



W E S T S H O R E S C H O O L D I S T R I C T

Comprehensive STRATEGIC PLAN

July 1, 2013 - June 30, 2016

**ADOPTED
November 2012**

West Shore School District

District Level Plan

07/01/2013 - 06/30/2016

District Profile

Demographics

507 Fishing Creek Rd
Lewisberry, PA 17339-9517
(717) 938-9577
Superintendent: Jemry Goodrich-Small

Planning Process

The District's Comprehensive Strategic Planning (CSP) committee is comprised of students, parents, community representatives, teachers, and administrators. This committee first met in August 2011 to begin looking at the District's CSP. All CSP members volunteered to serve on one or more of the District's eight (8) subcommittees. These subcommittees are: Extra-Curricular Activities, Facilities, Mission and Vision, Professional Development (Professional Education), Student Achievement, Special Education, Student Services (Safe and Supportive Schools), and Technology Plan. Building and District Administrators chair subcommittees. The subcommittee chairs regularly meet together to collaborate as their committees progress on the assigned CSP tasks. While the CSP committee completes District level assessments and responds to District Level Guiding Questions for the District's CSP, all schools in the District are completing their own improvement plans, regardless of their most recent success level reported by the Pennsylvania System of School Assessment.

Mission Statement

The West Shore School District is committed to providing this generation with a quality education serving as a foundation for responsible and successful citizenship.

Vision Statement

The vision of the West Shore School District is to continuously cultivate a safe and invitational school climate that welcomes the involvement of students, parents, educators, staff, and the community.

Working cooperatively, the school community will nurture lifelong learners who adapt to the diverse and changing global society.

The District insists upon a dynamic approach to teaching and learning that fosters continuous improvement.

Shared Values

Members of the West Shore School District community share the following values:

Student Learning

- We believe all children can learn.
- We believe students must become more responsible for their own learning as each year progresses.
- We believe students must develop the adaptive skills to successfully respond to the diverse and changing global society.
- We believe learning must occur in an emotionally secure, physically safe, and academically supportive environment.

Professional Practice

- We believe motivated, adaptable, and well-trained staff are critical for student achievement.
- We believe for our schools to consistently improve we must continuously evaluate our efforts to ensure individual student needs are being met.
- We believe relationships must be cultivated to foster a safe and invitational school climate.
- We believe resources must be provided and managed in a fiscally responsible manner.

Relationships Among Members

- We believe a quality education requires the total involvement of students, parents, educators, staff, and the community.
- We believe positive teacher/student relationships empower students to realize their academic potential.
- We believe education is a lifelong endeavor.
- We believe in the collaboration of ideas, abilities, and resources.

Educational Community

The West Shore School District

Its Community

The West Shore School District is located in south-central Pennsylvania across the Susquehanna River from Harrisburg, the capital of Pennsylvania. West Shore is the second largest suburban school system in the greater Harrisburg metropolitan area. The District's headquarters, the Administration Center for Education, is located on Fishing Creek Road in northern York County.

The West Shore School District encompasses 78 square miles in the boroughs of Lemoyne, New Cumberland, Wormleysburg, Goldsboro, and Lewisberry and the townships of Fairview, Lower Allen, and Newberry in eastern Cumberland and northern York counties. Its residents enjoy the option of urban, suburban, or rural living. Approximately 55 percent of the student population comes from York County, with the remaining 45 percent coming from Cumberland County.

Our Organization / Staff

The West Shore School District was formed in 1966 under a state reorganization act. Five districts-Lower Allen, New Cumberland, Lemoyne, Wormleysburg, and Red Land-were involved. The 78 square miles covered by the District include a population of approximately 59,000 residents. The student enrollment in grades K-12 is approximately 7,900.

The staff of the District includes over 585 professional and 420 support service personnel. Superintendent Jemry L. Small leads the District. The administrative staff consists of cabinet and central office administrators, as well as building level administration.

A nine member Board of School Directors with three directors elected from each of three regions sets educational policy. Although voters in each of these regions elect directors, each Board member represents the entire West Shore School District. They are elected to serve four-year terms of office. This method of election ensures the Board has experienced members serving at any one time.

The District has a contract with the West Shore Education Association, an affiliate of the state and national education associations. It covers all professional employees except administrators. A four-year Collective Bargaining Agreement began on September 1, 2010, and runs through August 31, 2014.

The district has a contract with District Council 89 of the American Federation of State, County, and Municipal Employees. It covers full-time and part-time support employees including bus drivers, custodians, food services, and maintenance employees. (Some exceptions do apply.) A two-year Collective Bargaining Agreement began on September 15, 2011, and runs through June 30, 2013.

Our Support Services

The District owns and operates its own bus fleet to transport approximately 7,400 students daily. Sixty-seven percent of the student body participates in the school lunch program. The District's cafeterias serve a type A lunch as defined by the National School Lunch program and provide a la carte lunch service, as well. A breakfast program is also available at each school. A point-of-sale program in all school cafeterias enables parents to establish accounts for their children, thus eliminating the need for children to bring lunch money each day.

Our Curriculum

West Shore's curriculum is designed to meet the needs of learners across the continuum. Instructional Design, the curricular guidebook created and maintained by the District, provides direction for the entire curriculum, K-12. A prescribed cycle of curriculum review offers an ongoing opportunity to monitor course offerings, research, review, and updates as needed. Both mini-curriculum and grade level committees provide the forum for curriculum review. Teacher committees, chaired by principals and/or area supervisors, commit to an ongoing, in-depth study and review of designated curricular areas.

West Shore hosts a comprehensive academic, technical, career and vocational program. The two high schools have programs designed to capitalize on the special talents and interests of each student. All programs comply with, and frequently exceed, the Pennsylvania Academic Standards. The high school curriculum is comprehensive with over 150 different courses, excluding special education offerings, available to students. College preparation, Advanced Placement, technology education, vocational and career education, business education, arts (visual and performing) education, and fitness education are available to each student from which to select a progressive arrangement of study. School-to-work initiatives enable students to explore future career possibilities. Army JROTC programs at both high schools provide an opportunity for students to enhance their leadership skills.

Middle level education features a strong academic program featuring planned courses in math, science, language arts, social studies, computer education, physical education/health, and the unified arts. Electives supplement students' learning experience. The elementary program features an emphasis on reading and writing across all curricular areas. Enrichment opportunities and integrated arts complement a comprehensive curriculum.

To address individual educational needs, the District provides a wide variety of instructional opportunities to students who may need modifications to the instructional process and/or curriculum beyond the regular classroom setting. Early intervention programs are available for preschool children from age three to school age. This service addresses preschoolers who are thought to have problems in learning, communication, behavior, sensory functions (vision and hearing) and other areas of development, such as play and socialization.

Special education programs (K-12) address the needs of eligible (as determined by state and federal guidelines) students who require specially designed instruction. A full continuum of educational services from itinerant to full-time interventions are available to address unique learning needs while providing every opportunity for maximum integration with non-eligible peers when appropriate. Students not found eligible for special education may access support services through other District programs. Additionally, the West Shore Academy provides an Alternative Education Program for secondary students who have difficulties functioning in regular classroom environments.

Our Facilities/Resources

District facilities include 19 buildings. Over 298 acres of fields provide outdoor recreational areas for student and community activities. Twenty-one athletic facilities are maintained, including playing fields, a stadium, and a natatorium. Over the last several years, both high schools were renovated. One new elementary school opened in August 2011. The District takes great pride in its facilities and follows a comprehensive schedule for the maintenance and upgrading of its facilities.

West Shore is a leader in the acquisition and implementation of technology. Presently, more than 3,500 workstations are in place K-12 with a student to computer ratio of 2.3:1. Technology instructional advisors provide continual on-site training for teachers to facilitate the integration of technology into the curriculum at all levels. Web pages and online research tools available in classrooms and libraries support enhanced instruction. All classrooms, libraries, and administrative areas are fully networked with the ability to deliver filtered Internet access to all connected workstations. Technology comprises approximately 2.25% of the District's annual budget including funds secured through the Federal E-Rate program and federal and state grants. Technology includes mobile labs throughout the middle and high schools, continued acquisition of curriculum-based software, laptops for all teachers, interactive white boards, and a K-12 computer curriculum.

The District's Internet web site (<http://www.wssd.k12.pa.us/>) is a source for information about our schools and policies and is an excellent resource for students and parents. Additionally, lunch menus, school delays/cancellations, athletic schedules, and employment opportunities are posted. A monthly online activities calendar enables parents to plan ahead for special school events. Board meetings and study sessions are also broadcast live via the web on the evening of the meetings. Many teachers maintain homework pages as yet another communication vehicle with parents.

Our Finances

The 2012-2013 operating budget is \$93,645,210. Over 90% of the budget is focused on instruction and support services, which directly impacts those activities associated with providing educational services to students. More than 65 percent of the operating funds come from local taxes; the State provides 27 percent, with federal and other sources making up the remainder of the revenue sources.

Special Programs/Community Involvement

Numerous avenues exist for parents and community members to become actively involved in the educational process. Parent/Teacher Organizations at the elementary schools and Principals' Advisory Councils at the secondary schools provide opportunities for involvement at the building level.

The District offers Junior Achievement lessons in each elementary classroom (K-5). The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, business, and economics to improve the quality of their lives. Business and community volunteers present a series of five lessons, with all teaching materials and lesson guides provided by Junior Achievement.

The District's Partners in Education (PIE) program, which originated in 1983, has experienced tremendous growth over the years. Currently, over 100 business and community representatives volunteer time, resources, and funding to support the District's educational programs. This strong link to the business community enables the District to keep abreast of the emerging trends and needs of industry, and also affords students the opportunity to learn first-hand the education and skills necessary to be successful in today's work force.

The West Shore Foundation provides encouragement through financial support of selected projects to enhance the educational mission of the West Shore School District. The Foundation sponsors the annual Academic Bowl competitions at the elementary and middle school level, awards scholarships to graduating seniors, hosts cultural events for students, and funds student leadership initiatives, etc.

Foundation meetings are held regularly during the school year at the Administration Center for Education. Parents and members of the West Shore community are encouraged to attend the meetings and become actively involved in Foundation activities.

Student Activities

West Shore offers all students the opportunity to expand and refine their skills through a vast array of supplemental programs geared to meet their physical, social, emotional, and intellectual abilities. Co-curricular clubs and activities at each level enable students to capitalize on individual strengths and interests.

At the high school level, both schools participate in the Pennsylvania Interscholastic Athletic Association (PIAA) offering competitive teams in numerous varsity and junior high sports.

Hundreds of students participate in the seasonal sports generating athletic scholarship opportunities to supplement academic prowess.

Junior high athletic competition features opportunities for students to participate in Junior high basketball, cross country, field hockey, football, soccer, track & field, volleyball, and wrestling. Students are

encouraged to participate in school life through the club offerings featuring community service activities, various music groups, yearbook, and an array of interesting offerings.

Elementary level clubs and activities afford opportunities through academic and non-academic venues for students to become involved. Academic Bowl contests along with school spirit, community service activities, and student council groups are aspects of the comprehensive elementary program in West Shore.

Cedar Cliff and Red Land High Schools host dozens of club activities to enhance and supplement the classroom experience. Activities may feature a focus on community service, academics, social activity, or peer mediation and cultural diversity.

Throughout the curriculum, students are engaged in music education with performance venues offered in the intermediate elementary grades through high school. Annually, high school students are selected to participate in district, regional, state, and national performance ensembles. West Shore's bands, orchestras, and choruses are a source of pride and among the best in public education.

The District's Natatorium, housed at Red Land High School, affords students the opportunity to incorporate swimming into the curriculum. Second grade students learn to respect and enjoy the water. Fourth graders improve stroke techniques. Boating safety awareness is taught in sixth grade as students are instructed in the proper safety procedures for recreational boating. Ninth grade students are introduced to many water-related activities such as water polo, snorkeling, aquacise, and deep-water aerobic conditioning.

Planning Committee

Name	Role
Ryan Argot	Administrator
Thomas Burnheimer	Administrator
Thomas Haupt	Administrator
David Zuilkoski	Administrator
Robert Ackell	Administrator
Tammi Jones	Administrator
Suzanne Tabachini	Administrator
Tim Dorsey	Administrator
Todd Stoltz	Administrator
Jemry Small	Administrator
Kevin Fillgrove	Administrator
Elizabeth Wolff	Administrator
Joan Anderson	Administrator
Corey Gallaher	Secondary School Teacher - Regular Education
Tim Reiner	Elementary School Teacher - Regular Education

Denise Grover	Board Member
Justin Peart	Administrator
Robert Detz	Administrator
Brian Kocsi	Administrator
Martha Bert	Secondary School Teacher - Regular Education
Don Zimmerman	Administrator
Chris Konieczny	Elementary School Teacher - Regular Education
Mary Ellen Urich	Middle School Teacher - Special Education
Susan Ireland	Elementary School Teacher - Regular Education
Rob Starrett	Secondary School Teacher - Regular Education
Gary Thrush	Middle School Teacher - Regular Education
Todd Ambrose	Board Member
Debra Barr	Ed Specialist - Dental Hygienist
Tricia Chapman	Elementary School Teacher - Regular Education
Karen Hertzler	Administrator
Debra Kambic	Ed Specialist - School Nurse
Mark Ross	Administrator
David Yinger	Elementary School Teacher - Regular Education
Deborah Schwager	Administrator
Tara Luckenbaugh	Elementary School Teacher - Regular Education
Jennifer Fasick	Middle School Teacher - Regular Education
Scott Snyder	Secondary School Teacher - Regular Education
Judith Crocenzi	Board Member
Kevin Downs	Middle School Teacher - Special Education
Frank Williamson	Parent
Sue Morrow	Community Representative
Maisie Todd	Community Representative
Mark Barno	Community Representative
Kathy Zimmerman	Community Representative
Duke Antonelli	Community Representative
Julia Halley	Parent
Traci Kauffman	Community Representative
Heather Dunphy	Parent
Kathy Machamer	Community Representative
Ron Candioto	Board Member
Sally Cizauskas	Community Representative
Jim Fulkroad	Community Representative
Eric Graybill	Middle School Teacher - Regular Education
Jay Hertzog	Community Representative
William Husser	Community Representative

Gary Miller	Community Representative
Brett Sanders	Administrator
Beth Teson	Secondary School Teacher - Regular Education
Gail Tierney	Community Representative
Bob Whalen	Community Representative

Core Foundations

Standards

Mapping and Alignment

Elementary Education – Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Economics	Needs Improvement	Needs Improvement
English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler through Second Grade	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

For standards areas checked Needs Improvement or Non Existent, there is no District created stand alone curriculum. However, standards for those areas may be embedded into other developed curricular areas.

Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Economics	Needs Improvement	Needs Improvement
English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Non Existent	Non Existent
Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

For standards areas checked Needs Improvement or Non Existent, there is no District created stand alone curriculum. However, standards for those areas may be embedded into other developed curricular areas.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
Economics	Non Existent	Non Existent
English Language Arts	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing

Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
Mathematics	Developing	Developing
Science and Technology	Developing	Needs Improvement
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

Common core standards are still being developed.

Economics not taught at the middle school.

Special Education classes are being developed.

A written curriculum does not exist in interpersonal skills and school climate. However, these skills are embedded throughout the middle school methodology.

School counselors are networking more with the secondary counselors to improve instructional practices.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
Economics	Accomplished	Accomplished
English Language Arts	Non Existent	Non Existent
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Accomplished	Accomplished

Health, Safety and Physical Education	Developing	Developing
History	Accomplished	Accomplished
Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
Mathematics	Developing	Developing
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Needs Improvement	Needs Improvement
World Language	Accomplished	Accomplished

Explanation for standard areas checked "Needs Improvement" or "Non Existent":

PA Common core doesn't yet exist for us to map or align in English.

Not using the common core in science.

Climate continues to be an issue.

Adaptations

Elementary Education – Primary Level

No standards have been identified for this content area.

Elementary Education – Intermediate Level

- Mathematics

Middle Level

- Mathematics

High School Level

- Arts and Humanities
- Economics
- English Language Arts
- History
- Mathematics

Explanation for any standards checked:
Elementary intermediate offers a skimmed math class.

Middle school offers advanced math classes.

Art and humanities electives beyond minimum.

AP courses offered in Economics, History, Psychology, Mathematics and English classes go well beyond the PA standards.

Full range of ability based class offerings in mathematics and reading have been developed by the special education department.

Curriculum

Planned Instruction

Elementary Education – Primary Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the elementary primary level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

Elementary Education – Intermediate Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the elementary intermediate level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

Middle Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing

Explanation for any standards areas checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

Quantifiable measures of objective accomplishment have not been clearly identified.

High School Level

Curriculum Characteristics	Status
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing

Processes used to ensure Accomplishment:

LFS mapped lessons contain state standards and timelines.

Common assessments are being created.

Modifications and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The West Shore School District ensures that modifications and accommodations are provided to all students who need them and are designed in a manner that avoids stigmatizing students while providing meaningful educational benefit. District personnel consider a modified curriculum, effective behavioral support, teacher training, and the provision of a paraprofessional, if necessary to provide the modifications and accommodations in the least restrictive environment. Additionally, IEP teams consider the need for modifications and accommodations based on the level of need of each student within the areas of academics and functional needs (e.g., study skills, behavior, language, etc.).

Instruction

Instructional Strategies

- Annual Instructional evaluations
- Formal classroom observations focused on instruction
- Instructional Coaching
- Peer evaluation/coaching
- Walkthroughs targeted on instruction

Regular Lesson Plan Review

- Building Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of District's process for incorporating selected strategies.

The District uses the Educators' Performance Plan to outline teacher job descriptions/requirements, outline performance reviews, ratings, and steps to improving teacher performance.

Peer coaching is available at the high schools.

Instructional coaching is used to improve instruction.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Lesson plans are collected and reviewed through the observation process at the secondary level.

Instructional coaches review and assist in the creation of lesson plans for the teachers they are working with.

Responsiveness to Student Needs

Elementary Education – Primary Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

Elementary Education – Intermediate Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

Middle Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Teachers allow groups to be chosen.

While differentiated instruction occurs and is increasing, most of the curriculum is delivered in a “one size fits all” fashion.

High School Level

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Groups are unstructured more than they are intentionally structured.

While flexible instruction occurs, most of the curriculum is delivered in a “one size fits all” fashion.

While differentiation occurs, most of the curriculum at the high school is delivered similarly to all students.

Recruitment

Describe the process the District implements to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The District posts all professional vacancies on its website in addition to other online resources for professional teaching vacancies. A team of administrators, including the administrator of the building where the vacancy exists, interviews candidates using a scripted set of questions that is consistently refined based on the particular vacancy. Candidates are also required to conduct a demonstration lesson that is evaluated using a modified version of the District’s teacher evaluation tool. Once the interview and demonstration lesson have been assessed, the team of administrators discusses particular building needs and assigns staff based on specific building/grade level/subject area/student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	11.66	11.66	11.66	11.66	11.66	11.66
English	5.00	5.00	5.00	5.00	5.00	5.00
Health						
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00
Music, Art, Family & Consumer Sciences, Career and Technical Education						
Physical Education	2.34	2.34	2.34	2.34	2.34	2.34
Science	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Total Courses	29.00	29.00	29.00	29.00	29.00	29.00

2014 Graduation Specifics

Reading

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Writing

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

Mathematics

- Local Assessments aligned with State Standards
- Proficiency on State Assessments

2015 and beyond Graduation Requirement Specifics

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Environment & Ecology

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government or World History

- Completion of Course Work with Keystone Exam as final exam (1/3 of final grade)
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Independently validated local assessments.
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X					
Career Education and Work		X			X	X
Civics and Government		X		X		
Economics		X		X		X
English Language Arts		X				
Environment and Ecology		X		X		X
Family and Consumer Sciences						
Geography		X		X		
Health, Safety and Physical Education		X	X	X	X	X
History		X		X		X
Literacy in History/Social Studies, Science and Technical Subjects						X
Mathematics		X		X		X
Science and Technology		X			X	X
World Language		X				

Methods and Measures

Summative Assessments	EEP	EEI	ML	HS
Teacher Developed CBEs	X	X		
Terra Nova	X			
Textbook Assessments	X	X		
Written Works by Students	X	X		
PASA		X	X	X
PSSA		X	X	X
PSSA – M		X	X	X
AP Exams				X
SAT				X
Benchmark Assessments	EEP	EEI	ML	HS
AIMSWeb	X	X		
Textbook Assessments	X	X		
Teacher Developed CBEs	X	X		
Benchmarks			X	
4Sights				X
Formative Assessments	EEP	EEI	ML	HS
Demonstration, performance, products, and projects	X	X		
Diagnostic Assessments	X	X		
Evaluations of Portfolios of Student Work	X	X		
Exit Tickets	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X		
Scientific Experiments	X	X	X	X
Teacher Developed CBEs	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical	X	X	X	X
Written Work by Students	X	X	X	X
Diagnostic Assessments	EEP	EEI	ML	HS
DRAs	X	X		
Running Records	X	X		
Textbook Assessments	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
Building Supervisor Review	X	X		
Department Supervisor Review	X	X		X
District Administration Review	X	X	X	X
External Review				
Instructional Coach Review				X
Intermediate Unit Review				
Professional Learning Community Review				
Teacher Peer Review	X	X	X	

Provide brief explanation of District's process for reviewing assessments.

The District Testing and Assessment Committee meet to review and discuss District testing. Curricular Committees meet to create assessments and review assessments. Teachers provide feedback to both the District committee and curricular committees. In addition, the Curriculum Council meets quarterly to review and discuss assessments.

Development and Validation of Local Assessments

If applicable, explain the District's procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

After development of standards aligned common unit assessment, the local intermediate unit will be utilized to validate the assessments.

Collection and Dissemination

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

Data is collected using Performance Tracker. The program allows users to sort and organize data in order to analyze the results. Information in the system is easily retrieved by those in need of the data.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

At the elementary level, Tier Review meetings are held throughout the year to monitor student performance. During these meetings, appropriate interventions are determined as well as student groupings. In addition, individual students are discussed at Child Study Meetings. At these meetings, additional interventions are also identified as well as developing a plan to assist the student work towards target goals to reach achievement levels.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific assessment anchors, eligible content or standards-aligned learning objectives.	X	X		X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X
Specific assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	

Provide brief explanation of District's process for incorporating selected strategies.

N/A

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Data driven assessment philosophy is developing.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X		
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of District's process for incorporating selected strategies.

The West Shore School District uses all strategies proactively to inform the public about the summative assessments to include sharing information regarding the purpose of the assessments, the timeline for the assessments, and the results of the assessments. The information is disseminated via a variety of media forms to include hard copy information, electronic information, and through public meetings.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

The West Shore School District uses all strategies proactively to inform the public about the summative assessments and responds media as requested.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Staff development is provided on the School Improvement Process. Building Teams have been trained on use of a data management system and have developed "data teams" to look assessments results as a means of providing remediation.

Programs, Strategies and Actions

Elementary Education – Primary Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Elementary Education – Intermediate Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Middle Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

High School Level

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Internet Web-based System for the Management of Student Discipline
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:

The District will explore the possibility of facilitator training for SAP team members as a means of reestablishing student groups for conflict resolution or dispute management.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

Results obtained on a variety of assessments (local, state and national) are reviewed by professional staff looking for high achievers. Students who demonstrate characteristics of a gifted student are screened using individual administered achievement tests and if results warrant, permission to evaluate is requested from the parent.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X		
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

NA

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

NA

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

NA

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X		X
District-wide Phone Calls/Emails/Letters	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
District Website		X		
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Meetings with Community, Families and School Board				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Connect-Ed Phone calls in critical situations	X	X	X	X
During kindergarten registration	X	X	X	X
Athletic and mandated Physicals	X	X	X	X
During Dental Screening	X	X		

Frequency of Communication

Elementary Education – Primary Level

- Yearly

Elementary Education – Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

Describe the collaboration between classroom teachers and individuals providing interventions regarding differing student needs and academic progress.

Elementary RtII

Community Coordination

Describe how the District accomplishes coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Needs to be answered.

Preschool Agency Coordination

Explain how the District coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the District and those operated by community agencies under contract from the District.
3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

West Shore School District coordinates with the Capital Area Intermediate Unit (CAIU) who serves preschool age children with disabilities through Early Intervention. WSSD and CAIU work collaboratively to identify and service children with disabilities and ensure a transition to Kindergarten, “without interruption in program, and with appropriate procedural protections, as required under 20 U.S.C. §1419 (IDEA)” (PDE-BEC). Specific strategies to ensure a seamless transition into the school-age setting are in place on an annual basis.

First, WSSD and the CAIU co-sponsor an annual Parent Orientation workshop that provides an awareness of the transition process to parents and outlines Special Education supports and services provided by the District. Second, transition to school-age programming meetings are held for each student in collaboration with the parent(s), CAIU and outside agency service providers when appropriate. Outcomes from these meetings ensure that Special Education programs, supports, and accommodations for each child are not interrupted as they transition into Kindergarten. Last, the CAIU and District communicate on a regular basis through student observations, participation in MDE/IEP meetings and dialogue with current service providers.

Materials and Resources

Description of Materials and Resources

Elementary Education – Primary Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Work through the mini-curriculum

The instructional design process addresses this

Staff development activities

Explanation for any row checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

NA

Elementary Education – Intermediate Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Work through the mini-curriculum

The instructional design process addresses this

Staff development activities

Explanation for any row checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

NA

Middle Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

All of these processes are addressed in the mini-curriculum efforts through the Instructional Design model.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

NA

High School Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

All of these processes are addressed in the mini-curriculum efforts through the Instructional Design model.

Explanation for any row checked "Needs Improvement" or "Non Existent". How the District plans to address their incorporation:

NA

SAS Incorporation

Elementary Education – Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable

Early Childhood Education: Infant-Toddler through Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "<50%", "UNK" or "NA".

The District's utilization of SAS continues to develop. Over time, more and more curricular areas are accessing and using the information on the SAS website.

Elementary Education – Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Not Applicable
History	Level of Implementation is Unknown
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "<50%", "UNK" or "NA".

The District's utilization of SAS continues to develop. Over time, more and more curricular areas are accessing and using the information on the SAS website.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Not Applicable
English Language Arts	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Not Applicable
History	Level of Implementation is Unknown
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

Finalization of the common core standards is still developing.

The SAS resources are being accessed as we progress.

The SAS portal is still developing and resources are still growing on the portal.

The standard incorporation of SAS in the curriculum development process is still being finalized in the curriculum renewal process.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

The UNK responses are based upon the lack of clear presentation of content on the SAS portal related to each specific topic listed.

Family and consumer science has been significantly limited in the course catalog.

While most of the HS responses are listed as less than 50%, each content area refers to the SAS website anytime there is work on curriculum development.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Currently, the District uses a wide array of hardware and software solutions to deliver services down to the classroom level. The backbone of the District telecommunications is a fiber optic local Wide Area Network (WAN). The existing WAN uses gigabit Ethernet to connect all 16 school buildings and our transportation center to a centralized IT services center located at our Administration building. All locations have building wide wireless network availability minimally at the 802.11g standard. We currently underwent a large scale network upgrade at both high schools to move to an 802.11n standard utilizing multiple Virtual Local Area Networks (VLANs) to provide differentiated access to our users. The recent changes to our network architecture and the establishment of the new VLAN configurations laid the groundwork for our Bring Your Own Device (BYOD) initiative.

Leveraging our centralized services model as well as VMWare server virtualization our technology department has been able to continuously add or update services over the last 5 years. Longer range planning using a Return on Investment (ROI) approach has enabled the District to implement the following software solutions while providing a long term reduction in costs: PowerSchool for students, parents and staff, Follett Destiny library management with online search capability and integrated subscription databases, eFinancePlus financial management including online employee access, online curriculum resources via Moodle and our SharePoint portal, live intradistrict web conferencing using DimDim. The ROI model has consistently shown that a short term expenditure lead to tangible long term savings and is at the core of our budget planning process.

A strength of our technology services that has been consistently reported is the responsiveness to issues. Staff generally see our IT services as helping them accomplish their goals with regards to instruction. This is largely due to District IT staff that is able to implement technically sophisticated solutions without relying heavily on outside contractors. This results in cost containment and increased support capacity for the District.

A growing area of concern is the loss of focus on the instructional side of technology. Recent staffing changes have reduced the personnel resources dedicated to technology integration. While general classroom support has been maintained, time that was previously available for research and testing of innovative curricular technology is virtually non-existent. In the short term we can sustain our programs, but the burden of exploring cutting edge instructional technology has fallen to the classroom teachers.

A second challenge identified is the concept of digital citizenship. The Technology subcommittee for the strategic plan identified this topic as a possible opportunity for curriculum planning. We are currently exploring the possibility of creating a course that could be delivered in an online environment that would focus on digital citizenship. This course would have the dual benefit of addressing an area of perceived

weakness as well as providing our students with the experience of taking an online course prior to enrolling in a college or other higher education program.

Despite the budgetary challenges the District is moving ahead with three large scale initiatives that center on taking advantage of emergent technologies identified in the K-12 Horizon report. First, we have undergone revisions to board policies and we have done all of the necessary infrastructure updates needed to support a BYOD initiative at our high schools. Student survey results indicate that over 60% of our student population is currently carrying a Wi-Fi capable mobile device. The shift in mobile computing as well as cloud-based applications makes these portable devices a powerful untapped resource for augmenting instruction.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

Second, we are looking at utilizing devices that are cheaper than traditional laptops. Devices such as tablets and thin client notebooks are primed to take advantage of cloud computing resources and the mobile learning environment.

Finally, we are looking to shift our focus from traditional textbook materials to delivering instructional resources through the use of open content. We are monitoring and supporting the initiative undertaken by our IU to aggregate the instructional materials identified by highly qualified instructors so that an open source platform for courseware can be developed and provided to all stakeholders. This aligns perfectly with the use of personal mobile devices and sets the stage for creating a new educational environment where any time anywhere learning becomes a reality for our students.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEL	ML	HS
Empower educators to work effectively with parents and community partners.	X	X		
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.				

District's Professional Education Characteristics	EEP	EEI	ML	HS
Empower leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.				
Provides leaders with the ability to access and use appropriate data to inform decision-making.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.				

Provide brief explanation of District's process for ensuring these selected characteristics.

Summer Academies; in-service days throughout the year; faculty meetings; some buildings have created Professional Learning Communities (PLC).

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Need for follow-through; focus on 1-2 specific, clearly defined concepts/goals per year rather than 6 pages of information (we are working on this through our subcommittee).

Strategies Ensuring Fidelity

- Building administrators participate fully in all professional development sessions targeted for their faculties.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- District has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- District level has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in the District Level Plan.
- Using disaggregated student data to determine educators' learning priorities.

Provide brief explanation of District's process for ensuring these selected characteristics.

Information contained within the Educators Performance Plan (EPP).

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Discussions focused on the current system in place for PD – Is it focused, wide-ranging and is it implemented with fidelity in all schools? Current mission of our subcommittee.

Induction Program

- Inductees will assign challenging work to diverse student populations.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Provide brief explanation of District's process for ensuring these selected characteristics.

NeTS and TIPS – Teacher Induction and Preparation for Service.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

NA

Needs of Inductees

- Classroom assessment data (Formative & Summative).
- Frequent observations of inductee instructional practice by building supervisor to identify needs.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).
- Knowledge of successful research-based instructional models.
- Regular meetings with mentors/coaches to reflect upon instructional practice to identify needs.
- Review of inductee lesson plans.
- Standardized student assessment data other than the PSSA.
- Student PSSA data.

Provide brief explanation of District's process for ensuring these selected characteristics.

Needs to be completed

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

Needs to be completed

Mentor Characteristics

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.

Provide brief explanation of District's process for ensuring these selected characteristics.

Building administrators review qualifications of staff prior to selection of mentors.

Provide brief explanation for strategies not selected and how the District plans to address their incorporation.

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Accommodations and Adaptations for diverse learners	X	X				
Assessments	X			X		
Best Instructional Practices	X	X		X		
Code of Professional Practice and Conduct for Educators	X					
Curriculum	X	X		X		
Data informed decision making	X					
Instruction	X	X		X		
Materials and Resources for Instruction	X					
Safe and Supportive Schools	X					
Standards	X	X		X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

This narrative is empty.

Recording Process

- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.
- Mentor documents his/her inductee's involvement in the program.

Special Education

Special Education Students

Total students identified: 1305

Identification Method

Identify the District's method for identifying students with specific learning disabilities.

Currently, the West Shore School District uses a discrepancy model for identifying students with specific learning disabilities. This process examines whether a child exhibits a pattern of strengths and weaknesses relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement or relative to age or grade. The District ensures that this severe discrepancy is not correctable without special education and related services and that it is not related to environmental, cultural, sensory impairments, intellectual disabilities second language learners or economic disadvantages.

The District has a Response to Intervention and Instruction (RtII) Model for reading in District Elementary Buildings. The District utilizes benchmark assessments to identify at-risk students at each level. There are “zoom groups” that provide extra reading instruction for at-risk students daily. All staff in the building including teachers of special education implement this. It is anticipated that in future years the District will use RtII as the model for diagnosing students with specific learning disabilities.

The District uses a Child Study Team Model (CST) for academic and behavior interventions. The intervention strategies that are tried using CST provide the psychologist with valuable data when assessing a student’s need for special education.

Enrollment

Review the Enrollment Difference Status. If necessary, describe how your district plans to address any significant disproportionality.

Not significantly disproportionate

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

a.) The District hosts students under Section 1306 who reside at the United Methodist Home for Children (UMHC). UMHC carries a certificate of compliance to operate community residential services for each of its six buildings. Students who are admitted to UMHC attend West Shore School District schools/programs. The School District provides FAPE and implements/adopts the IEP that was initiated by the previous LEA. All students attend their neighborhood school (LA/RA/AM/CC) unless their IEP indicates a need for a specialized program that is provided in a district wide program/alternate private school.

b.) Upon enrollment, the District reviews the current IEP, gathers information from agencies, HOME district and parent/surrogate(s) and implements or adopts the current IEP. A NOREP/PWN is issued to the individual with educational rights. Once the student attends the District for approximately 6-8 weeks, the IEP team meets to review the student's progress and make recommendations (if any) to student's programs/services. If appropriate a data review/reevaluation is held. At minimum a new IEP is developed at that time.

c.) Due to the nature of student's admission to UMHC, it can be difficult to obtain current Special Education documents and historical educational information. Frequently students that are admitted to UMHC are transitioning from a residential placement. Some students have not attended a public school setting for 2+ years. This transition is difficult for students who are not accustomed to a large academic setting.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

Although no correctional institution is located in the district, if one did exist, the district would comply fully with the requirements of the IDEIA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the “child-find” obligations of IDEIA
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement timely review and/or develop Individualized Education Programs (IEP’s) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP.

Further, if a correctional institution were located in the WSSD, the district would have a responsibility to adopt and use a system to locate and identify all students within the district’s jurisdiction who are thought to be eligible and to determine those students’ needs through a screening process, which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. WSSD would send their annual public notice to the warden of each county jail or prison within our jurisdiction. Furthermore, WSSD would develop a systematic, on-going means of communicating with these potential institutions to ensure that all incarcerated students who may be eligible for special education would be located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, WSSD would obtain information from the PDE’s PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center. WSSD understands that Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child’s IEP team may modify the child’s IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A) (least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Further, where the continued delivery of services in a student’s IEP is superseded by the duty of the local correctional institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

The West Shore School District (WSSD) is committed to providing a Free Appropriate Public Education (FAPE) to each student identified with disabilities in the least restrictive environment (LRE) as determined by the IEP team.

The IEP team always considers the continuum of services from least to most restrictive to ensure maximum integration in the regular education environment and addresses the specific questions within the IEP document regarding participation with students without disabilities to guide the team to an appropriate decision. The District is prepared to provide a program and setting that initially considers regular education with supplementary aids and services. If the team, including the parent, decides that this is not an appropriate setting even with the necessary supports, the team considers special education in an alternate setting. Alternate settings/environments include: the general education classroom or special education classroom in the neighborhood school; the general education or special education classroom outside of the neighborhood school, but in the District; the general and/or special education classroom in a neighboring public school including the vocational technical school; a special education classroom in a private licensed school for children with or without disabilities; in a special education classroom in a private licensed school for students with only disabilities. In rare occasions, the District also uses center-based facilities of the CAIU for some students. The supports may be provided in the general or special education setting as determined by the IEP team. If the support is not provided in the general education classroom it is because the IEP team determined that the necessary specially designed instruction cannot be provided in that setting at that time and the regular education setting did not provide FAPE.

The IEP always considers regular education first for the entire day. The IEP discusses the implementation of the specially designed instruction for each student in order to derive educational benefit. The IEP always first discusses the use of supplementary aids and services that may be necessary for participation in the regular education setting. The District is committed to ensuring regular education to the maximum extent possible.

The District is committed to providing training in the area of supplementary aids and services to the staff as demonstrated by the amount of professional development that is done both formally, informally and in consultation with the personnel that have specific expertise, including PATTAN, CAIU, Specialized District consultants through site based, targeted or District Wide trainings and consultations. These supports are also utilized to facilitate an IEP team. This includes but is not limited to best inclusionary practices, SAS tool kit training, AIM training, positive behavioral supports, Functional Behavior Assessments and Assistive Technology training to all staff including professionals, support and administration.

Regular Education and Special education teachers co-teach in various degrees depending on the elementary, middle school or high school assignments and the needs of the individual student. Teachers attend conferences and workshops related to co-teaching, summer training is afforded to the staff, and the District uses CAIU resources and TAC trainers to assist with the training to regular and special education staff. One specific PDE sponsored initiative that the District has incorporated into several Special Education Programs is the Verbal Behavior Project within our autism support classrooms at the elementary and middle schools with expansion to high schools for 2012-2013. This District has been in partnership with the Verbal Behavior Project since 2004 and utilizes its data driven and skill focused approach to improve student's academic and functional deficits. The District is also planning a collaborative professional development staff opportunity with members of the project for the summer of 2012.

At elementary, the District uses a reading model that requires that all students participate in reading for 90 minutes daily primarily in the general education setting. That instruction can also be co-taught by the special education teacher. There are opportunities throughout the day for staff to communicate and collaborate regarding the plans and structure of a lesson. At the middle and high school, the special education teacher must meet HQ status to teach any core content area. The District makes every effort to recommend that a staff member be HQ to allow the necessary credentials to teach eligible students with significant needs. Once that is determined, the schedules of the staff are designed by the administration to reflect the areas of HQ, consider the IEPs of students, and maximize the opportunities for students in the least restrictive environment per the IEP.

Students spend more time in the regular education setting as they acquire and master specific skills: e.g. reading, writing, math, organization, technology, etc. as they go through the grades. District data suggests that students with IEPs move from supplementary to itinerant support in general education class, with less direct instruction in the core areas especially as the students enter high school.

Planning as a team continues to present a challenge. Efforts are made by the special education department to assist with required planning time for all staff and balancing the need for advanced communication to ensure that the essential instructional elements are provided in the regular education setting with the necessary supplementary aids and supports. The continued question is "how can we work together to plan ahead for the modifications that are necessary for appropriate participation in the typical environment?" With further planning, discussion and training for both regular and special

educators and related services personnel the schedule for collaboration should be easier to carve out on any given day.

Behavior Support Services

Provide a summary of the District policy on behavioral support services including, but not limited to, the school-wide positive behavior supports (PBS).

The District's Positive Behavior Support Policy's (113.2) purpose is to acknowledge that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others.

To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. The District requires each special education student to adhere to the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for any infraction of those rules.

If a student's behavior interferes significantly with his/her and/or others' ability to learn, a Positive Behavior Support Plan will be incorporated into the child's Individualized Educational Program (IEP). The Positive Behavior Support Plan will be developed by the IEP team and address appropriate positive behavior support strategies and intervention.

The District's policy includes several principles that encourage the use of positive behavior supports and interventions for children with disabilities. These include:

1. Positive, rather than negative measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.
2. Behavior support programs and plans must be based on a functional assessment of behavior and use positive behavior techniques.
3. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.
4. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student shall be the least intrusive necessary.
5. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

The District conducts yearly training/retraining to effectively implement positive behavioral supports for personnel in the use of specific procedures, methods, and techniques, including emergency safety physical interventions, that those personnel will be expected to employ in the implementation of positive behavior supports or interventions in accordance with the IEP of the child and this policy. Trainings provided include, but not limited to, Positive Behavior Management, Safe Crisis Management (by JKM), Functional Behavior Assessment, and Applied Behavior Analysis. The District uses the suggested PaTTAN forms for development of the FBA and PBSP. The District accesses technical assistance through the CAIU and other contracted individuals including a Board Certified Behavior Analyst who is trained in the use of ABA strategies. This individual supports IEP teams in implementing Positive Behavior Supports. The District continues to offer opportunities for staff to attend sessions at CAIU, PaTTAN, PDE conferences and special speakers such as those provided using the “tough kid” model and skill streaming.

The District has also established a District process to provide Positive Behavior Support for at-risk students prior to determination of Special Education. Informal Behavior Assessments are conducted and Plans are put in place throughout the District. This process includes school counselors, school social workers, Regular Education Teachers, Building Administration, parents and agency representatives. This process is incorporated within the Child Study Teams.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The District has worked collaborating with our local intermediate unit and local private providers to provide FAPE for “hard to place students”. We have entered into a consortium arrangement with 3 local districts as a means of expanding our options for programming that keep students in a public school setting. The most difficult students continue to be elementary age students with severe emotional and behavioral issues and secondary students returning from RTF placements. The District participates in interagency meetings in both counties for at risk students. This is coordinated by our social workers and staff participate as needed.

When a student enrolls and may be at risk of not being educated in the District, the District and the student's IEP team reviews current and historical information; the social worker supports the family including linking them to community support services; the District accesses the psychologist for any additional testing; accesses a contracted psychiatrist to complete evaluations and make recommendations to the team; initiates an interagency meeting with all stakeholders; intensifies the support in the building through the related services, social worker, psychologist, consultants if appropriate, and paraprofessionals. The District is committed to exhausting internal avenues prior to consideration of an outside-the-district placement.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs.

The West Shore School District provides a range of services, and with the support of the Board of School Directors and Administration, has made a commitment to offer as many services as possible within the district. Nearly all District students with disabilities are educated in District-operated classes. Flexibility and creativity in programming can be evidenced in all areas, as well as a comprehensive and cohesive service delivery system. The advantages of having immediate access and availability of services, in addition to a unified purpose and goal, are major strengths of our programs. This allows for immediate access to classroom based programs and related service personnel. The range of services provided to West Shore students is extensive and based on student need. The quality of services our students receive is evidenced by our comprehensive staff development program for all professional and related services staff. The staff is provided a variety of in-service and training opportunities that are extensive; staff participation is strongly encouraged. Our students and teachers have access to one of the most advanced and progressive computer and technology departments in the area. West Shore students are provided services by professionals who are held to a high degree of standards and regulations, and who provide consistent implementation. Teachers and staff are dedicated and committed to their students. They willingly organize and/or attend extra-curricular activities to support their students' functional needs in the areas of physical, emotional and social development. The District has coordinated a wide range of trainings and activities for parents and students related to transition after high school including travel training, linkages with agencies and opportunities in a community/college setting, consortium sponsored trainings, and a variety of community based instruction that supports transition into post-secondary education, employment and/or independent living. In addition the District has developed a transition portfolio for all students of transition age that documents a range of services/activities that support students' transition goals. Seniors are provided with the final portfolio when they graduate to assist them after high school. Additionally the District collaborates actively with staff and families to support students participating in extracurricular activities.

Following recent Compliance Monitoring, the District was commended for the following:

1. The District's efforts to provide a wide range of professional development opportunities for professional and support staff through summer academies, quarterly trainings, and mandatory year-long trainings
2. Development of a Transition Portfolio with activities for students starting at age 14
3. The District's formal process in reporting and documenting the use of restraints. This includes the proactive approach to communicate with parents and the District's approach to reducing the use of restraints

Assurances

Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12)
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31 (a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of District Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Special Education Facilities

Facility Name	Facility Type	Services Provided By	Student Count
United Methodist Home for Children	Nonresident	West Shore School District	23

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Yellow Breeches Educational Center	Other	Emotional Support	1
River Rock Academy	Other	Alternative Education, Emotional Support, Learning Support	4
Manito, INC.	Other	Emotional Support, Learning Support, Alternative Education	2
Capital Area Intermediate Unit	Neighboring School Districts	Autism Support Full Time	1
Cumberland Valley School District	Neighboring School Districts	Multiple Disabilities Full-Time	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	3	0.25
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5

Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	12	0.25
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Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	0.75
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.25

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	0.75

Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	0.25
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Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	0.75
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	12	0.25

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 16	30	0.75

Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 16	5	0.25
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Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lower Allen Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	20	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	0.75
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.25

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	0.75
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.25

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	0.75
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.25

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #13*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	0.75
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	12	0.25

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	15	0.75
Hillside Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 11	3	0.25

Program Position #17*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blind/VI Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 21	30	1
Justification: Provides itinerant support to students from Kindergarten through grade 12 in a variety of special and regular education programs.							

Program Position #18*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	15 to 19	3	0.33
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 20	5	0.67

Program Position #19*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	6	0.3
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.4

Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.3
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Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.75
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.25

Program Position #21

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	20	1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	50	1

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	0.75

Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	12	0.25
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Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #27*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	50	1

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	15	0.75
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	17 to 21	3	0.25

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General	Full-Time Special Education Class	Learning Support	17 to 21	6	0.5

		Education programs are operated					
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 21	6	0.5

Program Position #30

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

Program Position #31

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	20	1

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	15	1

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	20	1

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	9 to 12	12	1

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	6	0.5

Justification: There is a waiver that is agreed to by the parents and the program meets the individual needs of the individual student who brings the class out of compliance. This is documented in the IEP.

Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	6 to 10	6	0.5
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Justification: There is a waiver that is agreed to by the parents and the program meets the individual needs of the individual student who brings the class out of compliance. This is documented in the IEP.

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75

Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	12	1

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 9	6	0.5

Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	10	0.5
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Program Position #42

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	10	0.5

Program Position #43

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Rossmoyne Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	12	1

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	5	0.25
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	15	0.75

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	25	0.5

Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	13	0.25

New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25
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Program Position #48

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	25	0.5
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.25
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	5	0.25

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 7	8	1

Program Position #51*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	7 to 9	8	1

Program Position #52*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	8 to 11	8	1

Program Position #53*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	0.75
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	12	0.25

Program Position #54*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	15	0.75
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	12	0.25

Program Position #55*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	15	0.75
Newberry Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	2	0.25

Program Position #56*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	25	0.5
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	10	0.5

Program Position #57*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 18	3	0.25
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	15	0.75

Program Position #58*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

Program Position #59*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1

Program Position #60*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	50	1

Program Position #61*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.25
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	30	0.75

Program Position #62*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	20	1

Program Position #63*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.5
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 19	6	0.5

Program Position #64*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	30	0.75
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25

Program Position #65*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	32	0.67
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.33

Program Position #66*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	50	1

Program Position #67*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	50	1

Program Position #68*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	3	0.25
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	10	0.5
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	5	0.25

Program Position #69*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	11 to 15	3	0.25
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	15	0.75

Program Position #70*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	20	1

Program Position #71*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

Program Position #72*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	20	1

Program Position #73*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lemoyne Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	50	1

Program Position #74*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Red Land High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	15 to 19	8	1

Program Position #75*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Deaf & Hearing Impaired	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 21	50	1

Justification: Students are scheduled in groups that meet age span requirements

Program Position #76*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	11 to 14	8	1

Program Position #77*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	8	0.18
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 14	3	0.16
Crossroads Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	8	0.16

Program Position #78*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	50	1

Program Position #79*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	15	0.75
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	0.25

Program Position #80*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	12	0.25
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	15	0.75

Program Position #81*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	25	0.5

Program Position #82*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1

Program Position #83*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	20	1

Program Position #84*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	13 to 17	6	0.5
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	18 to 21	4	0.5

Program Position #85*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 16	3	0.33
Crossroads Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 16	9	0.67

Program Position #86*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Students are scheduled in groups that comply with age requirements.

Program Position #87*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Students are scheduled in groups that comply with age requirements

Program Position #88*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1

Justification: Students are scheduled in groups that comply with age requirements

Program Position #89*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #90*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #91*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #92*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 20	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Program Position #93*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Speech and Language Support	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	65	1
Justification: Students are scheduled in groups that comply with age requirements							

Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	District	1
Coordinator of Special Education	District	1
Assistant Coordinator of Special Education	District	1
Occupational Therapists	District	3
Instructional Advisors	District	5
School Psychologists	District	5
Director of Pupil Services	District	1
School Counselors	District	19.5
School social worker	District	1
Teacher of the Visually Impaired	District	1
Paraeducators	District	72

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Analyst	Outside Contractor for the School District	20 Hours
Assistive Technology	Outside Contractor for the School District	2 Hours
Interpreter	Outside Contractor for the School District	25 Hours
DHH	Intermediate Unit	26 Hours
Autism Support	Outside Contractor for the School District	7 Hours
Physical Therapy	Outside Contractor for the School District	14 Hours

Needs Assessment

Record School Patterns

Question:

After reviewing school level accomplishments and systemic challenges, what patterns can you identify among your schools?

What other information do you still need to assess?

Answer:

Subgroup performance continues to be a challenge for success.

District Accomplishments

Accomplishment #1:

Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Accomplishment #2:

Establish a district system that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, and expectations for professional staff members regarding record keeping and monitoring of student attendance.

Accomplishment #3:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Accomplishment #4:

Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with State Standards are fully accessible to teachers and students.

Accomplishment #5:

Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Accomplishment #6:

Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with State Standards are fully accessible to teachers and students.

District Concerns

Concern #1:

Establish a district system that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.

Concern #2:

Establish a district system that fully ensures staff members in every school use standards-aligned assessments to monitor student achievement and adjust instructional practices.

Concern #3:

Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Concern #4:

Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Concern #5:

Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Concern #6:

Establish a district system that fully ensures professional development is focused, comprehensive, and implemented with fidelity

Concern #7:

Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Concern #8:

Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

Concern #9:

The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.

Concern #10:

The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Prioritized Systemic Challenges

Systemic Challenge #1 (*System #*) Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

Systemic Challenge #2 (*System #*) The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.

Systemic Challenge #3 (*System #*) The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Systemic Challenge #4 (*System #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Systemic Challenge #5 (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Systemic Challenge #6 (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

Systemic Challenge #7 (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.

Systemic Challenge #8 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.

Systemic Challenge #9 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Systemic Challenge #10 (*System #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

District Level Plan

Action Plans

Goal #1: Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Formative

Data Source: IEP Goals

Specific Targets: Improvement of deficit skills in Reading and Math

Type: Summative

Data Source: PSSA Results

Specific Targets: Advanced or proficient scores

Type: Formative

Data Source: Common Assessments

Specific Targets: Show that targets met grade level performance

Type: Formative

Data Source: Teacher Evaluations/Observations

Specific Targets: Satisfactory performance on all indicators

Type: Summative

Data Source: Keystone Exams

Specific Targets: Satisfactory performance

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data.

(Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source:

http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction:

Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles,

http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated

Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,

<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and

<http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and

<http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source:

http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Transition to Common Core Standards

Description:

Research indicates when curriculum, instruction, and assessments align, test scores will improve. Our analysis says that we are mis-aligned in some fashion. By transitioning to common core, we will be able to then focus on aligning our instructional practices to improve performance.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

21st Century Skills Curriculum Redesign

Description:

Provides the skills need to thrive in the 21st century learning environment.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Alternate Curriculum

Description:

The district will further develop the effective use of an alternate curricular program to meet the specific learning needs of students with IEP's.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources, Assessment

Assistive Technology

Description:

Using Technology to Raise the Achievement of ALL Students

Balajthy, E. (2005, January/February). Text-to-speech software for helping struggling readers.

Reading Online, 8(4). Available:

http://www.readingonline.org/articles/art_index.asp?HREF=balajthy2/index.html

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Action Steps:

Revise Curriculum to Ensure PA Common Core Correlation

Indicator of Implementation:

Demonstrated proficiency on PSSA exams, Keystone exams, and locally developed common assessments

Start Date: 9/1/2012 **End Date:** 12/1/2015

Program Area(s):

Supported Strategies:

- *Curriculum Mapping*

Revise Curriculum to Ensure PA Common Core Correlation

Indicator of Implementation:

Bimonthly curriculum council reports

Start Date: 9/1/2012 **End Date:** 8/1/2015

Program Area(s):

Supported Strategies:

- *Curriculum Mapping*

***Professional Development Opportunities Related to New Curriculum -
Language Arts***

Indicator of Implementation:

Observation reports

Lesson plan reviews

Start Date: 8/1/2012 **End Date:** 1/1/2015

Program Area(s): Professional Education

Supported Strategies:

- *Substantial Professional Development*
- *Reading Across the Curriculum*
- *Transition to Common Core Standards*

Data Review of Student Performance

Indicator of Implementation:

Data review meetings held at building and district level

Start Date: 8/1/2012 **End Date:** 1/1/2015

Program Area(s): Professional Education

Supported Strategies:

- *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

Increasing the Use of Differentiated Instructional Practices

Indicator of Implementation:

EPP Observations, 5X5s, Teacher Ratings, Teacher Reflection

Start Date: 8/1/2012 **End Date:** 1/1/2016

Program Area(s): Professional Education

Supported Strategies:

- *Instructional Conversations*
- *Differentiating Instruction*

Creation/Revision of Common Assessments

Indicator of Implementation:

Complete Assessments

Start Date: 8/1/2012 **End Date:** 6/30/2014

Program Area(s): Professional Education

Supported Strategies:

- *Common Assessment within Grade/Subject*
- *Curriculum Mapping*

Professional Development Opportunities Related to New Curriculum - Math

Indicator of Implementation:

Observation Reports

Lesson Plan Reviews

Start Date: 8/1/2012 **End Date:** 1/1/2015

Program Area(s): Professional Education

Supported Strategies:

- *Curriculum Mapping*
- *Increased Quality Instructional Time*
- *Transition to Common Core Standards*

Development of Format to Host Virtual Professional Development Library

Indicator of Implementation:

Review by Coordinator of Technology and Media Services

Start Date: 12/1/2012 **End Date:** 8/15/2014

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*

Development of Online Resources to Populate Virtual Repository

Indicator of Implementation:

Review by Act 48/Professional Development Committee

Start Date: 3/15/2013 **End Date:** 8/15/2014

Program Area(s): Professional Education

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Implementation of Virtual Professional Development Library

Indicator of Implementation:

Use during summer academy program

Start Date: 6/15/2015 **End Date:** 12/31/2015

Program Area(s): Professional Education

Supported Strategies:

- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Development of Online Resources to Replace Textbooks

Indicator of Implementation:

Adoption of online learning resources

Start Date: 8/1/2013 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Editing of Standards Based Courses to Include Online Resources

Indicator of Implementation:

Course review by Assistant Superintendent before Board approval

Start Date: 8/15/2014 **End Date:** 6/30/2016

Program Area(s): Professional Education

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Teaching of Courses Using Online Resources

Indicator of Implementation:

Lesson Plans, Teacher Observations

Start Date: 9/1/2013 **End Date:** 6/30/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *Increased Quality Instructional Time*
- *21st Century Skills Curriculum Redesign*

Increase in Use of Inclusive Practices for Special Education Students

Indicator of Implementation:

Increase the use of inclusive practices to allow all students, regardless of need, the opportunity to be exposed to the general curriculum. The evidence for this will be an increase of special education students being serviced in the regular education setting.

Start Date: 10/8/2012 **End Date:** 6/12/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- *Differentiating Instruction*
- *Increased Quality Instructional Time*

Continued Implementation of Alternate Curriculum

Indicator of Implementation:

Continued use of alternate curriculum for students with significant cognitive delays during the 2013-2014 school year.

Start Date: 7/1/2013 **End Date:** 6/30/2014

Program Area(s): Professional Education, Special Education, Educational Technology

Supported Strategies:

- *Differentiating Instruction*
- *Alternative Curriculum*

Assistive Technology Training

Indicator of Implementation:

Completion of training for staff members with clear plan for evaluation and follow-up.

Start Date: 12/31/2012 **End Date:** 6/30/2014

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- *Increased Quality Instructional Time*
- *Assistive Technology*

Goal #2: The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.

Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Summative

Data Source: Internal report of career events offered by various schools

Specific Targets: Increase in the number of career events being offered by schools

Type: Summative

Data Source: PowerSchool Senior Project Analysis— 2012-2013 baseline

Specific Targets: Increase of 10 community partner sites for Senior Service Learning Projects

Strategies:

Dropout Prevention Expansion

Description: WWC identifies 6 dropout prevention strategies for which empirical evidence exists that indicates the strategies reduce dropout rates. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf) The National Dropout Prevention Center/Network provides a list with resources for 15 strategies the organization claims to be “effective” and “have the most positive impact on the dropout rate.,” the Mid-Atlantic REL provides additional support for Dropout Prevention. (Sources: <http://www.dropoutprevention.org/effective-strategies> and http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf)

SAS Alignment: Safe and Supportive Schools

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Increase Number of Service Learning Community Partnerships for Students

Description:

The What Works Clearinghouse identifies 6 Strategy for which empirical evidence exists that indicates the Strategy reduce dropout rates:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dp_pg_090308.pdf Mid-Atlantic REL:

http://ies.ed.gov/ncee/edlabs/regions/midatlantic/pdf/REL_2011103.pdf The National Dropout Prevention Center/Network provides a list with resources for 15 Strategy the organization claims to be “effective” and “have the most positive impact on the dropout rate”:

<http://www.dropoutprevention.org/effective-Strategy>

SAS Alignment: Safe and Supportive Schools, Standards

To Raise Student Awareness of Various Career Pathways by Involving Community Partners in Annual Career Events

Description:

Support for Career Pathways is inferential and not empirical. Career Pathways: education with a purpose <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> One of the

characteristics of Career Pathways is the concept of learning in the context of careers. Building Academic Skills in Context: Testing the Value of Enhanced Math Learning in CTE

http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf

[Hide Details](#)

SAS Alignment: Standards

Parent & Community Feedback System

Description:

Opportunity for Feedback to District

SAS Alignment: None selected

School Community Building

Description: WWC has identified commercial products that have a positive effect on student behavior but no discernible effects on knowledge, attitudes, values or academic achievement.

http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Caring_School_042307.pdf

SAS Alignment: Safe and Supportive Schools

Action Steps:

Analysis of Current School Career Projects

Indicator of Implementation:

Internal report identifying number of viable career programs currently offered.

Start Date: 8/30/2013 **End Date:** 1/15/2014

Program Area(s):

Supported Strategies:

- *Career Pathways*
- *To Raise Student Awareness of Various Career Pathways by Involving Community Partners in Annual Career Events*

Meet with Potential Community Partners to Plan Activities/Events

Indicator of Implementation:

List of events planned and completed

Start Date: 1/15/2014 **End Date:** 8/15/2014

Program Area(s):

Supported Strategies:

- *Career Pathways*
- *To Raise Student Awareness of Various Career Pathways by Involving Community Partners in Annual Career Events*

Analysis of Current Senior Project Service Learning Locations

Indicator of Implementation:

Internal report identifying number of Senior Project service learning locations

Start Date: 8/15/2013 **End Date:** 1/15/2014

Program Area(s):

Supported Strategies:

- *Career Pathways*
- *Increase Number of Service Learning Community Partnerships for Students*

Meet with Potential Senior Project Service Learning Hosts

Indicator of Implementation:

Expansion of learning opportunities with agreement by additional community partners to host senior service learning projects

Start Date: 1/15/2014 **End Date:** 8/15/2014

Program Area(s):

Supported Strategies:

- *Career Pathways*
- *Increase Number of Service Learning Community Partnerships for Students*

District/Community Agency Fair

Indicator of Implementation:

The District will collaborate with Community-Based Agencies and organizations from both counties to put on an “agency fair” for parents, students and staff.

Start Date: 7/1/2013 **End Date:** 6/30/2014

Program Area(s): Professional Education, Special Education, Student Services

Supported Strategies:

- *Dropout Prevention Expansion*

Develop & Administer Dropout Survey

Indicator of Implementation:

Survey completed and tested

Start Date: 9/28/2012 **End Date:** 1/31/2013

Program Area(s): Student Services

Supported Strategies:

- *Dropout Prevention Expansion*

Survey 2012-2013 School Dropouts

Indicator of Implementation:

To the greatest extent possible, students dropping out during 2012-2013 school year as well as their parents will be surveyed using District created tool to capture 1) Reasons for dropping out and 2) gain insight into what services and supports would have kept them in school.

Start Date: 1/22/2013 **End Date:** 6/28/2013

Program Area(s): Student Services

Supported Strategies:

- *Dropout Prevention Expansion*

Plan Interventions for Students At Risk of Dropping Out

Indicator of Implementation:

Based on survey results provide additional interventions for at-risk students. Any costs associated with this Action Step is dependent on the nature of the intervention.

Start Date: 7/1/2014 **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- *Dropout Prevention Expansion*

Facility Inventory for Naming Rights

Indicator of Implementation:

Continual development of facility pricing structure

Start Date: 7/19/2012 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *School Community Building*

Solicitation of Community/Business Sponsorships

Indicator of Implementation:

Inclusion in District publications, Website information, and Marketing materials

Start Date: 8/16/2012 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *School Community Building*

Expansion of Advertising

Indicator of Implementation:

Signs/banners and publication advertisements sold

Start Date: 7/19/2012 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *School Community Building*

Corporate Sponsorships

Indicator of Implementation:

Ancillary athletic gear/apparel/other products provided by sponsors/donors

Start Date: 7/19/2012 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *School Community Building*

Community Service by Athletic and/or Student Activity Groups

Indicator of Implementation:

Creation of Checklist and Approval Process

Start Date: 11/16/2012 **End Date:** 1/31/2013

Program Area(s):

Supported Strategies:

- *Increase Number of Service Learning Community Partnerships for Students*
- *School Community Building*

Student Selection of Community Service Projects/Events

Indicator of Implementation:

Building Report of Events

Start Date: 1/31/2013 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *Increase Number of Service Learning Community Partnerships for Students*
- *School Community Building*

Community Service Events by Athletic and Student Activities

Indicator of Implementation:

Event Summary

Start Date: 8/13/2012 **End Date:** 6/30/2016

Program Area(s):

Supported Strategies:

- *Increase Number of Service Learning Community Partnerships for Students*
- *School Community Building*

Extra-Curricular and Student Activities Parent/Community Survey

Indicator of Implementation:

Determine Areas for Data Collection/Feedback

Start Date: 1/1/2013 **End Date:** 5/1/2013

Program Area(s):

Supported Strategies:

- *Parent & Community Feedback System*
- *School Community Building*

Extra-Curricular and Student Activities Survey Development

Indicator of Implementation:

Survey Instrument

Start Date: 5/1/2013 **End Date:** 6/30/2013

Program Area(s):

Supported Strategies:

- *Parent & Community Feedback System*
- *School Community Building*

Extra-Curricular and Student Activities Survey Administration

Indicator of Implementation:

View Responses/Tally Results

Start Date: 8/1/2013 **End Date:** 6/1/2014

Program Area(s):

Supported Strategies:

- *Parent & Community Feedback System*
- *School Community Building*

Extra-Curricular and Student Activities Survey Data Analysis**Indicator of Implementation:**

Survey Monkey

Start Date: 7/1/2014 **End Date:** 8/31/2014

Program Area(s):**Supported Strategies:**

- *Parent & Community Feedback System*
- *School Community Building*

Extra-Curricular and Student Activities Goal Setting/Creation of Action Plans**Indicator of Implementation:**

Written Action Plans from Survey Data

Start Date: 8/31/2014 **End Date:** 6/30/2016

Program Area(s):**Supported Strategies:**

- *Parent & Community Feedback System*
- *School Community Building*

Goal #3: The District will provide students and staff the skills necessary to establish and maintain technological literacy.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Formative

Data Source: End of course student survey

Specific Targets: Likert Scale and written feedback

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data.

(Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Special Education Assistive Technology

Description:

To enhance the implementation of Assistive Technology that allows access to common core standards through alternate hardware and software as determined by an IEP team.

SAS Alignment: Instruction

21st Century Skills Curriculum Redesign

Description:

Provides the skills need to thrive in the 21st century learning environment.

SAS Alignment: Curriculum Framework, Instruction, Materials & Resources

Action Steps:

Create Online Digital Citizenship/21st Century Skills Course

Indicator of Implementation:

Board approval, addition to the High School Course Selection Manual

Start Date: 9/1/2013 **End Date:** 3/20/2016

Program Area(s): Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

First Year Implementation of Technology Course

Indicator of Implementation:

Student success on Common Assessments

Start Date: 8/28/2014 **End Date:** 6/15/2015

Program Area(s): Educational Technology

Supported Strategies:

- *Common Assessment within Grade/Subject*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Special Education Assistive Technology

Indicator of Implementation:

Analysis of the feedback of those trained

Start Date: 1/21/2013 **End Date:** 6/30/2015

Program Area(s): Professional Education, Special Education, Student Services, Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *Special Education Assistive Technology*

Implementation of Technology Replacement Plan

Indicator of Implementation:

Board approval of proposed plan

Start Date: 9/1/2012 **End Date:** 12/1/2014

Program Area(s): Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Integrating BYOD Technology into the Classroom

Indicator of Implementation:

Feedback and rating follow-up forms

Start Date: 7/2/2012 **End Date:** 8/22/2014

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Student Instruction on Digital Citizenship/Internet Safety

Indicator of Implementation:

Lesson Plan review during teacher observation process

Start Date: 8/28/2012 **End Date:** 6/11/2016

Program Area(s): Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

Increase Use of Technology (BYOD) in Classroom

Indicator of Implementation:

Follow-up student/staff survey

Start Date: 3/15/2013 **End Date:** 6/15/2016

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *21st Century Skills Curriculum Redesign*

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Curriculum Mapping
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Start	End	Title	Indicator of Implementation				
9/1/2012	12/1/2015	Revise Curriculum to Ensure PA Common Core Correlation	Demonstrated proficiency on PSSA exams, Keystone exams, and locally developed common assessments				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Mini curriculum chairs/Assistant Superintendent	0.5	1	585	varied	School Entity	Yes

Knowledge Teachers will work collaboratively to gain understanding of PA Common Core and curricular alignment to improve student achievement.

Supportive Research Use of PLC/book clubs and ongoing self-reflection. Dufour, Dufour & Eacker; PDE; Common Core.org

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Online-Asynchronous

West Shore SD Professional Development Action Steps

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts. • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12) • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting • SDP & PGP 	Evaluation Methods	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • SDP & PGP

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.	Strategy #1: Dropout Prevention Expansion
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Start	End	Title	Indicator of Implementation				
7/1/2013	6/30/2014	District/Community Agency Fair	The District will collaborate with Community-Based Agencies and organizations from both counties to put on an “agency fair” for parents, students and staff.				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Director of Pupil Services	4.0	4	500	Community Agencies	Non-profit Organization	No

Knowledge Different Agencies in the community who can support students, parents and staff....who the agencies are and what specific services they can provide

Supportive Research n/a

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Instructs the leader in managing resources for effective results.

Training Format

- Series of Workshops
- School Whole Group Presentation

West Shore SD Professional Development Action Steps

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • Other educational specialists • Related Service Personnel • Parents 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • track referrals by agencies 	Evaluation Methods	<ul style="list-style-type: none"> • Participant survey

West Shore SD Professional Development Action Steps

LEA Goals Addressed:

Start	End	Title			Indicator of Implementation		
8/31/2012	8/31/2013	Transition			The implementation of this training will be evidenced by the coordination of minimally a one-hour training specifically related to the transition services available to students and their parents.		
	Person Responsible Coordinator of Special Education	SH 1.0	S 1	EP 75	Provider School district personnel	Type School Entity	App. No

Knowledge

A broad understanding of the services that are available for students and parents, and to plan for utilization of those services to best meet the needs of students.

Supportive Research

The district uses the best practices related to transition in the areas of assessment, IEP development, Goals and activities that are related to each individual student. The IEP reflects the present levels and all activities beginning at age 14. The district has developed a portfolio that identifies the continuum of activities that are available beginning in middle school through age 21. This portfolio was recognized by PDE as a beneficial tool to support planning in the area of transition.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

- Department Focused Presentation

**West Shore SD
Professional Development Action Steps**

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Peer-to-peer lesson discussion • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Portfolio

West Shore SD Professional Development Action Steps

LEA Goals Addressed:

Start	End	Title	Indicator of Implementation				
10/1/2012	9/1/2014	Behavior Support	Training on functional behavioral assessments, positive behavior support plans, goal development, and progress monitoring in the area of behavior.				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Coordinator of Special Education	1.0	2	50	PaTTan, CAIU, ABA certified staff, outside contractors, instructional advisors	PaTTan	Yes
Knowledge		The development of PBSP's that are non-punitive in nature and utilize prevention strategies (best practice in the field). Instruction in skill building will be documented in the IEP through progress monitoring on the goals and activities on an individual basis.					
Supportive Research		Utilization of de-escalation strategies that are positive in nature and minimize the use of restraint for students with the attempt to eliminate the use of restraint for any students except in situations when there is a risk of injury to self or others.					
Designed to Accomplish		<p>For classroom teachers, school counselors and education specialists:</p> <ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. <p>For school and district administrators, and other educators seeking leadership roles:</p> <ul style="list-style-type: none"> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. 					
Training Format		<ul style="list-style-type: none"> Series of Workshops School Whole Group Presentation Department Focused Presentation 					

West Shore SD Professional Development Action Steps

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • New Staff • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Peer-to-peer lesson discussion 	Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Review of written reports summarizing instructional activity • Evaluation of restraint data

West Shore SD Professional Development Action Steps

LEA Goals Addressed:

Start	End	Title			Indicator of Implementation			
9/1/2012	9/1/2014	Paraprofessional			Each paraprofessional is required by chapter 14 to complete 20 hours of professional development annually. This is provided internally by the school district. Based on surveys conducted by the Department of Special Education to identify the areas needed for training. Those areas include but are not limited to: behavior, inclusionary practices, the role of related services, data collection, and their role as supports to the teacher and to the students. This training will be individual, building level, and/or district level			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Coordinator of Special Education	1.0	6	70	District	School Entity	Yes
		Knowledge	Participants will gain a deeper understanding of behavior, inclusionary practices, the role of related services, data collection, and their role as supports to the teacher and to the students. Additional topics may be covered as needed.					
		Supportive Research	Utilize PaTTans materials to formulate our professional develop for paraprofessionals. We also individualize those trainings to fit the individual needs of the students in our district. We also require principals to observation, train, and check the skill level of each paraprofessionals in order to attain qualified status.					
		Designed to Accomplish						
		For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none">Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.Provides leaders with the ability to access and use appropriate data to inform decision-making.					
		For school and district administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none">Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.Instructs the leader in managing resources for effective results.					
		Training Format	<ul style="list-style-type: none">District Whole Group PresentationSeries of Workshops					

**West Shore SD
Professional Development Action Steps**

Participant Roles	<ul style="list-style-type: none">• Paraprofessional	Grade Levels	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)• Middle (grades 6-8)• High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none">• Survey of paraprofessionals	Evaluation Methods	<ul style="list-style-type: none">• Participant survey

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Substantial Professional Development Strategy #2: Reading Across the Curriculum Strategy #3: Transition to Common Core Standards
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Start	End	Title	Indicator of Implementation		Provider	Type	App.
8/1/2012	1/1/2015	Professional Development Opportunities Related to New Curriculum - Language Arts	Observation reports	Lesson plan reviews			
		Person Responsible	SH	S	EP		
		Mini Curriculum chairs/Assistant Superintendent	0.5	1	1	varied	School Entity
							Yes

Knowledge For teachers to develop and enhance Language Arts instruction within the existing curriculum and to provide opportunities for students to grow in reading, writing, speaking, and listening skills.

Supportive Research The Daily Five: Fostering Literacy Independence in the Elementary Grades (2006) by: Gail Boushey and Joan Moser. The Cafe Book: Engaging all Students in Daily Literacy Assessment and Instruction (2009) by Gail Boushey and Joan Moser. Strategies that Work: Teaching Comprehension for Understanding and Engagement (2007) by Stephanie Harvey and Anne Goudvis.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

West Shore SD Professional Development Action Steps

For school and district administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none">• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.• Provides leaders with the ability to access and use appropriate data to inform decision-making.• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.• Instructs the leader in managing resources for effective results.		
Training Format	<ul style="list-style-type: none">• Series of Workshops• School Whole Group Presentation• Live Webinar• Department Focused Presentation• Podcast• Online-Asynchronous• Professional Learning Communities		
Participant Roles	<ul style="list-style-type: none">• Classroom teachers• Principals / Asst. Principals• Supt/Asst Supts.• School counselors• Classified Personnel• Other educational specialists	Grade Levels	<ul style="list-style-type: none">• Elementary - Primary (preK - grade 1)• Elementary - Intermediate (grades 2-5)
Follow-up Activities	<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles	Evaluation Methods	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Standardized student assessment data other than the PSSA• Classroom student assessment data• Participant survey• Review of participant lesson plans

**West Shore SD
Professional Development Action Steps**

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of written reports summarizing instructional activity
- EPP Observation Reports, 5x5s, Teacher Ratings, Teacher Reflections

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Instructional Conversations Strategy #2: Differentiating Instruction
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Start	End	Title			Indicator of Implementation			
8/1/2012	1/1/2016	Increasing the Use of Differentiated Instructional Practices			EPP Observations, 5X5s, Teacher Ratings, Teacher Reflection			
		Person Responsible	S	S	EP	Provider	Type	App.
		Principals/Directors /Assistant Superintendent	0.5	1	585	varied	School Entity	Yes

Knowledge	Skill necessary for establishing and enhancing student engagement and learning as measured by acquiring and maintaining grade level or above proficiency. Teachers will have a deep understanding of different learning styles of students and how to implement differentiated instructional strategies.	
Supportive Research	Learning Focused Schools (Dr. Max Thompson; Enhancing Professional Practice (Charlotte Danielson)	
Designed to Accomplish	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. 	
	For classroom teachers, school counselors and education specialists:	
	For school and district administrators, and other educators seeking leadership roles:	

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting • SDP & PGP 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • SDP; PGP; PIP

West Shore SD Professional Development Action Steps

LEA Goals Addressed:							
Start	End	Title			Indicator of Implementation		
6/12/2013	6/30/2015	Autism			Currently, students on the severe end of the spectrum are included with typical peers minimally- less than 15% of the time. Students with ASD who are at the more severe end of the spectrum will be included with typical peers to the maximum extent appropriate but at least 21% of the time with supplementary aids and services at the conclusion of the plan. Currently, 15% of the students with Asperger's receive social skill instruction. This will rise to 25% over the duration of the plan.		
		Person Responsible	SH	S	EP	Provider	Type
		Coordinator of Special Education	1.0	9	125	PaTTan, CAIU, District Staff, outside contractors	School Entity
							App.
							Yes
		Knowledge	Participants will learn about instructional strategies, modifications, and other accommodations for students on the spectrum (severe/Asperger's). They will become familiar with speech needs, sensory needs, and behavioral needs that accompany the disorder. Other trainings may be more individualized at the building level to include students with more unique needs. All staff will become more knowledgeable regarding the Least Restrictive Environment for students with ASD.				
		Supportive Research	Best practices in the field of autism require instruction in communication with adults and peers, social skills, and behavior. An applied behavior analysis approach allows for continued growth in all areas of learning and targets the areas of need for students on the spectrum.				
		Designed to Accomplish					
		For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none">• Enhances the educator's content knowledge in the area of the educator's certification or assignment.• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.• Empowers educators to work effectively with parents and community partners.				
		For school and district administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none">• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.				

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. 		
Training Format	<ul style="list-style-type: none"> District Whole Group Presentation School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences 		
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of written reports summarizing instructional activity Feedback from presentation providers

West Shore SD Professional Development Action Steps

LEA Goals Addressed:

Start	End	Title			Indicator of Implementation		
1/1/2013	6/30/2014	Reading NCLB #1			Completion of a series of trainings on the implementation of differentiated instruction in the area of reading that utilizes a series that mirrors a 3-tiered system (RTII - at the elementary only). This series continued through sixth grade for struggling readers with IEPs. At the secondary level we use research-based materials such as SRA, Corrective Reading, Language for learning, etc. to support at-risk students. Completion of related trainings will be evidence of completion for the secondary level plan.		
		Person Responsible	SH	S	EP	Provider	Type
		Coordinator of Special Education	1.0	2	50	PaTTan, CAIU, District Staff, outside contractors	School Entity
							App.
							Yes

Knowledge	Staff will be able to differentiate instruction through the use of a research-based program that provides sequential/direct instruction to students with a deficit in reading.
Supportive Research	The programs being utilized are research-based programs to include: Story Town, SRA, Corrective Reading, Language for Learning, etc.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	<ul style="list-style-type: none"> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

West Shore SD Professional Development Action Steps

Training Format	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Professional Learning Communities 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • New Staff • Other educational specialists • Related Service Personnel 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Analysis of Present level data for increases in Reading skill area, such as comprehension, fluency, phonemic awareness, etc. 	Evaluation Methods	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 The District will provide students and staff the skills necessary to establish and maintain technological literacy.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: 21st Century Skills Curriculum Redesign
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Start	End	Title	Indicator of Implementation					
7/2/2012	8/22/2014	Integrating BYOD Technology into the Classroom	Feedback and rating follow-up forms					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent	8.0	1	45	WSSD	School Entity	Yes

Knowledge Integration of student technology devices into the learning process

Supportive Research Learning Focused Schools exemplary strategies
International Society for Technology in Education Standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Podcast • Online-Asynchronous 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 The District will provide students and staff the skills necessary to establish and maintain technological literacy.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: 21st Century Skills Curriculum Redesign
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Start	End	Title			Indicator of Implementation		
3/15/2013	6/15/2016	Increase Use of Technology (BYOD) in Classroom			Follow-up student/staff survey		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Coordinator of Technology and Media Services	0.5	1	318	WSSD Teachers and Administrators	School Entity	Yes

Knowledge	For teachers to have a skill set to build technology into their existing curriculum and to provide opportunities for students to utilize technology while learning. http://edutopia.org/technology-integration-introduction
Supportive Research	http://www.educationworld.com/a_tech/tech/tech146.shtml International Society for Technology Education
Designed to Accomplish	<ul style="list-style-type: none"> Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners. Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic
	For classroom teachers, school counselors and education specialists:
	For school and district administrators, and other educators seeking leadership roles:

West Shore SD Professional Development Action Steps

			standards.	
			<ul style="list-style-type: none"> Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results. 	
Training Format	<ul style="list-style-type: none"> Series of Workshops Department Focused Presentation Podcast Online-Asynchronous 			
Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals School counselors Classified Personnel Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> Middle (grades 6-8) High (grades 9-12) 	
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio 	

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Curriculum Mapping Strategy #2: Increased Quality Instructional Time Strategy #3: Transition to Common Core Standards
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Start	End	Title	Indicator of Implementation					
			Observation Reports					
8/1/2012	1/1/2015	Professional Development Opportunities Related to New Curriculum - Math	Lesson Plan Reviews					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent, Mini-Curricular Chairs, Principals and Assistant Principals	0.5	1	318	varied	School Entity	Yes

Knowledge	Teachers will become familiar with effective ways of altering math instruction for long-term gains in retention and achievement. For teachers to develop and enhance instruction within the existing curriculum and to provide opportunities for students to grow in mathematics skills and strategies.
	National Council of Teachers of Mathematics www.nctm.org
	Journal for Research in Mathematics Education homepages.math.uic.edu/~wagreich/MESG7.pdf
Supportive Research	College Preparatory Mathematics www.cpm.org
	TIMMS
	PLM Mathematics Standards

West Shore SD Professional Development Action Steps

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous 	
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists 	<p style="text-align: center;">Grade Levels</p> <ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers 	<p style="text-align: center;">Evaluation Methods</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA

**West Shore SD
Professional Development Action Steps**

- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Journaling and reflecting
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- SDP & PGP, EPP Observation Reports, 5x5s, Teacher Ratings, Teacher Reflections

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: 21st Century Skills Curriculum Redesign
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Start	End	Title	Indicator of Implementation					
3/15/2013	8/15/2014	Development of Online Resources to Populate Virtual Repository	Review by Act 48/Professional Development Committee					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent	8.0	6	20	WSSD	District and CAIU	Yes

Knowledge Increased availability of relevant, current instructional practices

Supportive Research Learning Focused Schools Exemplary Strategies; Marzano Dimensions of Learning; McTighe Understanding by Design

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

West Shore SD Professional Development Action Steps

Training Format	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Podcast • Online-Asynchronous 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Substantial Professional Development Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #3: 21st Century Skills Curriculum Redesign
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Start	End	Title			Indicator of Implementation		
6/15/2015	12/31/2015	Implementation of Virtual Professional Development Library			Use during summer academy program		
		Person Responsible	SH	S	EP	Provider	Type
		Assistant Superintendent	8	10	30	WSSD	School Entity
							App. Yes

Knowledge

Increased availability of relevant, current instructional practices

Supportive Research

Learning Focused Schools Exemplary Strategies; Marzano Dimensions of Learning; McTighe Understanding by Design

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

West Shore SD Professional Development Action Steps

Training Format	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Podcast • Online-Asynchronous 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • School counselors • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: 21st Century Skills Curriculum Redesign
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Start	End	Title	Indicator of Implementation					
8/1/2013	6/30/2016	Development of Online Resources to Replace Textbooks	Adoption of online learning resources					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Mini-Curriculum Committee/Leader; Department Heads, Principals, and Directors	8.0	3	90	WSSD	School Entity	Yes

Knowledge Increased availability of relevant, current instructional resources

Supportive Research Learning Focused Schools exemplary instructional strategies
International Society for Technology Education Standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Podcast 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Participant survey • Review of participant lesson plans • Portfolio

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: 21st Century Skills Curriculum Redesign
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Start	End	Title	Indicator of Implementation					
8/15/2014	6/30/2016	Editing of Standards Based Courses to Include Online Resources	Course review by Assistant Superintendent before Board approval					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Mini-Curriculum Committee/Leader; Department Heads	8.0	3	90	WSSD	School Entity	Yes

Knowledge Increased use of relevant, current instructional resources

Supportive Research Learning Focused Schools exemplary instructional strategies

International Society for Technology Education Standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> • Department Focused Presentation • Podcast • Online-Asynchronous 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase Strategy #2: Increased Quality Instructional Time Strategy #3: 21st Century Skills Curriculum Redesign
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Start	End	Title	Indicator of Implementation					
9/1/2013	6/30/2016	Teaching of Courses Using Online Resources	Lesson Plans, Teacher Observations					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Teachers, Building Principals, Mini-Curriculum Committees	8.0	3	90	WSSD	School Entity	Yes

Knowledge Increased use of relevant, current instructional resources during instruction

Supportive Research Learning Focused Schools exemplary instructional strategies
International Society for Technology Education Standards

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

West Shore SD Professional Development Action Steps

	<ul style="list-style-type: none"> • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
Training Format	<ul style="list-style-type: none"> • Series of Workshops • Department Focused Presentation • Podcast 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Portfolio

West Shore SD Professional Development Action Steps

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Differentiating Instruction Strategy #2: Increased Quality Instructional Time
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Start	End	Title			Indicator of Implementation			
10/8/2012	6/12/2015	Increase in Use of Inclusive Practices for Special Education Students			Increase the use of inclusive practices to allow all students, regardless of need, the opportunity to be exposed to the general curriculum. The evidence for this will be an increase of special education students being serviced in the regular education setting.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Assistant Superintendent, Director of Special Education, Building Administrators, Instructional Advisors	0.5	1	585	West Shore School District, CAIU, and PDE	School Entity	Yes

Knowledge Teachers will learn and implement strategies to provide evidence of accommodations for classroom instruction for special education students in order to raise student achievement.

Supportive Research Learning Focused Schools - Max Thompson
 Danielson - (2008) The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School
 Marzano - (2004) Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

West Shore SD Professional Development Action Steps

<p>For school and district administrators, and other educators seeking leadership roles:</p>	<ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results. 		
<p>Training Format</p>	<ul style="list-style-type: none"> • District Whole Group Presentation • Series of Workshops • School Whole Group Presentation • Live Webinar • Podcast • Online-Asynchronous 		
<p>Participant Roles</p>	<table> <tr> <td data-bbox="672 727 1344 1015"> <ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts. • School counselors • Classified Personnel • Other educational specialists </td><td data-bbox="1344 727 1923 1015"> <p>Grade Levels</p> <ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12) </td></tr> </table>	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts. • School counselors • Classified Personnel • Other educational specialists 	<p>Grade Levels</p> <ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt/Asst Supts. • School counselors • Classified Personnel • Other educational specialists 	<p>Grade Levels</p> <ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12) 		
<p>Follow-up Activities</p>	<table> <tr> <td data-bbox="672 1015 1344 1484"> <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles </td><td data-bbox="1344 1015 1923 1484"> <p>Evaluation Methods</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans </td></tr> </table>	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<p>Evaluation Methods</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles 	<p>Evaluation Methods</p> <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans 		

**West Shore SD
Professional Development Action Steps**

- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Journaling and reflecting
- Review of written reports summarizing instructional activity
- Portfolio
- Integrated in Professional Growth Plan (PGP) and/or Self-Directed Plan (SDP)

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Differentiating Instruction Strategy #2: Alternate Curriculum
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Start	End	Title			Indicator of Implementation			
7/1/2013	6/30/2014	Continued Implementation of Alternate Curriculum			Continued use of alternate curriculum for students with significant cognitive delays during the 2013-2014 school year.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Coordinator of Special Education	1.0	3	50	PaTTan, CAIU, District Personnel,	School Entity	Yes

Knowledge

Teachers will learn and be able to implement an alternative functional curriculum in the areas of Reading, Math, and Writing for students who have significant intellectual and developmental delays.

The 1997 amendments to IDEA require IEP teams to address how students with disabilities will *participate* and *progress* in the general curriculum.

The No Child Left Behind Act of 2001 (NCLB) requires schools to improve teaching and learning for ALL students, *including students with disabilities*.

Supportive Research

Unique Learning System (ULS) is a standards-based curriculum program designed specifically for students with significant cognitive disabilities in Kindergarten through Grade 12. This commitment to instructional content, lessons, and materials that enable ALL students to be actively engaged extended and includes a post-secondary Transition curriculum program. The foundation for the ULS curriculum is built around the essence of Academic Content Standards. Instructional targets were developed for reading, writing, mathematics, science, and social studies. From there, ULS built classroom activities that focus on these instructional target areas. The ULS has been developed based on current research-based information that promotes access to standards-based learning and literacy instruction. ULS references specific literature and research as it applies to the general education population as well as the known related literature and research for students with significant disabilities.

West Shore SD Professional Development Action Steps

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	<ul style="list-style-type: none"> • Series of Workshops • School Whole Group Presentation • Department Focused Presentation 	
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Paraprofessional • Related Service Personnel 	Grade Levels <ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion 	Evaluation Methods <ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Participant survey

**West Shore SD
Professional Development Action Steps**

LEA Goals Addressed:	#1 Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.	Strategy #1: Increased Quality Instructional Time Strategy #2: Assistive Technology
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Start	End	Title	Indicator of Implementation				
12/31/2012	6/30/2014	Assistive Technology Training	Completion of training for staff members with clear plan for evaluation and follow-up.				
	Person Responsible	SH	S	EP	Provider	Type	App.
	Coordinator of Special Education	1.0	2	25	PaTTan, CAIU, District Staff, outside contractors	School Entity	Yes

Knowledge Teachers will be able to demonstrate successful utilization of Assistive Technology that allows access to common core standards through alternate hardware and software as determined by the IEP team.

Supportive Research **Critical Issue: Enhancing System Change and Academic Success Through Assistive Technologies for K-12 Students With Special Needs**
<http://www.ncrel.org/sdrs/areas/issues/methods/technology/te700.htm>
 This research review from the U.S. Department of Education's Northwest Central Regional Education Laboratory (NcREL) addresses the key issues and benefits of assistive technologies and outlines important steps for successfully implementing them.

Designed to Accomplish

- | | |
|---|---|
| For classroom teachers, school counselors and education specialists: | <ul style="list-style-type: none"> • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. |
| For school and district administrators, and other educators seeking leadership roles: | <ul style="list-style-type: none"> • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. |

West Shore SD Professional Development Action Steps

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format	<ul style="list-style-type: none"> • Department Focused Presentation 		
Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • School counselors • Paraprofessional • Classified Personnel • Other educational specialists • Related Service Personnel 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Peer-to-peer lesson discussion • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans

West Shore SD
Goal Projected Costs

Proposed 10.11.12

Goal #1: Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments.		\$24,000.00
Goal #2: The District will foster student involvement with community partners and seek active community support for instructional and extracurricular student success.		\$0.00
Goal #3: The District will provide students and staff the skills necessary to establish and maintain technological literacy.		\$111,200.00
Minus Multipurpose Action Steps		\$0.00
Total Projected Cost		\$135,200.00
Goal #1: Students will demonstrate at least grade/course level proficiency as measured by individually personalized, locally standardized, or required state assessments. Strategies Common Assessment within Grade/Subject Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Instructional Conversations Substantial Professional Development Technology Infrastructure Enhancement/Technology Access and Training Increase Curriculum Mapping Differentiating Instruction Increased Quality Instructional Time Instructional (Distributed) Leadership Capacity Building Reading Across the Curriculum Transition to Common Core Standards 21st Century Skills Curriculum Redesign Alternate Curriculum Assistive Technology		
Revise Curriculum to Ensure PA Common Core Correlation		\$0.00
Revise Curriculum to Ensure PA Common Core Correlation		\$0.00
Professional Development Opportunities Related to New Curriculum - Language Arts	201 - Basic Education	\$2,000.00
Professional Development Opportunities Related to New Curriculum - Language Arts	201 - Basic Education	\$3,000.00
Data Review of Student Performance		\$0.00
Increasing the Use of Differentiated Instructional Practices		\$0.00
Creation/Revision of Common Assessments		\$0.00
Professional Development Opportunities Related to New Curriculum - Math		\$0.00
Development of Format to Host Virtual Professional Development Library	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Development of Format to Host Virtual Professional Development Library	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Development of Online Resources to Populate Virtual Repository	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$3,000.00
Development of Online Resources to Populate Virtual Repository	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Implementation of Virtual Professional Development Library	010 - ADMINISTRATIVE BUDGET	\$1,000.00
Implementation of Virtual Professional Development Library	010 - ADMINISTRATIVE BUDGET	\$1,000.00
Development of Online Resources to Replace Textbooks	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Development of Online Resources to Replace Textbooks	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Development of Online Resources to Replace Textbooks	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00

West Shore SD
Goal Projected Costs

Proposed 10.11.12

	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	
Editing of Standards Based Courses to Include Online Resources		\$2,000.00
Teaching of Courses Using Online Resources		\$0.00
Increase in Use of Inclusive Practices for Special Education Students		\$0.00
Continued Implementation of Alternate Curriculum		\$0.00
Assistive Technology Training		\$0.00
	Goal #1 Total	\$24,000.00
Goal #2: The District will foster student involvement with community partners and seek active community support for Strategies Dropout Prevention Expansion Career Pathways Increase Number of Service Learning Community Partnerships for Students To Raise Student Awareness of Various Career Pathways by Involving Community Partners in Annual Career Events Parent & Community Feedback System School Community Building		
Analysis of Current School Career Projects		\$0.00
Meet with Potential Community Partners to Plan Activities/Events		\$0.00
Analysis of Current Senior Project Service Learning Locations		\$0.00
Meet with Potential Senior Project Service Learning Hosts		\$0.00
District/Community Agency Fair		\$0.00
Develop & Administer Dropout Survey		\$0.00
Survey 2012-2013 School Dropouts		\$0.00
Plan Interventions for Students At Risk of Dropping Out		\$0.00
Facility Inventory for Naming Rights		\$0.00
Solicitation of Community/Business Sponsorships		\$0.00
Expansion of Advertising		\$0.00
Corporate Sponsorships		\$0.00
Community Service by Athletic and/or Student Activity Groups		\$0.00
Student Selection of Community Service Projects/Events		\$0.00
Community Service Events by Athletic and Student Activities		\$0.00
Extra-Curricular and Student Activities Parent/Community Survey		\$0.00
Extra-Curricular and Student Activities Survey Development		\$0.00
Extra-Curricular and Student Activities Survey Administration		\$0.00
Extra-Curricular and Student Activities Survey Data Analysis		\$0.00
Action Plans		\$0.00
	Goal #2 Total	\$0.00
Goal #3: The District will provide students and staff the skills necessary to establish and maintain technological literacy. Strategies Common Assessment within Grade/Subject Technology Infrastructure Enhancement/Technology Access and Training Increase Special Education Assistive Technology 21st Century Skills Curriculum Redesign		
Create Online Digital Citizenship/21st Century Skills Course	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$4,000.00
Create Online Digital Citizenship/21st Century Skills Course	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
Create Online Digital Citizenship/21st Century Skills Course	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$2,000.00
First Year Implementation of Technology Course		\$0.00
Special Education Assistive Technology	520 - IDEA - REGULAR IDEA, PART B (include Section 611 revenue)	\$2,000.00
Implementation of Technology Replacement Plan	020 - CURRICULUM DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT SERVICES	\$100,000.00
Integrating BYOD Technology into the Classroom	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$600.00

West Shore SD
Goal Projected Costs

Proposed 10.11.12

Integrating BYOD Technology into the Classroom	050 - CONTINUING PROFESSIONAL EDUCATION SERVICES	\$600.00
Student Instruction on Digital Citizenship/Internet Safety		\$0.00
Increase Use of Technology (BYOD) in Classroom		\$0.00
	Goal #3 Total	\$111,200.00



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