

**Targeted Support and
Improvement (TSI)
School Plans 26-27**

Agenda



Review of TSI



Continuous Improvement Process

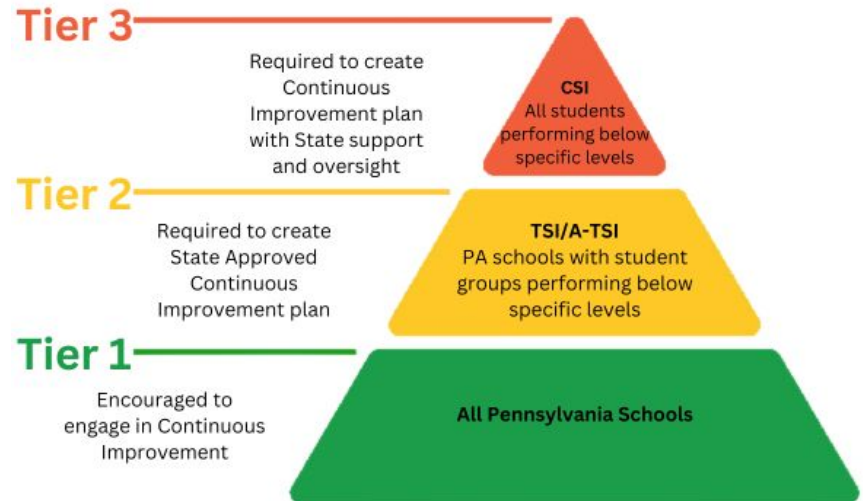


School Plan Summaries

What is TSI?

Targeted Support and Improvement

- PDE's federal accountability system
- Provides a tiered systems of differentiated supports (similar to MTSS)
- Requires multiple data points for identification



WCASD Schools Identified for TSI

School Name	Identified Student group
Stetson Middle School	Black Students
Henderson High School	Students with Disabilities, English Language Learners, Hispanic

PDE Cycle of Continuous Improvement



TSI Implementation Timeline

April-May 2025	PSSA/Keystone/PASA Administered
November 2025	PVAAS Growth Indexes released
December 2025	TSI notifications sent
January-March 2026	Needs Assessment (State Data, Local Data, Essential Practices)
March-April 2026	Root Cause Analysis, Writing Priority Statements
April-May 2026	Evidence Based Strategy Review, Action Planning, Goal and Benchmark Writing
June 2026	Board/State Approvals
School Year 26-27	Implementation/Monitoring of Plan



Every Student, Every Day, No Matter What



If we develop stronger relationships with our students and their families through communication, with empathy, then we will see our students take more ownership in their attendance and academic success.

Using IXL data to drive targeted Tier 1 small group instruction, students will meet or exceed expected growth on IXL diagnostics and improve performance on state math assessments.

By June 30, 2027, 92% of students in all student groups will have regular attendance

By June 30, 2027, at least 65% of students will grow at least 120 points on the IXL real-time diagnostic from September to May.

Check and Connect Attendance Program
Building connections with students and families

Strengthen Tier 1 instruction through data informed small groups and student reflection



Community, Inclusion, Tradition, and Excellence.



If we make a change to our attendance/late policy and build a greater connection between students and the school environment, then our students will have more responsibility, see value in school and develop intrinsic ownership of their education.

By June 30, 2027, 88% of students will have regular attendance and we will have 14,609 (15,061 in previous year) events of tardiness.

Strengthen Tier 1 MTSS Attendance Interventions

Our priority is to develop a ninth-grade interdisciplinary PLC framework that proactively identifies and supports at-risk students through collaborative problem solving, targeted interventions, executive functioning strategies, and relationship-centered practices to improve student achievement, engagement, and transition success.

By June 13 2026, 70% of students in all subgroups will show growth towards reaching grade level as measured by the IXL benchmark for ELA assessment (30 pts. IXL per quarter.).

9th Grade Interdisciplinary Professional Learning Community

Our priority is to ensure ninth grade students have equitable access to timely, targeted academic supports through a school-wide tiered intervention system and the Ninth Grade Learning Center. By strengthening foundational skills in Algebra and Biology, using data to guide instruction and interventions, and providing structured academic support through MTSS, we aim to improve student achievement and ensure a successful transition into high school.

By June 30, 2027, 14.3% (11.3 % last year) of algebra students will score at least proficiency on their first attempt on the Algebra Keystone
By June 30, 2027, 62.8% (59.8 % last year) of students will score at least proficiency on the Biology Keystone

Focused Learning Centers