



WEST SHORE SCHOOL DISTRICT

# Comprehensive Plan

July 1, 2016 - June 30, 2019

ADOPTED | November 19, 2015

West Shore SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

PO Box 803  
New Cumberland, PA 17070  
(717)938-9577  
Superintendent: Dr. Todd Stoltz  
Director of Special Education: Dr. Tim Dorsey

## Planning Process

The District's Comprehensive Planning (CP) committee is comprised of parents, community representatives, teachers, and administrators. This committee first met in February 2015 to begin looking at the District's CP. All CP members volunteered to serve on one or more of the District's four (4) subcommittees. These subcommittees are: Professional Education, Student Achievement, Special Education, and Safe and Supportive Schools. Subcommittees are chaired by District Administrators. The subcommittee chairs regularly meet together to collaborate as their committees' progress on the assigned CP tasks. Information about the Comprehensive Planning process is also included in its own section on the District's website.

[www.wssd.k12.pa.us/district.cfmsubpage=132895](http://www.wssd.k12.pa.us/district.cfmsubpage=132895)

## 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. The District is led by Superintendent Todd Stoltz. The administrative staff consists of cabinet and central office administrators, as well as building level administration.

Educational policy is set by a nine member Board of School Directors with three directors elected from each of three regions. Although directors are elected by voters in each of these regions, 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 ran through August 31, 2014. The District and the Association continue to honor the expired contract.

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 and a half year Collective Bargaining Agreement began on January 1, 2014, and runs through June 30, 2016.

### **Our Support Services**

The District bus fleet is operated in partnership with First Student 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 provides 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. The District takes great pride in its facilities and follows a comprehensive schedule for the maintenance and upgrading of its facilities.

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 2015-2016 operating budget is \$105,662,739. Over 91% of the budget is focused on instruction and support services which directly impacts those activities associated with providing educational services to students. More than 69 percent of the operating funds come from local taxes; the State provides 26 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'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, funds student leadership initiatives, and provides teacher innovation grants, 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 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
Shelley Biller	Elementary School Teacher - Regular Education
Jamie Black	Parent
Tabitha Boler	Parent : Special Education
Thomas Burnheimer	Administrator
Karen Butler	Middle School Teacher - Regular Education
Ron Candioto	Board Member
Melissa Corbin	Ed Specialist - School Counselor
Judith Crocenzi	Board Member : Professional Education
Tim Dorsey	Administrator : Professional Education Special Education
Kevin Downs	Middle School Teacher - Special Education
Heather Dunphy	Parent
Jane Farrell	Parent
Michelle Fisher	Middle School Teacher - Regular Education
Jevon Ford	High School Teacher - Regular Education
Thomas Haupt	Administrator : Professional Education
Rebecca Hoch	High School Teacher - Regular Education
Thomas Hogue	Business Representative : Professional Education
Janelle Johnson	Middle School Teacher - Special Education : Special Education
Tammi Jones	Administrator
Shannon Koutsokostas	Elementary School Teacher - Regular Education : Professional Education
Demetrios Koutsokostas	Business Representative : Professional Education
Jeri Kramer	Parent : Professional Education
Myers Kristin	Ed Specialist - School Counselor
Sara Lobaugh	Elementary School Teacher - Regular Education : Professional Education
Brian Maneely	Parent : Professional Education
Jennifer Marczyk	Ed Specialist - School Counselor : Professional

	Education
Ryan Maxwell	Elementary School Teacher - Regular Education
Mark Miller	High School Teacher - Regular Education : Professional Education
Stacy Morris	Ed Specialist - Instructional Technology
Kim Norfleet	Parent
Brett Sanders	Administrator : Professional Education
Holly Sayre	Administrator : Professional Education
Jacqueline Sheaffer	Middle School Teacher - Regular Education
Meghan Sheraw	Elementary School Teacher - Regular Education : Special Education
Todd Stoltz	Administrator
Teresa Stoner	Ed Specialist - School Nurse : Professional Education
Mindy Stuck	Administrator
Gary Thrush	Middle School Teacher - Regular Education : Professional Education
Matthew Wagoner	High School Teacher - Regular Education
Bob Whalen	Business Representative : Professional Education
Jamie Whye	Administrator : Professional Education
Kelli Williamson	Community Representative : Professional Education
Don Zimmerman	Administrator

# Core Foundations

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## 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
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
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
Science and Technology and Engineering Education	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&rarr;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
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
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
Science and Technology and Engineering Education	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**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Developing	Developing
Economics	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
Science and Technology and Engineering Education	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
PA Core Standards: English Language Arts	Non Existent	Non Existent
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Non Existent
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Accomplished
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
Science and Technology and Engineering Education	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**

- PA Core Standards: Mathematics

### **Middle Level**

- PA Core Standards: Mathematics

### **High School Level**

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- History

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**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional	Developing

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies 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.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

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

*This narrative is empty.*

### Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing

The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

Quantifiable measures of objective accomplishment have not been clearly identified.

### High School Level

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

Processes used to ensure Accomplishment:

LFS mapped lessons contain state standards and timelines.  
Common assessments are being created.

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

*This narrative is empty.*

### *Modification 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*

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

#### **Regular Lesson Plan Review**

- Building Supervisors
- Instructional Coaches
- Not Reviewed

Provide brief explanation of LEA'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 LEA 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
Structured grouping practices are 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
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
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

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are 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
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
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

If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### Middle Level

Instructional Practices	Status
Structured grouping practices are 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
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms

	classrooms
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

If necessary, provide further explanation. (Required explanation if column selected was

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
Structured grouping practices are 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
Differentiated instruction is used to meet student needs.	Implemented in less than 50% of district classrooms
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

If necessary, provide further explanation. (Required explanation if column selected was

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 you implement 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 which 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 16/17	SY 17/18	SY 18/19
Total Courses	24	24	24
English	4	4	4
Mathematics	3	3	3
Social Studies	3	3	3
Science	3	3	3
Physical Education	3	3	3
Health	1	1	1
Music, Art, Family & Consumer Sciences, Career and Technical Education	0	0	0
Electives	7	7	7
Minimum % Grade Required for Credit (Numerical Answer)	70	70	70

### Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology.

### 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		
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects						X
PA Core Standards: Mathematics		X		X		X

Economics		X		X		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
Science and Technology and Engineering Education		X			X	X
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
AIMSWeb	X	X		
Textbook Assessments	X	X		
Teacher Developed CBEs	X	X		
Benchmarks			X	
4Sights				X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DRAs	X	X		
Running Records	X	X		
Textbook Assessments	X	X		

### ***Validation of Implemented Assessments***

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X		
Department Supervisor Review	X	X		X
Professional Learning Community Review				
Instructional Coach Review				X
Teacher Peer Review	X	X	X	

Provide brief explanation of your 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 your 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 your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA 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*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X		X
Specific PA 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	
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

N/A

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

Data driven assessment philosophy is developing.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports				
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	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 the 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 LEA 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.

Several interventions are in place as a means of assuring growth in student achievement. These include, but are not limited to, such as SWPBIS, community partnerships, Student Assistance Program, Child Study Team, participating in the CASSP model with county

agencies, extended learning opportunities (both after school and in the summer), Teaching, Educating And Mentoring partnership with local police departments and services for homeless students and families.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	
Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Lack of School Resource Officers as well as SAP at the elementary level is related to funding.

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

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*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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
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/MTSS	X			
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

NA

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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
Supports for Homeless students and families	X	X	X	X

Explanation of diagnostic, intervention and referral services:

NA

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			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*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	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
Website	X	X		X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X

Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
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		
Through Social Media	X	X	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.

IEP meetings, 504 meetings, student data meetings, through email, conferences, phone calls, team planning, team meetings, TEP meetings, SAP, CST

### *Community Coordination*

Describe how you accomplish 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

The Capital Area Intermediate Unit holds the MAWA for Early Intervention Services for its twenty-four member districts. West Shore makes its kindergarten curriculum available to private kindergartens located within the District. Through contracts, before and after school care for elementary students is available at all schools and infant care is available for teen parents. In several of the District's communities, there are after school programs that include tutoring, provided by churches and other agencies. Students have access to workforce development programs through classroom instruction as well field experiences. Title I tutoring is available for eligible students. Parents and students may secure tutoring through private agreements with interested teachers. At the secondary schools, homework clubs and peer tutoring programs are in place. Student service organizations provide tutoring at the middle and elementary schools.

### *Preschool Agency Coordination*

Explain how the LEA 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 LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA 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
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	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 these  
Staff development activities

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

NA

#### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	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 LEA plans to address their incorporation:

NA

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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 LEA plans to address their incorporation:

NA

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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 LEA plans to address their incorporation:

NA

*SAS Incorporation***Elementary Education-Primary Level**

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% 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
Science and Technology and Engineering Education	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; Second Grade	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected”

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**

<b>Standards</b>	<b>Status</b>
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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	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
Science and Technology and Engineering Education	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”

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
PA Core Standards: English Language Arts	Implemented in

	less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
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
Science and Technology and Engineering Education	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”

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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	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 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
Science and Technology and Engineering Education	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”

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.

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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.				
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted 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.	X	X		

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted 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.				

Provide brief explanation of your 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 you plan 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).

### ***Educator Discipline Act 126, 71***

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

*This section was not answered.*

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

*This section was not answered.*

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

*This section was not answered.*

### ***Strategies Ensuring Fidelity***

- Using disaggregated student data to determine educators' learning priorities.
- 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 your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Provide brief explanation of your process for ensuring these selected characteristics.

Information contained within the Educators Performance Plan (EPP).

Provide brief explanation for strategies not selected and how you plan 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 know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- 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 the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- 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 your process for ensuring these selected characteristics.

NeTS and TIPS – Teacher Induction and Preparation for Service.

Provide brief explanation for strategies not selected and how you plan to address their incorporation.

NA

### *Needs of Inductees*

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

Provide brief explanation of your process for ensuring these selected characteristics.

Needs to be completed

Provide brief explanation for strategies not selected and you plan to address their incorporation.

Needs to be completed

### *Mentor Characteristics*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- 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).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Provide brief explanation of your process for ensuring these selected characteristics.

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

Provide brief explanation for characteristics not selected and how you plan to address their incorporation.

*This narrative is empty.*

### *Induction Program Timeline*

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

Materials and Resources for Instruction	X					
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If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

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### ***Recording Process***

Identify the recording process for inductee participation and program completion. (Check all that apply)

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

## **Special Education**

### ***Special Education Students***

Total students identified: **1312**

### ***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. This is implemented by all staff in the building including teachers of special education. 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 at all levels. 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 disproportionalities.

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

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.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

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 (\*see list below of SAS). 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 though 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, middle, and high school levels. The 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 regularly plans collaborative professional development staff opportunities with members of the project at various times throughout the year.

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?” The goal is that with further planning, discussion and training for both regular and special educators and related services personnel the schedule for collaboration will become easier to schedule on any given day.

**The following list of supplementary aids and services used by the district should not be considered an exhaustive list:**

Environmental/physical: Preferential seating, Alternate arrangement of classroom, Reduce distractions, Provide quiet area for work/breaks, Modify equipment, Adapt writing tools, Allow use of study carrel, Provide space for movement or breaks.

Instructional: Teach to specific learning styles, Modify materials, Provide direct instruction in the regular setting, Vary method of instruction, Vary content of lesson, Provide alternative assignments, Provide visual and/or verbal cues and prompts, Provide study guides, Provide augmentative communication devices, Allow use of computer and/or calculator, Provide books on tape, Provide textbooks for at-home use, Provide teacher notes and study guides, Modify length of assignments, Allow additional time for assignments and tests, Allow answers to be dictated, Provide word bank for fill-in-the-blank, Highlight important information on distributed materials, Use of manipulatives, Provide adapted physical education activities in the regular setting.

Social/Behavioral: Provide periodic breaks during instruction, Use of functional behavioral analysis, Implement behavioral intervention strategies, Implement behavior modification plan, Develop crisis intervention plan, Using varied reinforcement system, Provide lunch groups, Provide peer buddies, Provide counseling, Provide verbal and visual cues for scheduled transitions, Provide verbal and visual cues for staying on task, Study skills instruction, Use of agenda book, Provide daily visual schedule, Alternate assignment timelines, Advanced notice for schedule changes.

Staff supports and collaboration: Provide one-to-one aide, Provide small group instruction within regular setting, cooperative learning groups, Staff development.

Testing: Allow Answers to be dictated, Allow frequent rest breaks, Allow extended time, Allow oral testing, Giving choice of test, Reading test to student, Provide study guide prior to test, Highlighting key directions, Taking test in alternate location, Allowing use of calculator and/or word processor.

### *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). Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

The purpose of the District's Positive Behavior Support Policy (113.2) 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 interventions. 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 have been attempted.

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 safe 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 are 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 skillstreaming.

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.

Currently, the West Shore School District does not provide School-Based Behavioral Health Services.

### *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 collaboratively 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 often coordinated by our social worker and staff participate as needed.

The District maintains successful programs for students requiring learning support, emotional support, autism support, multiple disabilities support, and life skills support. Vision support and Deaf and Hard of Hearing support is also a district provided service. Only in rare occasions does the district require placements outside of the district due to the severity of the impact that the disability has on a child's ability to access curriculum. These cases are most often for students requiring full-time emotional support or autism support. 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.

The district hopes to expand its continuum of services by incorporating a therapeutic component to the emotional support program. Several programs in surrounding districts

have been reviewed and various options are being considered as to what is the most efficient and effective model for the District.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

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 a progressive computer and technology department. 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 the last 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

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- 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 Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- 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) has verified the following Assurances:

- 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.

## 24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
United Methodist Home for Children	Nonresident	West Shore School District	35

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
River Rock Academy	Other	Alternative Education, Emotional Support, Learning Support	4
Capital Area Intermediate Unit	Special Education Centers	Emotional Support Full Time	3
The Vista School	Approved Private Schools	Autism Support Full Time	2
Capital Area Intermediate Unit	Special Education Centers	Autism Support 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	1	0.2
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	0.6
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	5	0.2

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	12	1
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**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	0.9
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	3	0.1

**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	0.9
Allen Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	3	0.1

**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	3	0.1
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	15	0.9

**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	10	0.5

**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	0.8
Fairview Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.2

**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	5 to 8	10	0.5

**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	0.8
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs	Itinerant	Learning Support	8 to 11	8	0.2

		are operated					
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**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	5 to 8	12	0.8
Fishing Creek Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	5	0.2

**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	8	0.6
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	12	0.4

**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	12	0.7
Highland Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	10	0.3

**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	A building in which	Supplemental (Less Than	Emotional Support	8 to 11	10	0.7

	School Building	General Education programs are operated	80% but More Than 20%)				
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	0.3

**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 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**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	14	0.7
Cedar Cliff High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	15	0.3

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

Location/Building	Grade	Building	Support	Service	Age	Caseload	FTE
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		Type		Type	Range		
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 #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	20	1

**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	16 to 19	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	Itinerant	Learning Support	14 to 16	50	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	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 #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	15 to 18	20	1

**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	Itinerant	Learning Support	15 to 18	50	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	17 to 19	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	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 #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	Full-Time Special Education Class	Learning Support	17 to 21	6	0.5
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 #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 Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

**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	17 to 21	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	Full-Time Special Education Class	Life Skills Support	15 to 19	15	1

**Program Position #32**

Operator: School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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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	14	0.7
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	10	0.3

**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	6 to 9	14	0.7
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	0.3

**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	Full-Time Special Education Class	Life Skills Support	9 to 12	10	0.8
Washington Heights Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	4	0.2

**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	A building in which	Full-Time Special	Life Skills Support	6 to 10	6	0.5

	School Building	General Education programs are operated	Education Class				
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
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 #36***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
Red Mill 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 #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	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	0.6
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 9	2	0.2
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 9	10	0.2

**Program Position #38**

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	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	15	0.8
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	0.2

**Program Position #39**

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	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	0.8
Red Mill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	10	0.2

**Program Position #40**

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	Full-Time Special Education Class	Learning Support	6 to 9	6	0.5
Red Mill 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

**Program Position #41**

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 #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	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 #43 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 25, 2015**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***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	Emotional Support	14 to 18	11	0.9
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	2	0.1

**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	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 #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%)	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 #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	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

**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	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 #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	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	20	1

**Program Position #49***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 #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	7 to 9	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	8 to 11	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	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 #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	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 #54 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 25, 2015**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. (feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.*

**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	10	0.5
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	4	0.5

**Program Position #55 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2015*Average square feet in regular classrooms:* 625 sq. ft.*Square footage of this classroom:* 625 sq. ft. (25 feet long x 25 feet wide)**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	Emotional Support	14 to 18	25	0.5
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	10	0.5

**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	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 #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	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	20	1

**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	15 to 18	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	Itinerant	Learning Support	15 to 18	50	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	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 #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	17 to 20	20	1

**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	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 #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	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 #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	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 #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	50	1

**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
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 15	2	0.2
New Cumberland 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 15	10	0.6
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	5	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are	Full-Time Special Education Class	Learning Support	11 to 15	3	0.25

		operated					
New Cumberland 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 #69***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland 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	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	10	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland 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	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
New Cumberland 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	16	0.8
New Cumberland Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	10	0.2

**Program Position #72***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	11 to 14	25	0.5

**Program Position #73***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 #74***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 #75***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 #76***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Crossroads Middle School	An Elementary School	A building in which General	Itinerant	Emotional Support	11 to 14	8	0.18

	Building	Education programs are operated					
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 #77***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 #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	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 #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	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

		operated					
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**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	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 #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	12 to 15	20	1

**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	11 to 14	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	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	Full-Time Special Education Class	Multiple Disabilities Support	18 to 21	4	0.5

		operated					
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**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	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 #85***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 #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	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 #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 21	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
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	5	0.3

### Program Position #94

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	5	0.25
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	15 to 18	5	0.25

## Special Education Support Services

Support Service	Location	Teacher FTE
Transition Coordinator	District	1
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	20.5

School social worker	District	1
Teacher of the Visually Impaired	District	1
Paraeducators	District	75
Teacher of the Deaf and Hard of Hearing	District	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Analyst	Outside Contractor	20 Hours
Assistive Technology	Outside Contractor	2 Hours
Interpreter	Outside Contractor	25 Hours
Autism Support	Outside Contractor	7 Hours
Physical Therapy	Outside Contractor	14 Hours

# Needs Assessment

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## 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:**

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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:**

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

#### **Concern #2:**

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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:**

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

#### **Concern #4:**

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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:**

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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:**

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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** (*Guiding Question #0*) Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Systemic Challenge #2** (*Guiding Question #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 #3** (*Guiding Question #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 #4** (*Guiding Question #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.

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

**Systemic Challenge #5** (*Guiding Question #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.

**Systemic Challenge #6** (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

# District Level Plan

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## Action Plans

**Goal #1:** Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

### 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.

### Indicators of Effectiveness:

Type: Interim

Data Source: IEP Goals

Specific Targets: Improvement of deficit skills in Reading and Math

Type: Annual

Data Source: PSSA Results

Specific Targets: Advanced of proficient scores

Type: Interim

Data Source: Common Assessments

Specific Targets: Show that targets met grade level performance

Type: Interim

Data Source: Teacher Evaluations/Observations

Specific Targets: Satisfactory performance on all indicators

Type: Annual

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](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](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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

#### *Dual Enrollment Opportunities*

**Description:** Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports

that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

**SAS Alignment:** Safe and Supportive Schools

### *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](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](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

### *Online Learning Opportunities*

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

**SAS Alignment:** Instruction, Materials & Resources

### *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](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](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

**SAS Alignment:** Instruction, Materials & Resources

### *Credit Recovery Program*

**Description:** Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: [http://www.blackboard.com/resources/k12/Bb\\_K12\\_WP\\_CreditRecovery.pdf](http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf) ; [http://www.centerii.org/handbook/Resources/4\\_C\\_h\\_Credit\\_recovery\\_programs\\_hs.pdf](http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_programs_hs.pdf) ; and [http://www.inacol.org/research/promisingpractices/NACOL\\_CreditRecovery\\_PromisingPractices.pdf](http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf) )

**SAS Alignment:** Safe and Supportive Schools

### *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](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](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](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](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

### *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](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

### *Positive Behavior Support*

**Description:** “Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.” (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high

school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) )

**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](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

### *Integration of 21st Century Skills*

**Description:**

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

Continued professional learning opportunities for staff.

Accountability for the integration of these skills into the classroom.

**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

### *Increase student access to mental health services*

**Description:**

Providing universal wellness preventive serves to mitigate more intensive problems while at the same time improving overall achievement. At the other end (of the continuum) is coordinated, individualized and intense school and community based mental health treatment designed for those students who develop mental disorders (source: Four Ways to Improve Student Mental Health Support, Bork and Brant, Education Week, January 2015) The District envisions the development of agreements with local agencies to provide mental health services in the school setting on a regular basis.

**SAS Alignment:** Safe and Supportive Schools

### ***Implementation Steps:***

#### *Continue to revise Curriculum to Ensure PA Core Correlation*

**Description:**

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

**Start Date:** 9/1/2016      **End Date:** 7/1/2019

**Program Area(s):**

**Supported Strategies:**

- Curriculum Mapping
- Transition to Common Core Standards

#### *Data Review of Student Performance*

**Description:**

Review of multiple data points at the classroom, building and district level by professional staff. Reviews will include formative assessments that drive instruction as well as summative assessments that inform curricular decisions and instructional practices. Evidence of implementation will include agendas, analysis and plans as well as student progress in meeting academic goals.

**Start Date:** 8/1/2016    **End Date:** 8/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

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

### *Increasing the Use of Differentiated Instructional Practices*

**Description:**

EPP Observations, 5X5s, Teacher Ratings, Teacher Reflection

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Instructional Conversations
- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

### *Creation/Revision of Common Assessments*

**Description:**

Mini-curricular teams and departments will design common unit assessments that are aligned to the curriculum.

**Start Date:** 9/1/2016    **End Date:** 6/3/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

### *Development of Online Resources to Populate Virtual Repository*

**Description:**

Review by Act 48/Professional Development Committee

Eduplanet, SafeSchools, PSSA Training, Active Shooter

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Integration of 21st Century Skills

### *Implementation of Virtual Professional Development Library*

**Description:**

Use during summer academy program, New Hire Orientations, NeTS program, HS curricular department

Eduplanet/Learning Paths, SafeSchools, PSSA/Keystone Training, ELA series

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Substantial Professional Development

- Integration of 21st Century Skills

### *Development of Online Resources to Replace/Supplement Textbooks*

**Description:**

Adoption of online learning resources

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Integration of 21st Century Skills

### *Revising of Standards Based Courses to Include Online Resources*

**Description:**

Course review by Assistant Superintendent before Board approval

Math, Health, Science

ELA K-6 2016-2017

LA 7-9 2017-2018

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Integration of 21st Century Skills

### *Teaching of Courses Using Online Resources*

**Description:**

Lesson Plans, Teacher Observations

Moodle, VLN and Caola and Summer School (Edgenuity and Edison Learning)

Study Island

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

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

**Supported Strategies:**

- Integration of 21st Century Skills

### *Increase in Use of Inclusive Practices for Special Education Students*

**Description:**

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:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):**

**Supported Strategies:**

- Differentiating Instruction

### *Continued Implementation of Alternate Curriculum*

**Description:**

Continued use of alternate curriculum for students with significant cognitive delays during the 2015-2016 school year.

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

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

**Supported Strategies:**

- Differentiating Instruction
- Alternate Curriculum

*Assistive Technology Training***Description:**

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

CAIU and Pattan Trainings

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

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

**Supported Strategies:** None selected

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

Observation reports

Lesson plan reviews

**Start Date:** 7/1/2016    **End Date:** 7/1/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

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

# Appendix: Professional Development Implementation Step Details

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**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Strategy #1: Curriculum Mapping**  
**Strategy #2: Transition to Common Core Standards**

Start	End	Title	Description	Type	App.
9/1/2016	7/1/2019	Continue to revise Curriculum to Ensure PA Core Correlation	Demonstrated proficiency on PSSA exams, Keystone exams, and locally developed common assessments		
		<b>Person Responsible</b> Mini curriculum chairs/Assistant Superintendent	<b>SH</b> 0.5 <b>S</b> 1 <b>EP</b> 570 <b>Provider</b> varied	<b>Type</b> School Entity	<b>App.</b> Yes

**Knowledge**

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

Specific PD sessions on Math Shifts and ELA shifts.

**Supportive Research**

Use of SAS portal.

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
- Professional Learning Communities

**Participant Roles**

- Dir
- Classroom teachers
  - Principals / Asst. Principals
  - Supt / Ast Supts / CEO / Ex
  - Other educational specialists

**Grade Levels**

- Elementary - Primary (preK - grade 1)
- Elementary - Intermediate (grades 2-5)
- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

**Evaluation Methods**

- 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
- 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
- SDP & PGP

**LEA Goals Addressed:**

**#1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.**

**Strategy #1: Instructional Conversations**  
**Strategy #2: Online Learning Opportunities**  
**Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase**  
**Strategy #4: Differentiating Instruction**

Start	End	Title	Description				Type	App.
7/1/2016	7/1/2019	Increasing the Use of Differentiated Instructional Practices	EPP Observations, 5X5s, Teacher Ratings, Teacher Reflection				School Entity	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		
		Principals/Directors/Assistant Superintendent	0.5	1	570	varied		

**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.

Learning Focused Schools (Dr. Max Thompson; Enhancing Professional Practice (Charlotte Danielson)

**Supportive Research** Webb's Depth of Knowledge/Increasing rigor

Technology integration

**Designed to Accomplish**

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 classroom teachers, school counselors and education specialists:

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

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

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> </ul>	<b>Evaluation Methods</b>	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

- 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

Participant survey  
 Review of participant lesson plans  
 SDP; PGP; PIP

<b>LEA Goals Addressed:</b>	<b>#1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.</b>	<b>Strategy #1: Integration of 21st Century Skills</b>
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Start	End	Title	Description
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7/1/2016	7/1/2019	Development of Online Resources to Populate Virtual Repository				Review by Act 48/Professional Development Committee Eduplanet, SafeSchools, PSSA Training, Active Shooter		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>
		Assistant Superintendent	8.0	6	20	WSSD		District and CAIU
								<b>App.</b> Yes

**Knowledge**

Increased availability of relevant, current instructional practices

**Supportive Research**

Learning Focused Schools Exemplary Strategies; Marzano Dimensions of Learning; McTighe Understanding by Design  
21st Century Skills

**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.

<b>Training Format</b>	Series of Workshops Department Focused Presentation Podcast Online-Asynchronous		
<b>Participant Roles</b>	Classroom teachers School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of Strategy #1: Substantial Professional Development

**standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.**

**Strategy #2: Integration of 21st Century Skills**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>				<b>Type</b>	<b>App.</b>
7/1/2016	7/1/2019	Implementation of Virtual Professional Development Library	Use during summer academy program, New Hire Orientations, NeTS program, HS curricular department					
			Eduplanet/Learning Paths, SafeSchools, PSSA/Keystone Training, ELA series					
		<b>Person Responsible</b> Assistant Superintendent	<b>SH</b> 8.0	<b>S</b> 10	<b>EP</b> 30	<b>Provider</b> WSSD	<b>School Entity</b>	<b>Yes</b>

**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.

**Training Format**

Series of Workshops  
 Department Focused Presentation  
 Podcast  
 Online-Asynchronous

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<b>Participant Roles</b>	Classroom teachers School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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
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Journaling and reflecting

<b>LEA Goals Addressed:</b>	<b>#1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.</b>	<b>Strategy #1: Integration of 21st Century Skills</b>
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Start	End	Title	Description				Type	App.
7/1/2016	7/1/2019	Development of Online Resources to Replace/Supplement Textbooks	Adoption of online learning resources					
		<b>Person Responsible</b> Mini-Curriculum Committee/Leader; Department Heads, Principals, and Directors	<b>SH</b> 8.0	<b>S</b> 3	<b>EP</b> 90	<b>Provider</b> 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:

- 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.
- Instructs the leader in managing resources for effective results.

**Training Format**

- Series of Workshops
- Department Focused Presentation
- Podcast

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Team development and	<b>Evaluation Methods</b>	Classroom observation focusing on
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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

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

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Strategy #1: Integration of 21st Century Skills**

Start	End	Title	Description	Person Responsible	Type	App.
			Course review by Assistant Superintendent before Board approval			
7/1/2016	7/1/2019	Revising of Standards Based Courses to Include Online Resources	Math, Health, Science ELA K-6 2016-2017 LA 7-9 2017-2018	SH S EP		

Mini-Curriculum Committee/Leader; Department Heads	8.0	3	90	WSSD	School Entity	Yes
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**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.

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**

Department Focused Presentation  
Podcast

Online-Asynchronous

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Strategy #1: Integration of 21st Century Skills**



Start	End	Title	Description	Type	App.
7/1/2016	7/1/2019	Teaching of Courses Using Online Resources	Lesson Plans, Teacher Observations Moodle, VLN and Caola and Summer School (Edgenuity and Edison Learning) Study Island	School Entity	Yes
		<b>Person Responsible</b> Teachers, Building Principals, Mini-Curriculum Committees	<b>SH</b> 7.5 <b>S</b> 2 <b>EP</b> 570 <b>Provider</b> WSSD		

**Knowledge**

Increased use of relevant, current instructional resources during instruction

Learning Focused Schools exemplary instructional strategies

**Supportive Research**

International Society for Technology Education Standards

21st Century Skills

**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

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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**  
 Series of Workshops  
 Department Focused Presentation  
 Podcast

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Strategy #1: Differentiating Instruction**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	7/1/2019	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.	Assistant Superintendent, Coordinator of Special Education, Building Administrators, Instructional Advisors	0.5	1	570	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.

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.
- Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Podcast
- Online-Asynchronous

<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Classified Personnel Other educational specialists</p>	<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>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</p>	<p><b>Evaluation Methods</b></p>	<p>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 Integrated in Professional Growth Plan (PGP) and/or Self-Directed Plan (SDP)</p>

**ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.**

**Strategy #2: Alternate Curriculum**

Start	End	Title	Description				Type	App.
7/1/2016	7/1/2019	Continued Implementation of Alternate Curriculum	Continued use of alternate curriculum for students with significant cognitive delays during the 2015-2016 school year.				School Entity	Yes
		<b>Person Responsible</b> Coordinator of Special Education	<b>SH</b> 1.0	<b>S</b> 3	<b>EP</b> 50	<b>Provider</b> Pattan, CAIU, District Personnel,		

**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.

**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**

- Series of Workshops
- School Whole Group Presentation
- Department Focused Presentation

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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	Paraprofessional Related Service Personnel	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

Start	End	Title	Description	Type	App.
7/1/2016	7/1/2019	Assistive Technology Training	Completion of training for staff members with clear plan for evaluation and follow-up. CAIU and Pattan Trainings	School Entity	Yes
		<b>Person Responsible</b> Coordinator of Special Education	<b>Provider</b> Pattan, CAIU, District Staff, outside contractors		
		<b>SH</b> 1.0	<b>S</b> 2	<b>EP</b> 25	

<b>Knowledge</b>	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.
<b>Supportive Research</b>	<p><b>Critical Issue: Enhancing System Change and Academic Success Through Assistive Technologies for K-12 Students With Special Needs</b></p> <p><a href="http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te700.htm">http://www.ncrel.org/sdrs/areas/issues/methods/technlgy/te700.htm</a></p> <p>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.</p>
<b>Designed to Accomplish</b>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p> <p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>
For classroom teachers, school counselors and education specialists:	
For school and district administrators, and other educators seeking leadership roles:	
<b>Training Format</b>	Department Focused Presentation

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Classified Personnel Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Peer-to-peer lesson discussion Journaling and reflecting	<b>Evaluation Methods</b>	Participant survey Review of participant lesson plans

**LEA Goals Addressed:** #1 Our District will establish systems that ensure consistent implementation of standards aligned curricula and assessments, effective instructional practices, and growth and achievement for all students.

**Strategy #1: Substantial Professional Development**  
**Strategy #2: Reading Across the Curriculum**  
**Strategy #3: Transition to Common Core Standards**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
7/1/2016	7/1/2019	Professional Development Opportunities Related to New Curriculum - Language Arts	Observation reports Lesson plan reviews

Person Responsible	SH	S	EP	Provider	Type	App.
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.

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.
- Instructs the leader in managing resources for effective results.

**Training Format**

- Series of Workshops
- School Whole Group Presentation
- Live Webinar
- Department Focused Presentation
- Podcast
- Online-Asynchronous
- Professional Learning Communities

<b>Participant Roles</b>	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Classified Personnel Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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
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mentoring  
Journaling and reflecting

summarizing instructional activity  
EPP Observation Reports, 5x5s,  
Teacher Ratings, Teacher Reflections

# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection in the school district/AVTS offices and in the nearest public library until the next regularly scheduled meeting of the board or for a minimum of 28 days whichever comes first.

We affirm that the responses in the Professional Education Core Foundations and the Professional Development Implementation Steps focus on the learning needs of each staff member to enable all staff members meet or exceed the Pennsylvania academic standards in each of the core subject areas.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*



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