Warwick School District
Comprehensive Plan 2022-2025
Local Education Agency (LEA) Profile

The Warwick School District covers 41 square miles and comprises the Borough of Lititz, and the Townships of Elizabeth and Warwick. The District is approximately nine miles north of Lancaster, in the north-central section of Lancaster County. Major urban centers are readily accessible as the school district is located approximately 70 miles west of Philadelphia, 25 miles southwest of Reading, 70 miles southwest of Allentown, 25 miles east of York and 30 miles southeast of Harrisburg.

The southern and central areas of the school district are residential in nature, with industrial and commercial areas surrounding the Borough of Lititz. The northern area is rural, with many of Lancaster County's most productive farms coming from this area. The Borough of Lititz serves as the business and commercial center of the school district. The community possesses a great deal of natural beauty and is kept in a well-maintained condition, with emphasis placed on historical preservation.

The Warwick School District is a suburban school district serving approximately 3,850 students in six schools, a high school for students in grades 9-12, a middle school for students in grades 7 and 8, and four elementary schools for grades PK-6. The District Office sits adjacent to the high school. The high school, middle school and District Office are in a campus-like setting, while the four elementary schools service a particular community. John Beck Elementary School has approximately 450 students, John R. Bonfield Elementary School, approximately 500 students, Kissel Hill Elementary School, approximately 550 students, Lititz Elementary School, approximately 450 students, Warwick Middle School, approximately 600 students and Warwick High School, approximately 1300 students.

Approximately 29% of students at Warwick are receiving free and reduced lunch. 82.4% of the students attending are White, approximately 9.2% of the students are Hispanic, 3.7% of the students are Multi-racial, 2.4% of the students are Black or African American, 2.1% of the students are Asian, .1% of the students are American Indian or Alaskan Native, and .1% of the students are Native Hawaiian or Pacific Islander. Warwick has 1% of students eligible for English Language services, with Spanish being the second most frequent language spoken by our students.

The District provides strong comprehensive educational programs to students in Pre-kindergarten through grade 12. A standards-aligned curriculum is provided at all levels, with the inclusion of a tiered framework of interventions to increase the academic achievement of students. Enrichment is provided to students who have demonstrated mastery of grade level standards. Participation at the Lancaster County Career & Technology Centers is an option for high school students, as well as advanced coursework and Dual Enrollment opportunities.

As per state and federal guidelines, special education services (learning, speech & language, occupational therapy, physical therapy, behavioral specialists), gifted services, and programming for English Language Learners are also provided to eligible students. Warwick School District operates special education classrooms for the following programs: Learning Support/Life Skills, Multiple Disabilities Support, Autistic Support and Emotional

Support. Participation in a district-operated virtual academy is offered to students interested in a cyber educational environment in grades 7-12. Students who may require alternative education programs have an opportunity to receive those supports in the district.

Through provision of during and after school opportunities in the cultural arts, applied arts and humanities, students have opportunities to explore and develop related skills. After school learning programs are provided at the elementary, middle school, and high school levels, as well as a vast array of clubs, extracurricular activities, and athletics programs. The District values a holistic approach to education, balancing core academics with the arts and physical education while also offering opportunities for developing student creativity and leadership skills.

At this time, the Warwick School District employs 312 professional staff members (157 elementary level staff and 155 secondary level staff), 136 support/paraprofessional staff, 14 technology department personnel, 40 building and facilities staff, 23 food services staff, and 20 administrators. The annual budget for the 2021/2022 school year is approximately 79 million, with approximately 57% dedicated to instructional programming, 26% to support services, 2% for non-instructional services, 1% for facilities, acquisition, construction and improvement services, and 14% for "other" (transportation, facilities, etc.). The finance department works closely with each school to plan for the instructional, staffing, and facility needs of the building.

The school district collaborates with businesses and organizations within the local community. Local businesses include manufacturing, commercial, retail, service, hospitality, technology, health care, nursing and residential care, pharmaceutical, construction, entertainment, travel, financial, and agriculture. Community and organizational resources include but are not limited to the following: a local recreation center, ministerium, civic and service organizations, child care providers, library, parks and recreation, government offices, airport, medical facilities, historical foundation, emergency management services, environmental and conservation agencies/areas, school-related organizations, and many large and small businesses.
Through the collaborative resources of the community, students are provided with opportunities for career experiences, job shadowing, internships, scholarships, travel, and employment. Community organizations support both the academic and extracurricular programs.

Similarly, the school district provides professional development opportunities for adult community members through its Adult Education Program. Community members have access to a variety of reduced fee activities and workshops focusing on topics such as technology, healthy living, etc. The district also holds an annual parent forum on relevant community topics (resilience, grief, suicide awareness, parent university, etc...).

The Warwick School District maintains to be a positive focal point of the local community. Because of the active involvement of the community and parents in the educational and extracurricular programs of the school district, the District continues to experience ongoing success with a well-rounded curriculum that balances strong core academic instruction with robust opportunities in the arts, humanities, and physical education.

Steering Committee

Name	Position/Role	Building/Group/Organization	Email
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Rebekah Jackson	Parent	Warwick High School	
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| Kristina Jordan | Parent | Lititz Elementary | |

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Mission and Vision

Mission

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills, and values necessary to become responsible, productive and resouceful citizens.

Vision

Our promise is to ensure all students achieve established standards of excellence.

Educational Value Statements

Students

We believe every child can learn and deserves a quality education that is multidimensional, rigorous, relevant and engaging. We believe in the importance of fostering a positive physical, social, and emotional well-being within all students. We believe students benefit most from the shared efforts of the school, home and community. We believe in the philosophy of lifelong learning for adults and students and its importance to future success within the global community. We believe technology should be utilized as a tool for lifelong learning, personal organization and successful daily functioning. We believe students need to be able to think creatively, communicate successfully, collaborate with each other, and think critically. We believe all students belong and that our curriculum is reflective and inclusive of every child, our community and our world. We believe in continuing to seek input through a variety of forums, board committees, parent councils and parent/teacher organizations, and in turn will share our plans and priorities back with these stakeholders/partners.

Staff

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Administration

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Parents

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Community

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Other (Optional)

Summary Of Strengths and Challenges

Strengths

Strength	Consideration In Plan
On-Track Measures Percent Regular Attendance	Yes
College and Career Measures Percent Career Standards Benchmark	Yes
Student proficiency rates for Science/Biology exceed performance in both English/Language Arts (ELA) and Math	Yes
Student proficiency increased in grades 3-6 from 67% proficiency to 76% proficiency in English/Language Arts (ELA)	Yes
Warwick not only is increasing performance on the SAT in English/Language Arts (ELA) areas, but continue to outperform the national and state averages	Yes
The majority of students in grades K-2 meet core benchmark expectations in Acadience benchmark scores.	Yes
Warwick not only is increasing performance on the Scholastic Aptitude Test (SAT) in math, but continue to outperform the national and state averages	Yes
Students have consistently met performance measures in Algebra	Yes
Student groups K-12 meet or exceed growth expectations in Science	Yes
Grades K-6 and grades 9-12 college standards benchmark exceeded state standards and were 99% or higher in all elementary buildings	Yes
In grade 11, 95% of students participated in the civics required training. And, of those who participated, 96% of students who participated met expectations	Yes
Students in the 2 or More Races subgroup were identified as gifted at a similar rate to those in the general population	Yes
In one building, students with disabilities met expectations on the English/Language Arts (ELA) portion of the Pennsylvania System of School Assessment (PSSA)	Yes
Coordinate and monitor supports aligned with students' and families' needs *	Yes
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	Yes

Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	Yes
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	Yes
Alignment between many plans and programming allow for Warwick to focus on collaborative efforts between departments, grade level and stakeholders.	Yes
Focus on Diversity, Equity and Inclusion keeps Warwick School District accountable to all students and allows for focus attention and intervention for historically underserved or underperforming populations or individuals.	Yes
Consistency in curriculum, instruction and assessment and communication of changes to larger stakeholder groups continues to be a focus and will allow for transparency and collaboration.	Yes
The 2021 PA School Climate survey indicated that students, parents and staff reported student support, social and emotional learning and safe and respectful climate as higher than state average at the elementary and middle school levels.	No

Challenges

Challenge	Consideration In Plan
State Assessment Measures: Percent Proficient - Math	Yes
State Assessment Measures: Percent Proficient - English/Language Arts (ELA)	Yes
Student proficiency in Pennsylvania System of School Assessment (PSSA) English/Language Arts (ELA) scores	No
Acadience composite score growth from Kindergarten to 2nd grade	Yes
Student proficiency in Pennsylvania System of School Assessment (PSSA) Math scores	No
Consistency of performance on growth measures from Pennsylvania System of School Assessment (PSSA) for grade 4 Science	Yes
Increase state performance average for career benchmark standards in grades 6-8	Yes
Increase the number of students participating in the civics required training	No

On the Pennsylvania System of School Assessment (PSSA) and Keystone Assessments, students with disabilities did not perform as well as students in the general population	Yes
On the Pennsylvania System of School Assessment (PSSA) and Keystone Assessments, students identified as economically disadvantaged did not perform as well as students in the general population	Yes
Students in the racial categories of Black, Hispanic and Multi-racial have a higher rate of identification as economically disadvantaged, special education and also have more fluid enrollment as compared to our general population	Yes
NA	No
Continued professional development in the areas of curriculum, instruction and assessment.	No
Continued professional development in the areas of diversity, equity and inclusion.	No

Most Notable Observations/Patterns

Warwick should continue to focus on the increase of student performance on Pennsylvania System of School Assessment (PSSA) and Keystone Assessments with an increased focus in grade levels 7 and 8 and with an increased focus on students with disabilities.

Analyzing Strengths and Challenges

Strengths

Strength	Discussion Points
On-Track Measures Percent Regular Attendance	Students who attend will have a better opportunity to master content in the instructional environment.
College and Career Measures Percent Career Standards Benchmark	Keeping students focused on college and career goals can be motivating.
Student proficiency rates for Science/Biology exceed performance in both English/Language Arts (ELA) and Math	Students excel at cross-curricular opportunities to engage in shared content.
Student proficiency increased in grades 3-6 from 67% proficiency to 76% proficiency in English/Language Arts (ELA)	Students are making gains in ELA proficiency grades 3-6 and this momentum can be built upon.
Warwick not only is increasing performance on the SAT in English/Language Arts (ELA) areas, but continue to outperform the national and state averages	Students are achieving on national assessments such as the Scholastic Achievement Test (SAT).
The majority of students in grades K-2 meet core benchmark expectations in Acadience benchmark scores.	By utilizing similar instructional strategies and refining practices, we plan to focus on supporting with targeted instruction and intervention in observed areas of growth.
Warwick not only is increasing performance on the Scholastic Aptitude Test (SAT) in math, but continue to outperform the national and state averages	Students are achieving on national assessments such as the Scholastic Achievement Test (SAT).
Students have consistently met performance measures in Algebra	While students perform admirably on Keystone Algebra exams, we continue to align curriculum, assessment and instruction to meet intermediary math summative assessments with a focus on grade level standards.
Student groups K-12 meet or exceed growth expectations in Science	Students excel at cross-curricular opportunities to engage in shared content.
Grades K-6 and grades 9-12 college standards benchmark exceeded state	Keeping students focused on college and career goals can be

standards and were 99% or higher in all elementary buildings	motivating.
In grade 11, 95% of students participated in the civics required training. And, of those who participated, 96% of students who participated met expectations	We will continue to provide strong instruction and high expectations for civic training.
Students in the 2 or More Races subgroup were identified as gifted at a similar rate to those in the general population	Warwick will continue to analyze discrepancies in placement within demographic populations to create equitable programming.
In one building, students with disabilities met expectations on the English/Language Arts (ELA) portion of the Pennsylvania System of School Assessment (PSSA)	Warwick will continue to analyze discrepancies in placement within demographic populations to create equitable programming.
Coordinate and monitor supports aligned with students' and families' needs *	Warwick has a strong legacy of supporting student and family needs and will continue to partner with families to maximize student performance.
Partner with local businesses, community organizations, and other agencies to meet the needs of the district *	Warwick will continue to build and maintain strong partnerships with local businesses, community organizations and other agencies to support students.
Support the development and professional learning of central office and school-based staff in alignment with district and school mission, vision, goals, and priorities *	Warwick will continue to offer relevant and applicable professional development aligned with district goals and student needs.
Coordinate fiscal resources from local, state, and federal programs to achieve the district's goals and priorities *	Warwick will continue to maximize fiscal resources to meet student needs.
Alignment between many plans and programming allow for Warwick to focus on collaborative efforts between departments, grade level and stakeholders.	Coordinating efforts of professional development and data analysis can support alignment and focus for improvement.
Focus on Diversity, Equity and Inclusion keeps Warwick School District accountable to all students and allows for focus attention and intervention for historically underserved or underperforming populations or individuals.	Continuing to focus on student performance measures and professional development that is targeted to support students in most need will focus attention and intervention.
Consistency in curriculum, instruction and assessment and	Continued communication and transparency of district curriculum,

communication of changes to larger stakeholder groups continues to be a focus and will allow for transparency and collaboration.	instruction and assessment updates is vital to success.

Challenges

Challenge	Discussion Points	Priority For Planning	Priority Statement
State Assessment Measures: Percent Proficient - Math		Yes	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to exceed the state average.
State Assessment Measures: Percent Proficient - English/Language Arts (ELA)		Yes	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve ELA proficiency scores to exceed the state average.
Acadience composite score growth from Kindergarten to 2nd grade		No	
Consistency of performance on growth measures from Pennsylvania System of School Assessment (PSSA) for grade 4 Science		No	
Increase state performance average for career benchmark standards in grades 6-8		No	
On the Pennsylvania System of School Assessment (PSSA) and Keystone Assessments, students with disabilities did not perform as well as students in the general population		No	
On the Pennsylvania System of School Assessment (PSSA) and Keystone Assessments, students identified as economically disadvantaged did not perform as well as students in the general population		No	

Students in the racial categories of Black, Hispanic and Multi-racial have a higher rate of identification as economically disadvantaged, special education and also have more fluid enrollment as compared to our general population	Yes	Warwick will provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.

Goal Setting

Priority: Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to exceed the state average.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
Mathematics	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to exceed the state average.	Math Professional Development	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to meet the state average.	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to meet or exceed the state average.	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve math proficiency scores to exceed the state average.

Priority: Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve ELA proficiency scores to exceed the state average.

Outcome Category	Measurable Goal Statement	Measurable Goal Nickname	Target Year 1	Target Year 2	Target Year 3
English Language Arts	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve English/Language Arts (ELA) proficiency scores to exceed the state average.	English/Language Arts (ELA) Professional Development	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve English/Language Arts (ELA) proficiency scores to meet the state average.	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve English/Language Arts (ELA) proficiency scores to meet or exceed the state average.	Warwick will provide professional development in the areas of curriculum, instruction and assessment to improve English/Language Arts (ELA) proficiency scores to exceed the state average.

Priority: Warwick will provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.					
Outcome Category	**Measurable Goal Statement**	**Measurable Goal Nickname**	**Target Year 1**	**Target Year 2**	**Target Year 3**
Essential Practices 5: Allocate Resources Strategically and Equitably	Warwick will continue to provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.	Diversity, Equity & Inclusion Professional Development	Warwick will provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.	Warwick will provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.	Warwick will continue to provide annual professional development in the areas of diversity, equity and inclusion based on school district performance discrepancies identified by school data to improve programming in an effort to meet the needs of all students.

Action Plan

Action Plan for: Implement aligned curriculum and rigorous instruction throughout PK-12 in Mathematics							
Measurable Goals			**Anticipated Output**		**Monitoring/Evaluation**		
• Math Professional Development			Updated and implemented consistent PK-12 curriculum in math.		Curriculum Map, student performance data and Professional Development Feedback		
Action Step	**Anticipated Start Date**	**Anticipated Completion Date**	**Lead Person/Position**	**Material/Resources/Supports Needed**		**PD Step?**	**Com Step?**
Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practices in grades 3-6 and implement consistently PK-6.	07/01/2022	07/01/2025	Director of Curriculum, Instruction and Assessment	Student performance data, Eureka Math, board-approved curriculum resources and materials, Pennsylvania State Standards for Math, Standards Aligned System (SAS)		Yes	Yes
Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practice in grades 7-8 to meet state performance expectations and district goals.	07/01/2022	07/01/2025	Director of Curriculum, Instruction & Assessment	Student performance data, board-approved curriculum resources and materials, Pennsylvania State Standards for Math, Standards Aligned System (SAS)		Yes	Yes
Implement consistent, relevant and rigorous mathematics programming in grades 9-12 to prioritize graduation requirements through a) algebra proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.	07/01/2022	07/01/2025	Director of Curriculum, Instruction & Assessment	Student performance data, PA state standards for algebra/geometry, board-approved curriculum resources and materials, Standards Aligned System (SAS), Counseling Plan (CH339)		Yes	Yes

Action Plan for: Diversity, Equity and Inclusion

Measurable Goals	Anticipated Output	Monitoring/Evaluation
• Diversity, Equity & Inclusion Professional Development	Diversity, Equity and Inclusion Training	Feedback from professional development, student performance data

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Warwick will continue to provide diversity, equity and inclusion training for all staff.	07/01/2022	07/01/2025	Assistant Superintendent	Student performance data, Diversity, Equity and Inclusion Plan, Attollo Program	Yes	Yes

Action Plan for: Implement aligned curriculum and rigorous instruction throughout PK-12 in English/Language Arts (ELA)						

Measurable Goals			Anticipated Output		Monitoring/Evaluation	
• English/Language Arts (ELA) Professional Development			Updated and implemented consistent PK-12 curriculum in English/Language Arts (ELA).		Curriculum Map, student performance data and Professional Development Feedback	

Action Step	Anticipated Start Date	Anticipated Completion Date	Lead Person/Position	Material/Resources/Supports Needed	PD Step?	Com Step?
Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades PK-6 to meet state performance expectations and district goals.	07/01/2022	07/01/2025	Director of Curriculum, Instruction & Assessment	Student performance data, PA State Standards for English/Language Arts (ELA), board-approved curriculum resources and materials, Standards Aligned System (SAS)	Yes	Yes
Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades 7-8 to meet state performance expectations and district goals.	07/01/2022	07/01/2025	Director of Curriculum, Instruction & Assessment	PA State Standards for English/Language Arts (ELA), Student performance data, board-approved curriculum resources and materials, Standards Aligned System (SAS)	Yes	Yes
Implement consistent, relevant and rigorous English/Language Arts (ELA) programming in grades 9-12 by updating curriculum and instructional practices to prioritize graduation requirements through a) literature proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.	07/01/2022	07/01/2025	Director of Curriculum, Instruction & Assessment	PA State Standards for English/Language Arts (ELA), Student performance data, board-approved curriculum resources and materials, Standards Aligned System (SAS) PSAT/SAT student performance expectations, career performance indicator expectations	Yes	Yes

Professional Development Action Steps

Evidence-based Strategy	Action Steps
Implement aligned curriculum and rigorous instruction throughout PK-12 in Mathematics	• Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practices in grades 3-6 and implement consistently PK-6. • Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practice in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous mathematics programming in grades 9-12 to prioritize graduation requirements through a) algebra proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.
Diversity, Equity and Inclusion	• Warwick will continue to provide diversity, equity and inclusion training for all staff.
Implement aligned curriculum and rigorous instruction throughout PK-12 in English/Language Arts (ELA)	• Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades PK-6 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming in grades 9-12 by updating curriculum and instructional practices to prioritize graduation requirements through a) literature proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.

Professional Development Activities

Math Curriculum Research, Writing and Review						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practices in grades 3-6 and implement consistently PK-6. • Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practice in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous mathematics programming in grades 9-12 to prioritize graduation requirements through a) algebra proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.	All Teachers of Mathematics	Eureka math PK-6, consistency of language, understanding of math progression PK-12, consistent grading practices using standards based reporting PK-6, tiered intervention, Pennsylvania Mathematics Standards, board-approved curriculum materials and resources, research-based instructional strategies, course content audits	Board-approved math curriculum updates, student performance measures and growth scores in math, professional development feedback	Director of Curriculum, Instruction and Assessment	07/01/2022	07/01/2025

Learning Formats			
Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Collaborative curriculum development	Annually	• 1e: Designing Coherent Instruction • 1f: Designing Student Assessments • 1d: Demonstrating Knowledge of	Teaching Diverse Learners in an Inclusive Setting

		Resources • 3b: Using Questioning and Discussion Techniques • 3d: Using Assessment in Instruction • 4d: Participating in a Professional Community • 4e: Growing and Developing Professionally • 4c: Communicating with Families	

ELA Curriculum Research, Writing & Review

Action Step	Audience	Topics to be Included	Evidence of Learning	Lead Person/Position	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
• Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades PK-6 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming in grades 9-12 by updating curriculum and instructional practices to prioritize graduation requirements through a) literature proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.	PK-12 Teachers of English/Language Arts (ELA)	McGraw-Hill Wonders Program, board-approved English/Language Arts (ELA) curriculum, English/Language Arts (ELA) assessments, PSAT/SAT, career performance indicators, consistency of language, understanding of English/Language Arts (ELA) progression PK-12, consistent grading practices using standards based reporting PK-6, tiered intervention, Pennsylvania English/Language Arts (ELA) Standards, curriculum resources, research-based instructional strategies, course content audits	Board-approved English/Language Arts (ELA) curriculum, student performance measures and growth scores, professional development feedback, tiered intervention data	Director of Curriculum, Instruction and Assessment	07/01/2022	07/01/2025

Learning Formats

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

			Trainings
Collaborative curriculum development	Annually	1d: Demonstrating Knowledge of Resources 1f: Designing Student Assessments 3b: Using Questioning and Discussion Techniques 1e: Designing Coherent Instruction 4e: Growing and Developing Professionally 4d: Participating in a Professional Community 4c: Communicating with Families 3d: Using Assessment in Instruction	Language and Literacy Acquisition for All Students

Diversity, Equity & Inclusion Professional Development						
Action Step	**Audience**	**Topics to be Included**	**Evidence of Learning**	**Lead Person/Position**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Warwick will continue to provide diversity, equity and inclusion training for all staff.	All stakeholders	Diversity, equity and inclusion	Professional Development feedback data	Assistant Superintendent	07/01/2022	07/01/2025

Learning Formats

Type of Activities	**Frequency**	**Danielson Framework Component Met in this Plan**	**This Step Meets the Requirements of State Required Trainings**
Seminar(s)	Annually	• 1b: Demonstrating Knowledge of Students • 2a: Creating an Environment of Respect and Rapport • 4c: Communicating with Families • 4e: Growing and Developing Professionally	Teaching Diverse Learners in an Inclusive Setting

Communications Action Steps

Evidence-based Strategy	Action Steps
Implement aligned curriculum and rigorous instruction throughout PK-12 in Mathematics	• Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practices in grades 3-6 and implement consistently PK-6. • Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practice in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous mathematics programming in grades 9-12 to prioritize graduation requirements through a) algebra proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.
Diversity, Equity and Inclusion	• Warwick will continue to provide diversity, equity and inclusion training for all staff.
Implement aligned curriculum and rigorous instruction throughout PK-12 in English/Language Arts (ELA)	• Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades PK-6 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades 7-8 to meet state performance expectations and district goals. • Implement consistent, relevant and rigorous English/Language Arts (ELA) programming in grades 9-12 by updating curriculum and instructional practices to prioritize graduation requirements through a) literature proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.

Communications Activities

Resilience Community Event					
Action Step	**Audience**	**Topics to be Included**	**Type of Communication**	**Anticipated Timeline Start Date**	**Anticipated Timeline Completion Date**
• Warwick will continue to provide diversity, equity and inclusion training for all staff.	Warwick School District Community	Resilience, diversity, equity, inclusion, social, emotional and academic development, family engagement	Assistant Superintendent	07/01/2022	07/01/2025

Communications	
Type of Communication	**Frequency**
Other	Annually

Curriculum and Instruction Updates

Action Step	Audience	Topics to be Included	Type of Communication	Anticipated Timeline Start Date	Anticipated Timeline Completion Date
- Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practices in grades 3-6 and implement consistently PK-6. - Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades PK-6 to meet state performance expectations and district goals. - Implement consistent, relevant and rigorous mathematics programming by updating curriculum and instructional practice in grades 7-8 to meet state performance expectations and district goals. - Implement consistent, relevant and rigorous mathematics programming in grades 9-12 to prioritize graduation requirements through a) algebra proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators. - Implement consistent, relevant and rigorous English/Language Arts (ELA) programming by updating curriculum and instructional practices in grades 7-8 to meet state performance expectations and district goals. - Implement consistent, relevant and rigorous English/Language Arts (ELA) programming in grades 9-12 by updating curriculum and instructional practices to prioritize graduation requirements through a) literature proficiency, b) performance on PSAT/SAT, and/or c) career performance indicators.	Warwick Community Stakeholders	Updates to curriculum	Director of Curriculum, Instruction and Assessment	07/01/2022	07/01/2025

Communications

Type of Communication	Frequency
Posting on district website	After school board approval
Presentation	Education Committee when curriculum is reviewed and proposed for board approval

WARWICK SCHOOL DISTRICT
Comprehensive Plan 2022-2025
Development & Communication Phases

Communication Step & Topic	Mode	Audience	Anticipated Timeline
2020/2021 Student Data Presentation with Comprehensive Plan Feedback Form Comprehensive 2020/2021 student performance data presentation, discussion of current Comprehensive Plan, form for gathering stakeholder feedback.	Formal public presentation at board meeting, posted to district website	All stakeholders	November 2021 - January 2022
Building Stakeholder Focus Groups Review of student data presentation and discussion	Meeting with Stakeholder groups at each building	Focus groups comprised of building-level stakeholders	January 2022
Committee of the Whole Presentation Draft Comprehensive Plan (2022-2025), share link for stakeholder feedback	Formal Public Meeting	School board and general public	April 2022
Posting of Draft Comprehensive Plan Draft Comprehensive Plan (2022-2025), share link for stakeholder feedback	Hardcopy in District Office, hardcopy in public Library and digital copy on district website	All stakeholders	April 2022 - May 2022
Public Board Approval Final Warwick School District Comprehensive Plan (2022-2025)	School board meeting agenda Item	School board and general public	May 17, 2022
Posting of Final Warwick School District Comprehensive Plan Final Warwick School District Comprehensive Plan	District Website	All stakeholders	May 2022 - July 2025