



WCASD Three-Year Comprehensive Plan: 2019-2022

Chairpersons:

Dr. James Scanlon, Superintendent

Dr. Robert Sokolowski, Assistant Superintendent



Subcommittee Chairpersons:

Access to District Programming:

Dr. Tammi Florio, Director of Elementary Education
Dr. Leigh Ann Ranieri, Director of Pupil Services
Dr. Carmen Lesesne, Supervisor of Equity, World Languages
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Innovative Teaching and Learning:

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Secondary Master Scheduling:

Dr. Sara Missett, Director of Secondary Education
Dr. Kevin Fagan, Principal, West Chester East HS
Dr. Jason Sherlock, Principal, West Chester B. Reed Henderson HS

Fiscal and Capital Planning:

Mr. John Scully, Director of Business Affairs
Mr. Kevin Campbell, Director of Facilities and Operations

West Chester Area School District

Dr. Robert Sokolowski, Assistant Superintendent

Introduction:

The West Chester Area School District, through a collaborative effort between teachers, administrators, parents, students, community members, and business leaders, embarked on a Comprehensive Planning process throughout the winter and spring of 2018. Comprehensive Planning is a requirement of the Pennsylvania Department of Education for all school districts in the Commonwealth, and is a process, which affords an opportunity to determine priorities and set goals related to visions we desire to become realities over the three-year duration of this plan.

Seventy-four (74) stakeholders served as part of the WCASD Comprehensive Planning Committee. Each member committed to participating in three meetings of the committee as a whole, as well as multiple subcommittee meetings. Each subcommittee authored its own plan, while two opportunities were designated for feedback and input from all committee members.

Throughout the process the committee centered its thinking on the best opportunities the District can provide for our students and how those opportunities could best result in student success, and anchored its thinking in the question, “What do we want to be able to say three years from now that we cannot say today?” Resulting from this thinking is a collection of four action plans that reflect the following prioritized areas: 1.) *Access to District Programming*; 2.) *Innovative Teaching and Learning*; 3.) *Secondary Master Scheduling*; and 4.) *Fiscal and Capital Planning*.

The core of this document consists of the four action plans. The first page of each action plan presents a summary of the overall goal, strategies, and action steps designed to accomplish the goal, with each subsequent page delineating the more specific details of each action step. Also included in this document is a glossary of terms that may be unfamiliar in the context in which they are used in this document. The table of contents below will guide you to each section of the document.

Thank you for your interest in and support of the West Chester Area School District!

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WCASD Comprehensive Planning Leadership Committee

Member	Role	Subcommittee
Chris Alston	Principal	Innovative Teaching and Learning
Kristen Barnello	Supervisor of Fine Arts/Social Studies	Innovative Teaching and Learning
Sravva Basvapatri	Student	Innovative Teaching and Learning
Jason Benfield	4th Grade Teacher	Capital and Fiscal Planning
Marcy Bergin	Parent-EHS	Innovative Teaching and Learning
Gary Bevilacqua	Board Member	Capital and Fiscal Planning
Stephen Brown	Assistant Principal	Secondary Master Scheduling
Kevin Campbell	Director of Facilities	Capital and Fiscal Planning
Mary Beth Clifton	Coord. Instructional Technology	Innovative Teaching and Learning
Elise Cooper	Parent-EHS	Secondary Master Scheduling
Tom Cosgrove	Technology	Innovative Teaching and Learning
Chris Cromwell	Math Teacher	Innovative Teaching and Learning
Michele Curay-Cramer	English Teacher	Access to District Programming
Kristyn Dellobuono	1st Grade Teacher	Access to District Programming
Scott deLone	Physics Teacher	Capital and Fiscal Planning
Jim DeWitt	Assistant Principal	Secondary Master Scheduling
Joe DiAntonio	Assistant Principal	Secondary Master Scheduling
Matt Dummeldinger	Math Teacher	Secondary Master Scheduling
Chrissy Eagles	Math Teacher	Access to District Programming
Kevin Fagan	Principal	Secondary Master Scheduling
Tammi Florio	Director of Elementary Education	Access to District Programming
Carolina Franco	Student	Access to District Programming
Matt Franks	Parent-HDE	Capital and Fiscal Planning
Donna Galvin	Parent-EHS	Secondary Master Scheduling
Mayra Graham	Spanish Teacher	Access to District Programming
Nicole Snider	Art Teacher	Secondary Master Scheduling
Varday Jacobs	Parent-RHS	Access to District Programming
Morgan Jaszcz	Student	Innovative Teaching and Learning
Beth Johnson	Special Education	Innovative Teaching and Learning
Brent Jones	Social Studies	Innovative Teaching and Learning
Robin Kaliner	Former Board Member	Capital and Fiscal Planning
Toni Keg	Parent-RHS	Capital and Fiscal Planning
Steve Kernaghan	Social Studies	Secondary Master Scheduling
Ian Kerr	Supervisor of Mathematics	Innovative Teaching and Learning
Kim Kress	Parent-MCH	Capital and Fiscal Planning
Carmen Lesesne	Supervisor of Equity, WL, and EL	Access to District Programming
Carol Lill	Business Teacher	Secondary Master Scheduling
Alonzo Loper	4th Grade Teacher	Access to District Programming
Justen Lucas	Student	Secondary Master Scheduling
Seth Lunick	Student	Secondary Master Scheduling
Una Martin	English Teacher	Secondary Master Scheduling
Ricky Martin	Science Teacher	Capital and Fiscal Planning

WCASD Comprehensive Planning Leadership Committee

(Continued)

Adrienne Matjasic	Librarian	Innovative Teaching and Learning
Justin Matys	Assistant Director of Business Affairs	Capital and Fiscal Planning
Judy-Kay Maxwell	Assistant Principal	Secondary Master Scheduling
Sara Missett	Director of Secondary Education	Secondary Master Scheduling
Ramya Muthukrishnan	Student	Access to District Programming
Kaylee Quinn Gallo	Student	Access to District Programming
Leigh Ann Ranieri	Director of Pupil Services	Access to District Programming
Mike Reese	Fulton Bank	Capital and Fiscal Planning
Chris Reyna	Social Studies	Secondary Master Scheduling
Hal Ritter	Facilities	Capital and Fiscal Planning
Matt Rogers	5th Grade Teacher	Innovative Teaching and Learning
Bill Ronayne	Local Business Rep. - HVAC	Secondary Master Scheduling
Donna Ryan	Principal	Access to District Programming
Jim Scanlon	Superintendent	Chairperson
Alicia Schmitt	3rd Grade Teacher	Innovative Teaching and Learning
John Scully	Director of Business Affairs	Capital and Fiscal Planning
Jason Sherlock	Principal	Secondary Master Scheduling
Tony Small	Principal	Secondary Master Scheduling
Bob Sokolowski	Assistant Superintendent	Chairperson
Jenni Southmayd	Instructional Coach	Innovative Teaching and Learning
Sue Tiernan	Board Member	Access to District Programming
Christopher Tolsdorf	Business Rep-Tolsdorf Oil Lube Express	Secondary Master Scheduling
Anja Tuominen	Student	Secondary Master Scheduling
Abigail Turley	English Teacher	Secondary Master Scheduling
Jeff Ulmer	Director of Human Resources	Access to District Programming
Nicole Verbos	Special Education	Access to District Programming
Michael Wagman	Director of Technology	Innovative Teaching and Learning
Amanda Wheeler	Kindergarten Teacher	Access to District Programming
Nora Wheeler	Principal	Innovative Teaching and Learning
McKenna White	Student	Capital and Fiscal Planning
Ken Witmer	West Chester University	Secondary Master Scheduling
Mark Yoder	WC Chamber of Commerce	Capital and Fiscal Planning

Goal Area One: Access to District Programming

Goal: Expand access to comprehensive district programming to provide equitable opportunities for all students.

Overview of Strategies & Action Steps:

Strategy 1: Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.

Rationale for Strategy: It is important to reflect the diverse backgrounds of our students with a representative professional staff. A more diverse and culturally sensitive professional staff will enrich the District by adding multiple perspectives to teaching and learning for all students.

Action Steps:

- A. Review policies and implement recruitment practices that target potential staff who reflect our student population and who utilize culturally responsive pedagogy.
- B. Create hiring teams who can identify culturally responsive pedagogy.
- C. Maintain a database of information from recent hires to establish supports that promote the retention of staff members who reflect our student population.

Strategy 2: Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments that measures access to equitable opportunities for all students.

Rationale for Strategy: The District recognizes the limitations of state assessments. There is a need to develop a K-12, vertically aligned system of local assessments that reflects rigor, cultural responsiveness and personalization.

Action Steps:

- A. Prioritize time for staff to meet in PLCs to refine and implement effective instructional and assessment practices.
- B. Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports the achievement of all students.
- C. Utilize multiple measures of effectiveness that measure the degree that students access district programming.

Strategy 3: Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.

Rationale for Strategy: Relationships begin with meaningful engagement. We seek to increase our communication by sharing timely and relevant information in a language that students and families understand. All families need access to appropriate resources and supports to help guide a student's education.

Action Steps:

- A. Increase the effectiveness of our engagement with all students to increase participation in district programs.
- B. Increase the effectiveness of our communication with families to increase participation in district programs.

Strategy 1: Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.

Action Step 1A	Review policies and implement recruitment practices to target professional staff who reflect our student population and who utilize culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Implement recruitment practices that target candidates who reflect our student population and who utilize culturally responsive practices through various avenues.
People Responsible	Human Resources Department Administration Communications Department
Indicator of Implementation	<ul style="list-style-type: none"> • Promote on-going outreach to universities including historically black colleges and universities to find exemplary minority candidates. • Establish relationships with universities and professional education organizations that align potential candidates with district expectations. • Develop culturally sensitive recruitment materials as part of our marketing plan (video, brochures, presentations, open houses). • Recruit at diversity fairs.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1B	Create hiring teams who can identify culturally responsive pedagogy.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Provide hiring teams with the training and resources to secure diverse and culturally responsive candidates.
People Responsible	Human Resources Department Administration
Indicator of Implementation	<ul style="list-style-type: none"> • Share data regarding the percentage of professional staff who reflect our student population. • Design, review and use interview questions along with sample responses that measure candidates' culturally responsive practices. • Provide professional development for hiring teams to collaborate and align hiring practices. • Disseminate disaggregated data of applicants to the hiring managers.
Is this a PD action step? If yes, what might that look like?	Yes. Review with administrators the qualities of culturally responsive candidates.

Action Step 1C	Maintain a database of information from recent hires to establish supports that promote the retention of staff members who reflect our student population.
Aligned Strategy	Engage diverse stakeholders to improve recruitment, hiring, and retention of District employees who reflect the student population.
Description of Action Step	Assess and understand the various reasons professional leave the district. This analysis will inform supports needed to retain a diverse staff.
People Responsible	Human Resources Department
Indicator of Implementation	<ul style="list-style-type: none"> Analyze quantitative and qualitative data from recent hires about why they chose WCASD. Compare data of student population and professional staff percentages. Examine retention data (percentage of staff and data from staff resignation).
Is this a PD action step? If yes, what might that look like?	No.

Strategy 2: Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments that measure access to equitable opportunities for all students.

Action Step 2A	Prioritize time for staff to meet in PLCs to refine and implement effective instructional and assessment practices.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	Build shared knowledge of instructional and assessment practices to ensure high levels of learning for all students.
People Responsible	Administration
Indicator of Implementation	<ul style="list-style-type: none"> Sustain building cultures of collaboration and inquiry centered on teaching and learning. Create master schedules that support PLCs, including creating/analyzing assessments and planning for remediation/enrichment. Operationalize district protocols to implement a Multi-Tiered System of Supports (MTSS) for all learners. Review staff surveys and student achievement data.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators will engage in professional learning for MTSS and provide turnaround training to staff.

Action Step 2B	Convene a K-12 Local Assessment Committee to create an assessment philosophy and framework that supports achievement for all students.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	A K-12 committee will create a local system of assessments supported by a district philosophy and framework.
People Responsible	Local Assessment Committee Administration
Indicator of Implementation	<ul style="list-style-type: none"> • Articulate a K-12 vertically aligned system of local assessments that match our curriculum and are purposeful. • Ensure that students have multiple opportunities to demonstrate their learning through various and personalized methods. • Develop assessments that target application and analysis over recall and memory. • Foster the creation of assessments that reflect culturally responsive. • Investigate Portrait of a Graduate, which outlines the knowledge, skills, and dispositions we believe a WCASD graduate needs to be successful.
Is this a PD action step? If yes, what might that look like?	Yes. Initial work will be at the committee level with professional learning time devoted to communication and training for all staff.

Action Step 2C	Utilize multiple measures of effectiveness that measure the degree that students access district programming.
Aligned Strategy	Engage diverse stakeholders to develop a coherent and aligned K-12 local system of assessments to determine whether we are providing equitable opportunities for all students.
Description of Action Step	Ensure all students have access to a well-balanced education through a wide variety of academic and extra-curricular programming.
People Responsible	Administration
Indicator of Implementation	<ul style="list-style-type: none"> • Review student absences, discipline, intervention data, Permission to Evaluate referrals. • Consider student access to resources and technology such as web-based sites including Schoology. • Measure student participation in funded activities, clubs and/or non-funded activities. • Analyze student coursework selection.
Is this a PD action step? If yes, what might that look like?	Yes. Administrators may need guidance in interpreting Effectiveness Measures and setting goals based on data collected.

Strategy 3: Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.

Action Step 3A	Increase the effectiveness of our engagement with all students to increase participation in district programs.
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	Eliminate barriers that affect student achievement by engaging students equitably to increase their access to district programming.
People Responsible	Technology Department Business Office Communications Department Pupil Services Department Communications Department
Indicator of Implementation	<ul style="list-style-type: none"> • Offer professional learning for teachers regarding utilizing translator services. • Evaluate curriculum to make it more inclusive, include counter narrative of marginalized groups. • Explore outside funding for activity buses. • Work with technology department on Internet access for every household. • Expand K-12 career exploration for minority groups including college visit field trips and trade options. • Provide college application workshops inside or outside the school day. • Post Facebook and Twitter announcements in Spanish and English • Engage students who do not participate in activities to collect quantitative and qualitative data. • Improve transition to MS and HS (provide students and parents with mentors). • Increase students’ resiliency skills to promote social and emotional wellness. • Ask colleges that reflect our students’ interests and needs to visit our schools. • Seek partnerships with organizations and businesses including international organizations.
Is this a PD action step? If yes, what might that look like?	Yes. Provide interdepartmental time to review and revise curriculum. This should include language training for teachers, examples of effective communication, and culturally responsive pedagogy

Action Step 3B	Increase the effectiveness of our communication with families to increase participation in district programs
Aligned Strategy	Engage diverse stakeholders through effective communication and opportunities for involvement to increase student and family engagement.
Description of Action Step	Eliminate barriers that affect student achievement by communicating with families equitably to increase access to district programming.
People Responsible	Administration PTO/HAS representatives Padres Latinos E-Teams

<p>Indicator of Implementation</p>	<ul style="list-style-type: none"> • Conduct monthly workshops and trainings for families to strengthen the home school partnership via “Family University”. • Develop tutorials for parents in English and Spanish (online and in person). • Host community nights at home schools. • Expand Spanish Course Selection Night. • Include Padres Latinos as part of PTO/PTOC. • Communicate information on procedures “how we do it here”. • Hold events and meetings in community facilities in addition to district facilities. • Develop relationships with organizations and support groups that target diverse populations. • Promote educational services and activities in locations that serve diverse populations. • Apply research from schools that have been successful in developing connections with diverse communities. Tap into our equity leaders for support. • Host cultural celebrations by teachers and families. • Mentor families for other families.
<p>Is this a PD action step? If yes, what might that look like?</p>	<p>Yes. Staff working to facilitate community engagement will need time and compensation to prepare activities for families.</p>

Goal Area Two: Innovative Teaching and Learning

Goal: Empower and engage learners through the effective use of instructional strategies to promote student learning and achievement.

Overview of Strategies & Action Steps:

Strategy 1: Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.

Rationale for Strategy: To integrate ISTE standards for administrators, teachers, and students into all facets of curriculum, instruction, and assessment, we must provide opportunities for exposure and understanding of the various strands and core elements. By utilizing the ISTE Standards for Students, Teacher, and Administrators, WCASD can transform instructional practices, providing students opportunities to build skills necessary for an increasingly complex world.

Action Steps:

- A. Introduce and disseminate ISTE standards to administrators and teachers and provide professional development related to their core elements.
- B. Gather data to determine the degree to which current curriculum, instruction, and assessment practices align to ISTE teacher and student standards and create a multi-phase plan based upon baseline data to increase alignment in all three areas.
- C. Build consensus on a K-12 technology skills matrix that identifies when core skills are first introduced and expected to be mastered.
- D. Develop and adopt a tool to collect and aggregate data regarding effective technology integration during teacher observations to inform professional development.
- E. Provide personalized professional development opportunities in all facets of technology integration for administrators and teachers.
- F. Create a database of exemplary lessons and assessments that provide opportunities for student choice, increased engagement and collaboration in response to real-world experiences.

Strategy 2: Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.

Rationale for Strategy: To strengthen professional knowledge of interdisciplinary collaboration, it is important to increase teacher capacity and ensure collaboration both horizontally and vertically within the school system. These opportunities are crucial to building and strengthening connections amongst stakeholders.

Action Steps:

- A. Expand the Coaching model to include the secondary level with possible additional staffing to ensure ongoing and embedded professional development.
- B. Utilize the current PLC protocol to facilitate collaboration within the school setting.
- C. Provide teachers with opportunities to visit colleagues across all buildings and levels and observe the application of researched best practice.
- D. Create a feedback system where students can highlight effective classroom experiences.

Strategy 3: Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.

Rational for Strategy: To innovative and personalize instruction, we must produce content in a format that is desirable to our consumers (students and families), including a traditional classroom setting, a blended environment, and an online environment, allowing for adaptability to new programs, technologies and scheduling models, as they emerge.

Action Steps:

- A. Determine research-based expectations for teaching and learning in both a blended and online environment.
- B. Develop a rubric for the evaluation of teachers who teach online courses in collaboration with the WCAEA & District Administration including a crosswalk to Danielson’s Rubric.
- C. Pilot fully online classes and collect data on academic outcomes that compare to traditional and online courses.
- D. Provide ongoing support for teachers and students as they expand their use of new technologies, methods for delivering instruction, and strategies for learning.

Strategy 1: Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.

Action Step 1A	Introduce and disseminate ISTE standards to administrators and teachers and provide professional development related to their core elements.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Provide the necessary knowledge and resources to administrators and teachers necessary to begin discussion of ISTE standards as they relate to curriculum and instructional practice.
People Responsible	Instructional Technology Coordinators Curriculum Supervisors
Indicator of Implementation	Update curriculum documents that reflect standards and practice observed in classroom.
Is this a PD action step? If yes, what might that look like	Yes, it would include raising familiarity and identifying what mastery would look like in student learning.

Action Step 1B	Gather data to determine the degree to which current curriculum, instruction, and assessment practices align to ISTE teacher and student standards and create a multi-phase plan based upon baseline data to increase alignment in all three areas.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Complete an inventory of where ISTE standards are implicitly and explicitly addressed in the curriculum, establishing the necessary baseline on which to chart improvement.
People Responsible	Instructional Technology Coordinators Instructional Coaches Technology Director

Indicator of Implementation	Create model classrooms to build system-wide capacity for the implementation of the ISTE standards.
Is this a PD action step? If yes, what might that look like	Yes, it will be embedded.

Action Step 1C	Build consensus around a K-12 technology skills matrix that identifies when core skills are first introduced and expected to be mastered by students.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Develop a matrix of technology skills and practices students are expected to achieve by grade level and distribute for feedback and incorporation into curriculum and instructional practice.
People Responsible	Instructional Technology Coordinators in conjunction with the Instructional Leadership Team.
Indicator of Implementation	Create and distribute a matrix that embed technology skills into the curriculum.
Is this a PD action step? If yes, what might that look like	No

Action Step 1D	Develop and adopt a tool to collect and aggregate data regarding effective technology integration during walkthroughs and focused observations to inform professional development.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Research existing tools that are distributed freely or develop our own that principals can use during walkthroughs to collect and document observations about classroom practice as it relates to implementation of ISTE standards in order to provide timely feedback and professional development options to teachers.
People Responsible	Technology Director Instructional Technology Coordinators
Indicator of Implementation	Implement the aggregation tool
Is this a PD action step? If yes, what might that look like	No

Action Step 1E	Provide personalized professional development opportunities in all facets of technology integration for administrators and teachers.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Provide personalized professional development opportunities in multiple modalities that could include embedded coaching, self-paced online opportunities, and face-to-face instruction.

People Responsible	Technology Director Instructional Technology Coordinators Instructional Leadership Team
Indicator of Implementation	Provide documentation of professional development opportunities in a district catalog as well as the teacher evaluation of these opportunities.
Is this a PD action step? If yes, what might that look like	Yes, it would vary. Embedded is preferred. It may involve outside resources, site visits, and use of professional development days.

Action Step 1F	Create a database of exemplary lessons and assessments that provide opportunities for student choice, increased engagement and collaboration in response to real-world experiences.
Aligned Strategy	Embed appropriate technological resources into curriculum, assessments, and instructional practices through the integration of ISTE standards.
Description of Action Step	Develop a database of resources that teachers can access by subject area, grade level and components in the four domains of the Danielson Rubric using lessons and assessment activities from a variety of sources.
People Responsible	Instructional Technology Coordinators Instructional Coaches Principals
Indicator of Implementation	Develop the database and make it available to teachers as a resource.
Is this a PD action step? If yes, what might that look like	No

Strategy 2: Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.

Action Step 2A	Expand the Coaching model to include all levels (secondary) with possible additional staffing to ensure ongoing and embedded professional development.
Aligned Strategy	Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.
Description of Action Step	Lower the ratio of teachers to instructional coaches in secondary schools through a process of redefining current roles and possibly hiring, as needed.
People Responsible	Technology Director Instructional Cabinet
Indicator of Implementation	Add coaches to the secondary schools.
Is this a PD action step? If yes, what might that look like	Yes, it may include accessing external resources to train district personnel in the coaching framework.

Action Step 2B	Utilize the current PLC protocol to facilitate collaboration within the school setting.
Aligned Strategy	Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.
Description of Action Step	Provide time to collaborate on instructional designs that promote student learning and appreciation of the connectivity among various disciplines of study, as well as assess student performance meeting curricular standards.
People Responsible	Instructional Leadership Team Principals
Indicator of Implementation	Ensure consistent PLC practice across the district.
Is this a PD action step? If yes, what might that look like	No

Action Step 2C	Provide opportunities to allow teachers the opportunity to visit colleagues across all buildings and levels and observe the application of researched best practice
Aligned Strategy	Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.
Description of Action Step	Examine and implement one or more strategies for providing teachers release time for the purpose of observing a colleagues implement model lessons.
People Responsible	Principals Supervisors Instructional Leadership Team
Indicator of Implementation	Document model classroom visits and feedback from visiting teachers.
Is this a PD action step? If yes, what might that look like	No

Action Step 2D	Create a feedback system where students can highlight effective classroom experiences.
Aligned Strategy	Provide a framework that enables an interdisciplinary and collaborative approach to teaching and learning.
Description of Action Step	Develop and implement a system to facilitate timely student feedback on levels engagement in their learning.
People Responsible	Instructional Leadership Team Principals
Indicator of Implementation	Administer periodic surveys of student engagement. Aggregate data and share with staff.
Is this a PD action step? If yes, what might that look like	No

Strategy 3: Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.

Action Step 3A	Determine research-based expectations for teaching and learning in both a blended and online environment.
Aligned Strategy	Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.
Description of Action Step	Create a set of expectations and for the implementation practices that increase instructional effectiveness in blended and online learning environments using the Danielson Framework as a guide.
People Responsible	Technology Director Instructional Cabinet Curriculum Supervisors
Indicator of Implementation	Publish a set of expectations for distribution to professional staff teaching in these environments.
Is this a PD action step? If yes, what might that look like	No

Action Step 3B	Develop a rubric for the evaluation of teachers who teach online courses in collaboration with the WCAEA & District Administration including a crosswalk to Danielson's Rubric.
Aligned Strategy	Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.
Description of Action Step	Expanding upon Action Step 3A, develop a rubric for the evaluation of teachers who teach online courses that will include a crosswalk to Danielson's Rubric.
People Responsible	Instructional Cabinet Principals
Indicator of Implementation	Create and implement a rubric used for assessing teachers who are teaching online courses.
Is this a PD action step? If yes, what might that look like	No

Action Step 3C	Pilot fully online classes and collect data on academic outcomes to compare to traditional and online courses.
Aligned Strategy	Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.
Description of Action Step	Develop and offer fully online classes and collect data on academic outcomes comparing traditional, blended, and online courses in one or more of the high schools.
People Responsible	Secondary Education Director High School Principals Director of Technology
Indicator of Implementation	Increase online course offerings for students.
Is this a PD action step? If yes, what might that look like	Yes, this may require of an outside consultant in a train the trainer environment followed up by on-site professional development

Action Step 3D	Provide ongoing support to assist teachers and students as they expand their use of new technologies, methods for delivering instruction, and strategies for learning.
Aligned Strategy	Build capacity among professional staff and students to develop varied learning structures that create optimal learning experiences by ensuring flexible scheduling models.
Description of Action Step	Provide ongoing, embedded support to assist teachers as they expand their use of new technologies, methods for delivering instruction, and strategies for learning, as scheduling models change and new modes of instruction are offered to students.
People Responsible	Instructional Leadership Team Instructional Technology Coordinators
Indicator of Implementation	Embed coaching and professional development opportunities offered through the district catalog.
Is this a PD action step? If yes, what might that look like	Yes, this may require of an outside consultant in a train the trainer environment followed up by on-site professional development.

Goal Area Three: Secondary Master Scheduling

Goal: Create secondary master schedules that reflect best practices of 21st Century teaching and learning.

Overview of Strategies & Action Steps:

Strategy 1: Revise secondary master schedules to include components of flexibility and programming that address the complex demands of the modern world.

Rationale for Strategy: Our current master schedule is based upon an industrial model. A 21st century master schedule will allow our students to better compete in the global economy.

Action Steps:

- A. Identify limitations of the current master schedule and develop solutions.
- B. Investigate master schedules of other high-performing high schools to identify desired elements.
- C. Draft mock schedules to meet the various needs of our students, including an opportunity for every student to have a scheduled lunch period.

Strategy 2: Establish scheduling structures and curriculum that prioritizes the connection between graduation planning and careers.

Rationale for Strategy: In an increasingly competitive global economy, it is imperative that our graduates are prepared with the necessary tools to achieve their personal best as well as to contribute in a meaningful way to the local and larger community.

Action Steps:

- A. Investigate and implement post-graduation skills that are necessary for success, including financial literacy.
- B. Create opportunities within the master schedule, inclusive of non-traditional formats, for students to pursue personal passions, graduate early.
- C. Implement student career interest inventories/surveys on a routine basis and utilize that data for future planning not limited to college, career or trade school.

Strategy 3: Comprise a high school master schedules that includes consistent time for teachers to collaborate on instruction, assessment, and professional learning.

Rationale for Strategy: Frequent collaboration time will allow professional staff to enhance 21st century skills leading to high levels of student achievement.

Action Steps:

- A. Draft a schedule with multiple scenarios to allow more time for more consistent teacher collaboration, looking specifically on a bell schedule that rotates and varies based on cycle day calendar.
- B. Institute flexible time for students to meet with faculty on a variety of personal interest topics.

Strategy 1: Revise secondary master schedules to include components of flexibility and programming that addresses the complex demands of the modern world.

Action Step 1A	Identify limitations of the current master schedule and develop solutions.
Aligned Strategy	Revise secondary master schedules to include components of flexibility and programming that addresses the complex demands of the modern world.
Description of Action Step	Survey all stakeholders regarding master schedule, collect and analyze data to identify the strengths and weaknesses of current schedule.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	High school master schedules will offer more collegiate style learning opportunities.
Is this a PD action step? If yes, what might that look like?	No

Action Step 1B	Investigate master schedules of high schools of other high performing high schools to identify elements we may want to include.
Aligned Strategy	Revise secondary master schedules to include components of flexibility and programming that addresses the complex demands of the modern world.
Description of Action Step	Review other school bell schedules that meet the strengths and weaknesses identified in the survey.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Create a high school master schedule that evolves to meet the needs of the modern high school student.
Is this a PD action step? If yes, what might that look like?	No

Action Step 1C	Draft mock schedules to meet the various needs of our students, including an opportunity for every student to have a planned lunch period.
Aligned Strategy	Review other school bell schedules that meet the strengths and weaknesses identified in the survey.
Description of Action Step	Examine other high achieving master high school schedules whose priorities align with 21 st Century teaching learning.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Every student will have a scheduled lunch opportunity.
Is this a PD action step? If yes, what might that look like?	No

Strategy 2: Establish scheduling structures and curriculum that prioritizes the link between graduation planning and careers.

Action Step 2A	Investigate and implement post-graduation skills that are necessary for success, including financial literacy.
Aligned Strategy	Establish scheduling structures and curriculum that prioritizes the connection between high school graduation and career planning.
Description of Action Step	Forecasting the skills necessary for students to succeed in a career field and designing curriculum and instruction accordingly. The district will identify a source of information deemed reliable for determining those skills.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Student survey outcomes.
Is this a PD action step? If yes, what might that look like?	Yes

Action Step 2B	Create opportunities within the master schedule, inclusive of non-traditional formats, for students to pursue personal passions, graduate early.
Aligned Strategy	Establish scheduling structures and curriculum that prioritizes the connection between graduation planning and careers
Description of Action Step	A revised, more flexible schedule will include opportunities for students to satisfy credit requirements in non-traditional formats, and when warranted, graduate early.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Increase the number of students completing credits in non-traditional formats and graduating early with a successful post-secondary pathway
Is this a PD action step? If yes, what might that look like?	Yes

Action Step 2C	Implement student career interest inventories/surveys on a routine basis and utilize that data for future planning and use the data to guide post high school plans not limited to college, career or trade school.
Aligned Strategy	Establish scheduling structures and curriculum that prioritizes the connection between high school graduation and career planning
Description of Action Step	The focus of this action step would be to work with those students who exhibit an interest in graduating from high school early and help them to achieve that goal.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Review survey data and create a plan for post-graduation.
Is this a PD action step? If yes, what might that look like?	For counselors and perhaps gifted support teachers.

Strategy 3: Comprise a high school master schedule that includes consistent time for teachers to collaborate on instruction and assessment and lunch for all students

Action Step 3A	Draft a schedule with different scenarios to allow more time for more consistent time for teachers to collaborate on instruction, assessment, and professional development.
Aligned Strategy	Comprise a high school master schedule that includes consistent time for teachers to collaborate on instruction and assessment and lunch for all students
Description of Action Step	Frequent collaboration time will allow professional staff to enhance 21 st century skills leading to high levels of student achievement.
People Responsible	Director of Secondary Education and Secondary Principals
Indicator of Implementation	Routine, scheduled professional collaboration time for faculty
Is this a PD action step? If yes, what might that look like?	Yes

Action Step 3B	Institute flex time for students to meet with faculty on a variety of personal interest topics.
Aligned Strategy	Comprise a high school master schedule that includes consistent time for teachers to collaborate on instruction and assessment and lunch for all students
Description of Action Step	Ensure a bell schedule that includes time for students to meet with faculty on a variety of personal interest topics
People Responsible	Director of Secondary Education, Secondary Principals and Master Schedulers
Indicator of Implementation	Students will have flexible time to meet with faculty. This time will be focused on developing students' personal interests. Outcomes will be demonstrable in post-secondary planning.
Is this a PD action step? If yes, what might that look like?	No

Goal Area Four: Fiscal and Capital Planning

Goal: Create a financial plan that provides annual budgets that adhere to Act 1 regulations, respond to the enrollment needs of the District and protect the current level of educational excellence.

Overview of Strategies & Action Steps:

Strategy 1: Compile balanced budgets adhering to Act 1 regulations while sustaining District programs and services.

Rationale for Strategy: Achieve annual balanced budgets within the confines of Act 1 for a District having a history of strong public education and drawing people to purchase homes within the community with the expectation that quality education will continue.

Action Steps:

- A. Compile an annual budget providing for student growth and adhering to the District debt service and fund balance policies.
- B. Work with District Wellness Committee to identify initiatives to reduce healthcare costs.
- C. Analyze and compare special education costs and delivery methods with peer districts to ensure best practices are being administered when determining placements and the implementation of accommodations. (Benchmarking)
- D. Identify resources needed to address mental health needs of our students.

Strategy 2: Develop a capital plan addressing facility and revenue needs due to increasing enrollment and addressing District-wide safety and security concerns.

Rationale for Strategy: Develop a capital and operational plan addressing housing District students in safe and educationally appropriate environments.

Action Steps:

- A. Develop a 20-year plan for new construction, additions, renovations and maintenance of District facilities.
- B. Develop a plan for physical alterations and system installation creating a safe school environment in our District.
- C. Address the need for additional revenue due to increasing enrollment.

Strategy 3: Expand Sustainable Revenue Sources.

Rationale for Strategy: Pursue additional revenue possibilities providing sustainable revenues.

Action Steps:

- A. Work with Legislative Action Group to contest changes to reverse assessment appeals.
- B. Expand on Facility rental revenues.
- C. Expand accounts payable rebate programs.
- D. Explore naming sponsorship revenue.
- E. Explore partnerships with outside agencies to subsidize capital athletic maintenance.

Action Step 1A	Compile an annual budget providing for student growth and adhering to the District debt service and fund balance policies.
Aligned Strategy	Compile balanced budgets adhering to Act 1 regulations while sustaining District programs and services.
Description of Action Step	The District adopts a budget adhering to the District's Fund Balance policy allowing for an unassigned Fund Balance between 5% - 8% of the total budget and adhering to the District's debt service policy, requiring the District to reduce total debt service expense until it is under 10% of the total budget.
People Responsible	District Administration
Indicator of Implementation	Board approves budget maintaining a total unassigned Fund Balance between 5-8% of the total budget and reducing debt service expense until it is under 10% of the total budget.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1B	Work with District Wellness Committee to identify initiatives to reduce healthcare costs.
Aligned Strategy	Compile balanced budgets adhering to Act 1 regulations while sustaining District programs and services.
Description of Action Step	District wellness group will work to expand programs and initiatives aimed to boost healthier lifestyles and ultimately reduce healthcare costs. For example: <ul style="list-style-type: none"> • Review programs available through the various District Healthcare providers. • Solicit discount programs at local fitness facilities. • Expand opportunities for staff competitions. • District health fair that includes: nutritionist; mindfulness; personal trainer, etc.
People Responsible	District Administration
Indicator of Implementation	Wellness Committee meeting minutes. Identification of employee wellness initiatives.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1C	Analyze and compare special education costs and delivery methods with peer districts to ensure best practices are being administered when determining placements and the implementation of accommodations. (Benchmarking)
Aligned Strategy	Compile balanced budgets adhering to Act 1 regulations while sustaining District programs and services.
Description of Action Step	Identify peer group. Create categories to analyze. Perform analysis and report findings to District Administration and School Board. For example: <ul style="list-style-type: none"> • Review the use of aides for efficiency. • Look at the model used to assign aides - meet the needs in the building vs being attached to one student or classroom. • Participate in professional development sessions that focus on best practices in special education. • Meet with the CCIU to review costs and ways to more efficiently provide services. • Develop District operated Transition programs in order to not have to send students to other programs to meet their needs.
People Responsible	District Administration
Indicator of Implementation	Benchmarking report is created and reviewed with District Administration and School Board.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 1D	Identify resources needed to address mental health needs of District students.
Aligned Strategy	Compile balanced budgets adhering to Act 1 regulations while sustaining District programs and services.
Description of Action Step	Identify resources available and recommend steps to address the mental health needs of the students. For example: <ul style="list-style-type: none"> • Participate in the county suicide prevention committee. • Participate in the county mental health committee. • Expand the mental health services available at the MS level. • Participate in the District’s safety committee to identify ways to secure funding for services in the schools. • Participate in the West Chester Communities That Care and support their efforts.
People Responsible	District Administration
Indicator of Implementation	Resources are identified focusing on mental health issues.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2A	Develop a 20-year plan for new construction, additions, renovations and maintenance of District facilities.
Aligned Strategy	Develop a capital plan addressing facility and revenue needs due to increasing enrollment and addressing District-wide safety and security concerns.
Description of Action Step	Continue with implementation of Board adopted 20-year capital plan.
People Responsible	District Administration
Indicator of Implementation	New construction, renovation and maintenance projects completed on schedule and within Board Policy on Debt Service.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2B	Develop a plan for physical alterations, staffing and system installation for increased student safety and security.
Aligned Strategy	Develop a capital plan addressing facility and revenue needs due to increasing enrollment and addressing District-wide safety and security concerns.
Description of Action Step	<ul style="list-style-type: none"> • Investigate costs of full time police officers. • Research best practices and incorporate findings of the School Safety Advocacy Group into the Comprehensive Plan. • Investigate Federal and State grants for safety and security measures.
People Responsible	District Administration and School Safety Advocacy Group
Indicator of Implementation	Safety and security measures funded through the capital plan and grants for operational costs.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 2C	Address the need for additional revenue due to increased enrollment.
Aligned Strategy	Develop a capital plan addressing facility and revenue needs due to increasing enrollment and addressing District-wide safety and security concerns.
Description of Action Step	<ul style="list-style-type: none"> • Educate the Business Community to the Limitations of ACT 1. • Lobby and advocate for Legislators to include ACT 1 exceptions for enrollment increases and safe school initiatives. • Educate the community on long term effects of ACT 1.
People Responsible	District Administration, Legislative Action Committee, Local Chambers of Commerce
Indicator of Implementation	Provide education to community and make contact with legislation about the exception
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3A	Work with Legislative Action Group to oppose legislative changes aimed to eliminate the reverse assessment appeal process.
Aligned Strategy	Expand Sustainable Revenue Sources.
Description of Action Step	Utilize the Legislative Action Group to combat proposed legislation to eliminate reverse assessment appeals. Current District policy applies to any recent sale of a properties within the District in which the current assessed value is at least \$1,000,000 less than the assessment suggested by the sales price (common level ratio x sales price).
People Responsible	District Administration
Indicator of Implementation	Legislation Action Group correspondence is sent to the State .
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3B	Expand on Facility rental revenues.
Aligned Strategy	Expand Sustainable Revenue Sources.
Description of Action Step	Review and adjust facility rental rates every three years.
People Responsible	District Administration
Indicator of Implementation	Actual rental income would increase from year to year. Conduct a review of rental rates and adjust accordingly.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3C	Expand accounts payable rebate programs.
Aligned Strategy	Expand Sustainable Revenue Sources.
Description of Action Step	Compile a list of potential, additional vendors that would be eligible for the program. Send communication to additional vendors to encourage utilization of the electronic payment program.
People Responsible	District Administration
Indicator of Implementation	Compile list of eligible vendors. Actual rebate revenue would increase from year to year.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3D	Explore naming sponsorship revenue.
Aligned Strategy	Expand Sustainable Revenue Sources.
Description of Action Step	Form a team to develop the procedures and School Board Policy to allow outside organizations to donate funds for naming rights on District Facilities.
People Responsible	District Administration
Indicator of Implementation	<ol style="list-style-type: none"> 1. Team meets. 2. Procedures are developed. 3. Board Policy is drafted and presented for approval.
Is this a PD action step? If yes, what might that look like?	No.

Action Step 3E	Explore partnerships with outside agencies to subsidize capital athletic maintenance.
Aligned Strategy	Expand Sustainable Revenue Sources.
Description of Action Step	Solicit partnership possibilities with outside agencies to offset the cost of capital upgrades to District athletic fields, tennis courts, basketball courts, tracks and other areas in return for preferred use by the outside agency.
People Responsible	District Administration
Indicator of Implementation	<ol style="list-style-type: none"> 1. Procedures are developed. 2. Board Policy is drafted and presented for approval. 3. Partnership is identified with an outside agency.
Is this a PD action step? If yes, what might that look like?	No.

Glossary

Acceleration: Instruction which teaches future concepts and skills to students who have demonstrated mastery of current instructional goals. Teachers analyze assessment data to determine which student will benefit from acceleration.

Act 1 Regulations: Annually, the Pennsylvania Department of Education (PDE) calculates for each school district the base percentage that the district is permitted to raise taxes. This figure, the “index,” is approximate to the rate of inflation. To tax above the index requires permission from voters through a referendum, except where a “referendum exception” applies. Those exceptions allow a district to tax above its index in certain particular categories where the legislature felt the financial impact was not controlled by the district.

Aligned Curriculum: The strategic organization of key curriculum concepts connected to state and district standards void of gaps and overlaps.

Blended Classes: An education program in which a student learns partly online and partly face-to-face in class.

Culturally Responsive: The understanding of cultural differences and their impact on education coupled with the act of using the strengths, backgrounds, and experiences of diverse students to ensure high levels of learning.

Danielson Framework: A professional framework for teachers that divides the complex activity of teaching into twenty-two components clustered into four domains of teaching responsibility: (1) *planning and preparation*, (2) *the classroom environment*, (3) *instruction*, and (4) *professional responsibilities*. This framework is used as the basis to evaluate teachers’ observation and practice.

Debt Service Expense: The cash that is required for a particular time period to cover the repayment of interest and principal on a debt. Debt service is calculated on a fiscal year basis.

Digital Formats: Instruction that uses technology such as electronic whiteboards, podcasts, webcasts, webinars, interactive online activities, to convey content or to enhance understanding.

District Programming: This includes all curriculum, events, activities, planning, procedures, and culture that are available to students and their families.

Dual Enrollment: This program allows students the opportunity to enroll in college courses while still in high school. Students earn high school credit and may also apply these credits to college.

ELL: English Language Learners are students learning the English language in addition to their native language.

Flipped Classes: A method of blended learning in which students use online videos to view direct instruction and use class time to complete “homework” and participate in discussions, group work or other interactive activities

Fund Balance: The difference between the assets and liabilities of a fund. Fund balance is terminology that is applicable to “fund level” reporting of individual governmental funds and is based on the modified accrual basis of accounting.

Inclusive Settings: Spaces in a school where everyone, regardless of differences, learn together.

Instructional Leadership Team (ILT): This group of administrators includes both district and building administration who work with teaching professional in the areas of curriculum, instruction and assessment.

International Society for Technology in Education (ISTE) Standards: These standards provide a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments.

Local System of Assessments: A coordinated set of assessments and tools that provide information about individuals and groups of students with respect to growth and the mastery of learning targets.

Master Schedule: The strategic linking of course offerings, class periods, and available teachers designed to maximize resources and enhance student learning.

Multi-Tiered System of Supports (MTSS): An integrated and comprehensive framework that focuses on core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Online Classes: A form of distance education that uses the Internet and computer technologies

PD: Professional development is training provided to teachers to learn new concepts, strategies, or practices.

Coaching Model: A professional development delivery program that permits a teacher with expertise in a particular instructional strategy to provide guidance, motivation, and troubleshooting techniques to his or her colleagues

Per Pupil Allocation Factor: A budget term used to describe the per student dollar amount that is directly allocated to each school for that fiscal year.

Portrait of a Graduate: An holistic program that serves to identify the skills necessary for success for all students in a rapidly changing, increasingly diverse, and interconnected world. This model encourages the school community to look beyond the high-stakes testing environment to help students develop skills so they can be successful in the workforce of the future.

Professional Learning Communities (PLCs): Professional learning communities are groups of educators working together to analyze student learning and work collaboratively to develop strategies to ensure all students learn at high levels. PLC teams meet regularly to discuss student learning and plan based on what they have analyzed.

Pyramid of Interventions: As part of the RtII framework, a pyramid of interventions is the compilation of supports schools have in place to help students. This pyramid varies in complexity from minimal levels of support to more intensive levels of support.

Qualitative Data: These data are typically written evidence including observations, interview results, and anecdotal records.

Quantitative Data: These data are typically statistical in nature, looking at numbers and calculations of those numbers.

Rubric: A scoring tool to gauge students learning that is typically a matrix of standards or criteria and descriptions defining each of several levels of achievement

Sponsorship: Any payment of money or other economic benefit to the District in exchange for recognition of a sponsor who provides a commercial products or service.

Stakeholders: Stakeholders include all parties with a legitimate interest in our WCASD students' education. This can include parents, students, teachers, and community members.

Sustainable Revenues: An income source that is able to be collected, at a reasonably consistent level, year after year.

Unassigned Fund Balance: The portion of the fund balance that represents expendable available financial resources. It is the residual after the non-spendable, restricted, committed and assigned portions are deducted from the total fund balance.

Unfunded Mandates: An unfunded mandate is a statute or regulation that requires a state or local government to perform certain actions, with no money provided for fulfilling the requirements.