



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

- Goal One (1): Access to District Programming | 
 Goal Two (2): Innovative Teaching and Learning  
Goal Three (3): Student Involvement | 
 Goal Four (4): Fiscal and Capital Planning

### Student Achievement - The Board will assess district progress on improved student achievement and involvement.

	GOALS	ASSESSMENT	PROGRESS	COMP PLAN GOAL																														
1.	<p>Improve student progress as evidenced by local effectiveness measures and assessments in comparison to the 21-22 school year.</p> <p>Measurements of Priority:</p> <ol style="list-style-type: none"> <li>1. A 5% decrease in the percentage of all students with 16 or more cumulative absences (600 students). A 7% decrease in the percentage of African American and Hispanic and low-income students with 16 or more cumulative absences (115 students).</li> <li>2. A 5% decrease in the percentage of students with 2 or more Level II or III disciplinary infractions (600 students). A 7% decrease in the percentage of African American and Hispanic and low-income students with 2 or more Level II or III disciplinary infractions (115</li> </ol>	<p>Progress toward end-of-year local effectiveness measures and assessments will show improvement in comparison to the 2021-22 school year.</p> <p>Local effectiveness measures will be disaggregated to assess progress for different sub-groups of students (race/ethnicity, gender, learning identification and economically disadvantaged).</p> <p>Progress towards improvement in local effectiveness measures and assessments will be reported to the Education Committee mid-year and at the end of the school year.</p>	<p>Please see attached progress report for listed Student Achievement Goals:</p> <p><a href="#">WCASD School Goals 22-23 Progress Report</a></p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><b>A 5% decrease in the percentage of all students with 16 or more cumulative absences (600 students).</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>2022-23</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td></td> <td>8.5% (1030/12168)</td> <td>9.23% (1125/12111)</td> </tr> </tbody> </table> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><b>A 7% decrease in the percentage of African American and Hispanic and low-income students with 16 or more cumulative absences (115 students).</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>2022-23</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>African American/Hispanic</td> <td>14.6% (250/1713)</td> <td>15.3% (249/1624)</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>17% (434/2545)</td> <td>15.9% (389/2452)</td> </tr> </tbody> </table> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p><b>A 5% decrease in the percentage of students with 2 or more Level II or III disciplinary infractions (600 students).</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>2022-23</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td></td> <td>4.7% (312/6625)</td> <td>5.4% (360/6688)</td> </tr> </tbody> </table> </div> <div style="border: 1px solid #ccc; padding: 5px;"> <p><b>A 7% decrease in the percentage of African American and Hispanic and low-income students with 2 or more Level II or III disciplinary infractions (115 students).</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th>2022-23</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>African American/Hispanic</td> <td>10.5% (103/978)</td> <td>11% (106/960)</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>11.4% (143/1251)</td> <td>11.7% (135/1153)</td> </tr> </tbody> </table> </div>		2022-23	2021-2022		8.5% (1030/12168)	9.23% (1125/12111)		2022-23	2021-2022	African American/Hispanic	14.6% (250/1713)	15.3% (249/1624)	Economic Disadvantaged	17% (434/2545)	15.9% (389/2452)		2022-23	2021-2022		4.7% (312/6625)	5.4% (360/6688)		2022-23	2021-2022	African American/Hispanic	10.5% (103/978)	11% (106/960)	Economic Disadvantaged	11.4% (143/1251)	11.7% (135/1153)	1,3
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	grade students last year on STAR math assessments. 7. At least 80% of kindergarten students overall and minority and low-income students will be reading at/above grade level by May.		<p>Current 5th grade students will perform as well or better than 5th grade students last year on STAR math assessments.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">2022-23</th> <th style="width: 50%;">2021-2022</th> </tr> </thead> <tbody> <tr> <td>Meeting District Benchmark 63.1% (452/716)</td> <td>Meeting District Benchmark 70.2% (494/704)</td> </tr> </tbody> </table> <p>At least 80% of kindergarten students overall and minority and low-income students will be reading at/above grade level by May.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 100%;">2022-23</th> </tr> </thead> <tbody> <tr> <td>All Students: 75% (618/828) Minority and Low-Income students: 35% (29/83)</td> </tr> </tbody> </table>	2022-23	2021-2022	Meeting District Benchmark 63.1% (452/716)	Meeting District Benchmark 70.2% (494/704)	2022-23	All Students: 75% (618/828) Minority and Low-Income students: 35% (29/83)			
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2.	Engagement from the Superintendent and District Leadership in at least 3 Listening Sessions with various student groups across the district.	Survey results will establish baseline data from these Listening Sessions and will indicate that 80% of participants reported active listening and positive engagement.  The Superintendent and the Cabinet will develop actionable plans to address common points of concern/ideas.	In addition to the SEL Student Voice sessions held, there were 3 listening sessions held for student groups (EHS, SEC - All, FMS). Student feedback was also shared through the Fall and Spring District Surveys.	3								
3.	Improve district performance on state and national assessments as indicators of student progress.  Measurements of Priority: 1. 90% of the Class of 2023 will meet the Keystone Exam requirements. Gaps in	State and National testing data will be disaggregated to indicate progress for different sub-groups of students.  The percentage of the Class of 2023 meeting the Keystone Exam requirements will be presented at the August Education Committee meeting and again in the	90% of the Class of 2023 will meet the Keystone Exam requirements. Gaps in performance for minority and low-income students will be eliminated. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;"></th> <th style="width: 30%;">2022-23</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>80.1% (775/968)</td> </tr> <tr> <td>African American/Hispanic</td> <td>53.4% (71/133)</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>54.3% (95/175)</td> </tr> </tbody> </table>		2022-23	All Students	80.1% (775/968)	African American/Hispanic	53.4% (71/133)	Economic Disadvantaged	54.3% (95/175)	1,2
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<p>performance for minority and low-income students will be eliminated.</p> <ol style="list-style-type: none"> <li>2. SAT and ACT exam scores will remain at or near historically high levels. Gaps in performance for minority and low-income students will be eliminated.</li> <li>3. PSSA scores in all tested areas will improve by 3% or more. Percentage of students scoring Below Basic and Basic will be reduced to pre-pandemic levels. Gaps in performance for low-income and African American and Hispanic in all PSSA categories will be reduced by 10%.</li> <li>4. AP/accelerated honors course enrollment will improve by 3%. Gaps in AP/ accelerated honors course enrollment among African American and Hispanic and low-income students will be reduced by 10%</li> </ol>	<p>Spring of 2023.</p> <p>SAT and ACT results will be disaggregated and reported out in the Fall of 2022.</p> <p>The district will remain in the top 5% to 7% in Niche, US News &amp; World Reports and School Digger ratings.</p>	<p>SAT and ACT exam scores will remain at or near historically high levels. Gaps in performance for minority and low-income students will be eliminated.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 20px;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th style="text-align: center;">2021-2022</th> <th style="text-align: center;">2020-2021</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>Average Score: 1162 State Average: 1091</td> <td>Average Score: 1189 State Average: 1123</td> </tr> <tr> <td>African American/Hispanic</td> <td>Average Score: 1019/1097 State Average: 932/1003</td> <td>Average Score: 981/1167 State Average: 969/1047</td> </tr> <tr> <td>Fee Waiver (Econ Dis.)</td> <td>Average Score: 1080 State Average: 1019</td> <td>Average Score: 1066 State Average: 1047</td> </tr> </tbody> </table> <p>Please see attached results - <a href="#">WCASD School Goals 22-23 Progress Report</a></p> <p>AP/accelerated honors course enrollment will improve by 3%. Gaps in AP/ accelerated honors course enrollment among African American and Hispanic and low-income students will be reduced by 10%</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #cccccc;"> <th></th> <th style="text-align: center;">2022-23</th> <th style="text-align: center;">2021-2022</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td style="text-align: center;">32.5% (2154/6630)</td> <td style="text-align: center;">31.5% (2104/6688)</td> </tr> <tr> <td>African American/Hispanic</td> <td style="text-align: center;">17.6% (169/961)</td> <td style="text-align: center;">16.3% (154/945)</td> </tr> <tr> <td>Economic Disadvantaged</td> <td style="text-align: center;">15.5% (194/1249)</td> <td style="text-align: center;">13.5% (158/1153)</td> </tr> </tbody> </table>		2021-2022	2020-2021	All Students	Average Score: 1162 State Average: 1091	Average Score: 1189 State Average: 1123	African American/Hispanic	Average Score: 1019/1097 State Average: 932/1003	Average Score: 981/1167 State Average: 969/1047	Fee Waiver (Econ Dis.)	Average Score: 1080 State Average: 1019	Average Score: 1066 State Average: 1047		2022-23	2021-2022	All Students	32.5% (2154/6630)	31.5% (2104/6688)	African American/Hispanic	17.6% (169/961)	16.3% (154/945)	Economic Disadvantaged	15.5% (194/1249)	13.5% (158/1153)	
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4.	The administration will monitor the progress of personalized professional learning plans to ensure that goals align with Comprehensive Plan priorities.	The Board will receive a year-end report on personalized professional development plans.  Staff survey of professional development will indicate an 85% satisfaction rate.	With the adjustment to Act 13, PPLs are no longer required. Instead, all SPMs are a part of the evaluation process through PA-ETEP.	1,2
5.	Implement Social-Emotional Learning (SEL) in the district as evidenced by: <ul style="list-style-type: none"> <li>The district will provide a minimum of 8 staff trainings.</li> <li>The district will hold a minimum of 2 student voice groups at each secondary school.</li> <li>The district will hold a minimum of two parent SEL Connection Groups at each secondary school.</li> <li>The district will conduct building walkthroughs and will see an increase from an average 50% of buildings receiving a score of average or above average to 70% of schools receiving a score of average or above average.</li> <li>Teacher survey data will indicate 90% or above of training participants agreeing or strongly</li> </ul>	Progress towards the implementation of Social-Emotional Learning will be reported to the Pupil Services Committee mid-year and at the end of the school year.	8 staff trainings were held. Each school chose 2 cohorts of teachers (spring and fall) to attend 4 trainings Two Student Voice days were held in all of our secondary schools (one in the fall/winter and one in the spring) All k-12 parents were invited to attend a SEL training on the topic of building community  A review of SEL teacher survey data indicates that 92% of elementary teachers and 90% of secondary teacher agree or strongly agree that the SEL trainings met their needs.	1,2,3



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<p>agreeing that the training met their needs.</p>		<p>Due to feedback from building principals and teachers the climate walk data had to be altered. Building SEL teams were asked to pick one area of their building and to use the walkthrough tool to assess either the physical environment or to listen for staff and student interactions. All buildings reported positive visual learning environments and welcoming interactions among staff and students.</p>	

**Equity** - The Board will support programs that promote and ensure equity for all students.



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1.	<p>The district will continue efforts to increase the hiring and retention of highly qualified teachers, staff, and administrators who are reflective of our student population (i.e. race, gender, country of origin, disability, language).</p> <p>Improve access to district programming as outlined in Goal Area One of the 2022-25 Comprehensive Plan as evidenced by an increase in access and performance.</p> <p>Measurements of Priority:</p> <ol style="list-style-type: none"> <li>1. Department will participate in at least 4 recruiting opportunities throughout the 2022-2023 school year.</li> <li>2. Networking for bringing diverse candidates from other school districts to WCASD will be monitored on a monthly basis.</li> <li>3. The district will maintain its commitment to hiring educators of color by placing all applicants of color in front of principals for round 1 interviews.</li> </ol>	<p>The Human Resources Department will deliver September, mid-year and end of year personnel reports that will review the data of hiring of highly qualified and diverse candidates.</p> <p>The HR Department attended 6 recruitment opportunities (4 within the state, 2 out of state). All were poorly attended, and a total of 3 educators of color were in attendance.</p> <p>Mark and I attend our Chester County Human Resources Directors meetings to network and attract candidates to WCASD. Additionally, my work with Immaculata as an adjunct professor has attracted applicants for various positions.</p> <p>Additionally, the HR department has met with local universities and urban universities in Philadelphia and the surrounding Metro areas for recruitment initiatives. We have also expanded our net to capture candidates in other states and areas.</p> <p>All educators of color are afforded interviews and are placed in front of principals. This practice will continue for the</p>	<p>The District has hired 113 new employees between May 1, 2023 and August 9, 2023. All federal, state, and local laws are being followed.</p> <p>In the school year 2022-2203, we hired 14 educators of color.</p>	1,2



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		foreseeable future.		
2.	Continue to review curriculum to ensure inclusion of culturally relevant materials and resources as evidenced by the curriculum review cycle.	The Assistant Superintendent, Director of Elementary Education, Director of Equity and Assessment, and the Assistant Directors for Teaching and Learning will continue work to determine curricular areas in need of culturally relevant materials and resources. These areas will be identified in the 2023-24 Curriculum Proposals.	The Interim Director of Equity is a part of weekly Instructional Cabinet meetings. In addition, she has also participated in curriculum review committees and works closely with the Teaching & Learning team.	1,2
3.	<p>The Superintendent or designee will conduct Parent Listening Sessions across all 17 schools.</p> <p>The Superintendent and Cabinet will collect and report out to the community qualitative and quantitative data that is inclusive of Parent Listening Sessions and Parent Surveys.</p>	The Superintendent will report at Education Committee Meetings the outcomes of Parent Listening Sessions with the goal of establishing actionable steps.	Family Listening Sessions were held in 14 of 17 schools. Parent Survey data collected from Fall & Spring District Surveys was analyzed and presented at the March and August Education Committee Meetings.	1,2

**Board Engagement** - *The Board will be actively engaged with improving communications internally and externally.*

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1.	Every Board member will participate in an “Adopt-A-School” program and be assigned a group of schools whose functions they will attend. District based organizations will also be included such as WCA Education Foundation and PTOC.	Each board member will attend at least two functions at each of his/her assigned group of schools.		1,2,3
2.	The Superintendent and Cabinet will establish monthly opportunities for board members to visit school buildings and classrooms during the school day.	Each board member will attend at least two school visits.	At least one school visit was scheduled in each feeder for Board visits during the school day. Students led class visits and provided a forum for Board members to ask questions.	1,2,3,4

**Accountability** – Board members will hold themselves accountable for their role as a school board official by acting in an ethical and responsible manner.

GOALS		ASSESSMENT	PROGRESS	COMP PLAN GOAL
1.	<p>The Board will continue to review Board Policies through respective committees to maintain an up-to-date policy manual.</p> <p>The School Board will consider the creation of a separate Policy Committee.</p>	<p>Policies will be updated monthly at respective committee meetings.</p> <p>The creation of a Policy Committee will be in effect for the second half of the school year.</p>	The Policy Committee was created and launched in February 2023. Currently, the committee has a Board Chair and has an established policy review schedule with 5 completed meetings during the 2022-23 school year.	1,2,4



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

**Goal One (1):** Access to District Programming | **Goal Two (2):** Innovative Teaching and Learning

**Goal Three (3):** Student Involvement | **Goal Four (4):** Fiscal and Capital Planning

**Accountability** – Board members will hold themselves accountable for their role as a school board official by acting in an ethical and responsible manner.

GOALS		ASSESSMENT	PROGRESS	COMP PLAN GOAL
2.	The Board will monitor the implementation of the new high school master schedule to establish priority targets for access to enrichment opportunities and interventions as evidenced by participation data in lunch and learn and survey data from students, families, and staff.	Student participation data from Flextime Manager reporting.  Feedback from survey results - beginning and end of year.	Feedback and Survey results were shared with the Board during January and June Education Committee meetings.	3
3.	Review the 2022-23 Health and Safety Plan.	A November update will be reviewed by the Board and presented to the community.	The Health and Safety Plan was reviewed during the Education Committee meetings in November 2022 and June 2023.	1



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

- Goal One (1): Access to District Programming | 
 Goal Two (2): Innovative Teaching and Learning  
Goal Three (3): Student Involvement | 
 Goal Four (4): Fiscal and Capital Planning

*Innovation - The Board will support innovative programs to foster student achievement.*

GOALS		ASSESSMENT	PROGRESS	COMP PLAN GOAL												
1.	<p>There will be a 5% increase in the number of students taking dual enrollment courses with West Chester University or other colleges and universities. African American and Hispanic and low-income students will participate in dual enrollment courses at the same level as the district overall.</p> <p>A minimum of 20% of Title IV funding will be allocated to students in need of scholarship funding for dual enrollment.</p>	<p>A report on Dual Enrollment will be shared at the November and June Education Committee Meetings.</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th></th> <th>2022-23</th> <th>2021-2022</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>5.4% (104/1919)</td> <td>4.8% (92/1936)</td> </tr> <tr> <td>African American/Hispanic</td> <td>2.4% (6/249)</td> <td>3% (8/269)</td> </tr> <tr> <td>Economic Disadvantaged</td> <td>1.79% (6/336)</td> <td>2.8% (6/212)</td> </tr> </tbody> </table>		2022-23	2021-2022	All Students	5.4% (104/1919)	4.8% (92/1936)	African American/Hispanic	2.4% (6/249)	3% (8/269)	Economic Disadvantaged	1.79% (6/336)	2.8% (6/212)	1,2
	2022-23	2021-2022														
All Students	5.4% (104/1919)	4.8% (92/1936)														
African American/Hispanic	2.4% (6/249)	3% (8/269)														
Economic Disadvantaged	1.79% (6/336)	2.8% (6/212)														
2.	<p>Monitor professional development in the effective use of district-purchased innovative and technological resources embedded into instructional practices during the 2022-2023 school year.</p>	<p>Staff surveys will show an 85% satisfaction rate with professional development in the area of planning for instructional technology.</p> <p>Qualitative data noted by Instructional Technology Coordinators on walkthroughs using an ISTE aligned instrument.</p> <p>All schools will score in the Proficient range or better on the Instructional Practices section of</p>	<p>During the 2022-2023 school year an instrument was developed to support moving instruction forward in the classroom with regard to the appropriate use of technology. The tool was developed by the Instructional Technology Coordinators and linked to the International Society of Technology in Education standards for students. The tool was piloted with teachers and is ready to implement in</p>	1,2												



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

Goal One (1): Access to District Programming | 
 Goal Two (2): Innovative Teaching and Learning  
Goal Three (3): Student Involvement | 
 Goal Four (4): Fiscal and Capital Planning

<i>Innovation - The Board will support innovative programs to foster student achievement.</i>				
	GOALS	ASSESSMENT	PROGRESS	COMP PLAN GOAL
		the Clarity 3 BrightBytes survey in all schools from both teacher and student responses in Spring 2023.	the 2023-24 school year.  Overall, the majority of our schools scored in the proficient band. Four schools missed it by 13 points or less.	
3.	Reduce the number of students attending charter schools by 2% based on June 30, 2022 enrollment of 447.	Charter school enrollments will show a decrease of at least 2% enrolled in cyber or charter schools. This decrease will reflect a tuition expenditure reduction of at least \$200,000 as compared to the 2021-22 school year	The number of WCASD resident students attending charter schools declined by 35 students (7.8%) from 6/30/22 to 6/30/23 resulting in approximately \$300,000 in savings as indicated below: <ul style="list-style-type: none"> <li>● 6/30/22 - 447 students - annual expense \$7,812,100</li> <li>● 6/30/23 - 412 students - annual expense \$7,512,125</li> </ul>	1,2,4
4.	Monitor progress in the use of innovative technological resources purposefully embedded into curriculum focused specifically on student development of creativity, communication,	Observation data from walkthroughs.  Student survey data will show	The BrightBytes survey was administered to students during the 3/13/23 - 4/3/23 window. Survey data indicates	1,2,3



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

**Goal One (1):** Access to District Programming | **Goal Two (2):** Innovative Teaching and Learning

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### *Innovation - The Board will support innovative programs to foster student achievement.*

GOALS		ASSESSMENT	PROGRESS	COMP PLAN GOAL
	collaboration and critical thinking skills (4Cs) during the 2023-2024 school year.	<p>proficiency or better in the areas of technology with an emphasis on the 4C's, as measured specifically through the BrightBytes Clarity 3 survey instrument administered to both staff and students in spring 2023.</p> <p>Student work products shared with the Education Committee at a regularly scheduled meeting.</p>	student proficiency in the 4Cs in all schools.	

### *Fiscal Responsibility - The Board will approve a balanced budget without compromising the quality of education for students.*

GOALS		ASSESSMENT	PROGRESS	COMP PLAN GOAL
1.	Approve a balanced budget without adversely impacting the quality of education.	The Board will pass a budget within the Act 1 guidelines. The Board and administration will prioritize any expenditure reductions to protect the integrity of classroom instruction.	In May 2023, the School Board approved a final budget with a zero % millage increase with no reductions impacting the integrity of classroom instruction.	4



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

- Goal One (1):** Access to District Programming | **Goal Two (2):** Innovative Teaching and Learning  
**Goal Three (3):** Student Involvement | **Goal Four (4):** Fiscal and Capital Planning

**Fiscal Responsibility - The Board will approve a balanced budget without compromising the quality of education for students.**

GOALS		ASSESSMENT	PROGRESS	COM P PLAN GOAL
2.	Ensure adequate funding for areas in the Comprehensive Plan.	The budget will include funding to support the initiatives in the Comprehensive Plan	The 2023-24 budget includes funding for all areas identified in the Comprehensive Plan that are to be implemented in the 2023-24 school year.	4
3.	Approve the Federal ESSER funding and associated expenditures.	A report detailing the allocations and areas of spending will be shared with the Board and Community by April 2023.	An update was provided in a report entitled "ESSER spending and impact in the WCASD" which was presented to the Education Committee meeting in February 2023.	4
4.	Fund the following elementary projects associated with the Capital plan: <ul style="list-style-type: none"> <li>Construction of the Glen Acres renovation</li> <li>Design phase for Mary C. Howse</li> </ul> Review the current Capital Plan and approve revisions as necessary based on student enrollment and school safety.	Capital projects to be completed to address enrollment/safety and renovations include: <ul style="list-style-type: none"> <li>Glen Acres</li> <li>Mary C. Howse - Conduct analysis with townships to identify potential residential growth</li> </ul>	Funds have been identified to perform construction of Glen Acres and design of construction of Mary C. Howse. As of April 2023, Phase 1 construction/renovation at Glen Acres is underway. Phase 2 began in June 2023. We have determined the need to renovate Mary C. Howse and are currently 80% complete in the design process.	4



## 2022-23 School Board Goals

### Comprehensive Plan Goals:

**Goal One (1):** Access to District Programming | **Goal Two (2):** Innovative Teaching and Learning

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**Fiscal Responsibility - The Board will approve a balanced budget without compromising the quality of education for students.**

GOALS		ASSESSMENT	PROGRESS	COM P PLAN GOAL
			In November 2022, Mr. Scully and Mr. Birster presented an updated 20-year Capital Plan for construction projects, aligned with our enrollment needs and to improve school safety.	
5.	Administration will identify and the Board will accept alternative funding sources from at least three sources to offset expenses.	In addition to the state grants for coronavirus, the school district will obtain funding from at least three other sources.	As of June 2023, the District has applied for and received the following grants: <ol style="list-style-type: none"> <li>1. PCCD Enhancing Safety/Mental Health Grant \$576,210</li> <li>2. Believe and Achieve Grant \$10,000</li> <li>3. Department of Environmental Protection (DEP) Watershed Grant \$1,400</li> <li>4. Bocce Coaches Grant \$3,000</li> </ol>	<b>4</b>

## Attendance

Totals represents student population grades K-12

**A 5% decrease in the percentage of all students with 16 or more cumulative absences (600 students).**

2022-23	2021-2022
8.5% (1030/12168)	9.23% (1125/12111)

**A 7% decrease in the percentage of African American and Hispanic and low-income students with 16 or more cumulative absences (115 students).**

	2022-23	2021-2022
African American/Hispanic	14.6% (250/1713)	15.3% (249/1624)
Economic Disadvantaged	17% (434/2545)	15.9% (389/2452)



## Student Behavior

Totals represents student population grades 6-12

**A 5% decrease in the percentage of students with 2 or more Level II or III disciplinary infractions (600 students).**

2022-23	2021-2022
4.7% (312/6625)	5.4% (360/6688)

**A 7% decrease in the percentage of African American and Hispanic and low-income students with 2 or more Level II or III disciplinary infractions (115 students).**

	2022-23	2021-2022
African American/Hispanic	10.5% (103/978)	11% (106/960)
Economic Disadvantaged	11.4% (143/1251)	11.7% (135/1153)

## Funded Activities

Totals represents student population grades 4-12<sup>1</sup>

Grade 3 student count removed due to not participating in funded activities

**A 3% Increase in the percentage of students participating in funded activities (365 students).**

2022-23	2021-2022
67.4% (5,729/8,502)	59.4% (5,050/8,504)

**A 7% increase in the percentage of African American and Hispanic and low-income students participating in funded activities (115 students).**

	2022-23	2021-2022
African American/Hispanic	48.6% (603/1,242)	42.4% (510/1,204)
Economic Disadvantaged	46% (742/1,612)	39.6% (579/1,463)

**A 3% Increase in the percentage of students participating in at least one extracurricular activity (365 students).**

2022-23	2021-2022
70.7% (6,013/8,502)	68.4% (5,817/8,504)

**A 7% increase in the number of African American and Hispanic and low-income students participating in at least one extracurricular activity (115 students).**

	2022-23	2021-2022
African American/Hispanic	63.2% (785/1,242)	51% (614/1,204)
Economic Disadvantaged	50.6% (816/1,612)	46.2% (676/1,463)

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<sup>1</sup> Grades K-3 participate in limited or no extracurricular activities

## District Assessments

Totals represents tested student population for designated grade level

**Current 5th grade students will perform at pre-pandemic levels on Schoolwide reading assessments.**

	2022-23	2018-2019
Non-Fiction	Advanced/Proficient: 53% (309/587)	52.1% (386/707)
Fiction	Advanced/Proficient: 40.5% (349/861)	47.5%% (262/552)

Note: Assessment results from the fiction portion of the test were entered automatically as this test was done online by the students. The Non-fiction test had 309 less than the fiction. These were paper-pencil tests and teachers were responsible for inputting the data.

**Current 5th grade students will perform as well or better than 5th grade students last year on STAR math assessments.**

2022-23	2021-2022
Meeting District Benchmark 63.1% (452/716)	Meeting District Benchmark 70.2% (494/704)

**At least 80% of kindergarten students overall and minority and low-income students will be reading at/above grade level by May.**

2022-23
All Students: 75% (618/828) Minority and Low-Income students: 35% (29/83)

## State/National Assessments

Totals represents Grade 12 student populations

African American and Hispanic scores previously shared a line and are now delineated

**90% of the Class of 2023 will meet the Keystone Exam requirements. Gaps in performance for minority and low-income students will be eliminated.**

	2022-23
All Students	80.1% (775/968)
African American/Hispanic	53.4% (71/133)
Economic Disadvantaged	54.3% (95/175)

**SAT and ACT exam scores will remain at or near historically high levels. Gaps in performance for minority and low-income students will be eliminated.**

	2021-2022	2020-2021
All Students	Average Score: 1162 State Average: 1091	Average Score: 1189 State Average: 1123
African American	Average Score: 1019 State Average: 932	Average Score: 981 State Average: 969
Hispanic	Average Score: 1097 State Average: 1003	Average Score: 1167 State Average: 1047
Fee Waiver (Econ Dis.)	Average Score: 1080 State Average: 1019	Average Score: 1066 State Average: 1047

Totals represents tested student population Grades 3-8

**PSSA scores in all tested areas will improve by 3% or more.**

Math

2022-23	2021-2022
Advanced/Proficient: 53% (2760/5228)	Advanced/Proficient: 49% (2366/4824)

ELA

2022-23	2021-2022
Advanced/Proficient: 72% (3725/5212)	Advanced/Proficient: 75% (3610/4829)

Science

2022-23	2021-2022
Advanced/Proficient: 81% (1454/1805)	Advanced/Proficient: 79% (1262/1592)

**Percentage of students scoring Below Basic and Basic will be reduced to pre-pandemic levels.**

Math

2022-23	2018-2019
Below Basic/Basic: 47% (2468/5228)	Below Basic/Basic: 39% (2012/5213)

ELA

2022-23	2018-2019
Below Basic/Basic: 28% (1487/5212)	Below Basic/Basic: 20% (1031/5185)

Science

2022-23	2018-2019
Below Basic/Basic: 19% (351/1805)	Below Basic/Basic: 15% (268/1755)

Totals represents tested student population Grades 3-8

Gaps in performance for low-income and African American and Hispanic in all PSSA categories will be reduced by 10%.

Math

	2022-23	2021-2022
All	Advanced/Proficient: 53% (2760/5228)	Advanced/Proficient: 49% (2366/4824)
African American/ Hispanic	Advanced/Proficient: 26% (191/737)	Advanced/Proficient: 22% (142/635)
Economic Disadvantaged	Advanced/Proficient: 25% (229/933)	Advanced/Proficient: 24% (192/814)

ELA

	2022-23	2021-2022
All	Advanced/Proficient: 72% (3725/5212)	Advanced/Proficient: 75% (3610/4829)
African American/ Hispanic	Advanced/Proficient: 43% (316/733)	Advanced/Proficient: 49% (315/640)
Economic Disadvantaged	Advanced/Proficient: 44% (407/922)	Advanced/Proficient: 50% (408/824)

Science

	2022-23	2021-2022
All	Advanced/Proficient: 81% (1454/1805)	Advanced/Proficient: 79% (1262/1592)
African American/ Hispanic	Advanced/Proficient: 55% (138/249)	Advanced/Proficient: 60% (121/201)
Economic Disadvantaged	Advanced/Proficient: 61% (196/324)	Advanced/Proficient: 61% (173/282)

## Course Enrollments

Totals represents student population Grades 6-12

**AP/accelerated honors course enrollment will improve by 3%. Gaps in AP/ accelerated honors course enrollment among African American and Hispanic and low-income students will be reduced by 10%**

	2022-23	2021-2022
All Students	32.5% (2154/6630)	31.5% (2104/6688)
African American/Hispanic	17.6% (169/961)	16.3% (154/945)
Economic Disadvantaged	15.5% (194/1249)	13.5% (156/1153)

Totals represents student population Grades 11-12

**There will be a 5% increase in the number of students taking dual enrollment courses with West Chester University or other colleges and universities. African American and Hispanic and low-income students will participate in dual enrollment courses at the same level as the district overall.**

	2022-23	2021-2022
All Students	5.4% (104/1919)	4.8% (92/1936)
African American/Hispanic	2.4% (6/249)	3% (8/269)
Economic Disadvantaged	1.79% (6/336)	2.8% (6/212)