; 99% reliability with speed and internet/wireless stability; Teacher/administrative integration of technology

ensure equity of access (G9)	4. Support continuous maintenance and migration/integration of district systems to PowerSchool and continue supporting the Learning Management System (Canvas). 5. Continue to refine SchooLinks implementation as the District's college and career platform. 6. Continue to update the Artificial Intelligence (AI) ecosystem webpage supporting the District's AI Policy (815.1) and ensuring appropriate and effective use of AI to enhance teaching and learning. 7. Implement MagicSchool, the district's primary generative AI platform. 8. With the use of AI driven formulas, continue to automate data reporting across multiple data sources to further enhance academic programming supports and interventions. 9. Continue to provide annual cybersecurity training and technology literacy training for staff with a specific focus on enhancing use of Artificial Intelligence through focused training modules. 10. Continue to enhance the technology video library supporting staff technology literacy on district applications and software. 11. Continue to implement an online registration management system (FamilyID/Arbiter) and electronic fee collection system (MySchoolBucks). 12. Expand the implementation/training of classroom management software (Securely) to support on-task student learning. 13. Launch Securely Home to parents to partner with them to monitor students' appropriate use of technology. 14. Continue to implement TripFinder software program to automate transportation requests for extracurricular activities and fieldtrip requests to provide additional oversight and accountability. 15. Continue to utilize in-district student technology specialists, including student internships, to provide opportunities for students to engage in authentic career exploration. 16. Continue to support the virtual hall pass system (SmartPass) in grades 6-12. 17. Continue to ensure security cameras and related security systems are operating effectively, including cybersecurity threat detection systems. 18. Continue to maintain the instructional digital ecosystem of applications to support teachers. 19. Continue to utilize E-Rate funding and district funds to refresh classroom wireless access points, network infrastructure and data centers. 20. Continue to support the launch of district-wide online testing to comply with state and national mandates.	resources; Participation #s in Family ID and MySchoolBucks; Users downloading district app; SmartPass reporting; 100% cybersecurity detection and mitigation; # of students registered for device maintenance fee
Focus 3d: Ensure effectiveness of Crisis-Safety Response and Emergency Operations Plan (G8)	1. Provide continued staff training on our Emergency Operations Plan supporting S.M.A.R.T measures. 2. Continue to provide comprehensive tabletop training to unit captains. 3. Continued implementation of the School Resource Officer model in all schools and the second shift SRO (School Resource Officer), with an added focus on documenting and reporting student engagements, through the SRO app, as well as documenting facility needs. 4. Introduction and support of our canine SRO, Mylo. 5. Continue to refine the Emergency Operations Plan for the District/Schools with a focus on reunification, recovery and prepared communications. 6. Implement monthly and annual emergency S.M.A.R.T. drills, with a focus on refined ALICE protocols.	Safety drill effectiveness log; Review EOP Plan with the Board annually; Yearly/Monthly drill log; Building safety logs; Training program for unit captains; Threat assessment incidents; Discipline data and bias-based incidents; Navigate Detect reports; SRO app reports

	7. Continue to support seven behavior crisis therapists to support at-risk students, focusing on individual and group therapies as appropriate. 8. Expand mental health services to students through a partnership with Allegheny Health Network for virtual therapy for students in grades 6-12. 9. Continue to monitor and advance preventive C.A.R.E. measures and emergency S.M.A.R.T. measures aligned to the comprehensive emergency operations plan; maintain that all professional staff has a two-way radio with frequent radio checks. 10. Continue to convene bi-monthly school safety reviews and District Safety Committee Meetings to monitor the District's Emergency Operations Plan. 11. Utilize Securly Aware to screen/scan social media and all network activity. 12. Continue to advance the security camera coverage and integration across the district. 13. Continue collaboration with the Safe and Wellness Schools and Wellness Committee. 14. Complete identified additional security upgrades at each school as necessary. 15. Implement the Navigate behavior case management software to monitor suicide and behavior threat assessments across the District. 16. Continue to investigate state of the art weapons detection systems for eventual integration into the district's security measures.	
Focus 3e: Ensure effective and strategic communications of District happenings and accomplishments (G7)	1. Continue frequent communications to parents from District (~bi-monthly) and schools (~weekly) using Constant Contact. 2. Continue to utilize social media effectively with daily Facebook posts and Instagram to promote District happenings and celebrate staff and student successes. 3. Continue publishing the District's Excellence in Action Annual Report showcasing the accomplishments from the year. 4. Continue to publish in Allegheny West and In West Allegheny magazines district happenings. 5. Continue to implement full ADA digital compliance by April of 2027. 6. Maintain parent and student advisory committees meeting at a minimum of once per quarter. 7. Continue Superintendent and Principal Coffee and Conversations, minimally three times per year at each elementary school and monthly at the middle and high school along with monthly Athletic Parent Huddles. 8. Continue updating and enhancing the district's website. 9. Continue to implement the district's mobile app to expand website accessibility. 10. Continue to update and maintain each school's accolade wall to reflect accomplishments. 11. Continue to support our community outreach efforts such as the Week of Caring, supporting our local food pantry. 12. Continue the Unified Partners in Sports program inviting seven other school districts to join West A in offering athletic opportunities for HS students with qualifying disabilities.	Actual communications; Reach and views of posts and livestreaming events; 5 promo videos (back-to-school, staff appreciation, senior celebration, graduation, holiday); # of meeting participants; # district app downloads; Parent satisfaction survey results