

Conrad Weiser Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

44 Big Spring Rd
Robesonia, PA 19551
(610)693-8545
Superintendent: Randall Grove
Director of Special Education: Edward J. Skoczen Jr.

Planning Process

The district has a district level Planning and Professional Development team. This team consists of teaching staff, nurse, counselors, parent representative, buildings and grounds, and administration. These teams meet monthly to review past actions and plan upcoming events. There are building level/department representatives in the team that are responsible for communicating team decisions to building level administrators.

Mission Statement

The mission of the Conrad Weiser Area School District is to provide an educational environment which enables all students to acquire the abilities to benefit from the past, to contribute to the present, and to excel in the future

Vision Statement

Through excellence in teaching, the Conrad Weiser Area School District will promote and perpetuate a quality educational program. We will instill a lifelong interest in acquiring knowledge and skills that will give students the ability to thrive and prosper. We will provide a challenging and comprehensive curriculum that will allow students to realize their potential. This will be combined with opportunities to develop into contributing members of the local, national, and global community.

Shared Values

We will educate every student, every day, and in every way needed.

Educational Community

We are small rural school district of approximately 2,700 students. As of 2008-2012, our median family income was \$61,213. Our district consists largely of farms with some small/medium sizes businesses and a few large businesses. We serve three communities, Wernersville, Robesonia, and Wolmeldorf. Each community has a public library. Our student body is approximately 35%

free/reduced. We offer our students a wide range of courses, including agricultural science and a wide assortment of AP courses. Our community fully supports the school district.

Planning Committee

Name	Role
Ken Buck	Administrator : Professional Education
Rob Galtere	Administrator : Professional Education
Jen Hassler	Administrator : Professional Education
Janet Heilman	Administrator : Professional Education
Robin Robertson	Administrator : Professional Education
Edward J. Skoczen Jr.	Administrator : Special Education
Anthony Wirebach	Business Representative : Professional Education
Keegan Worley	Business Representative : Professional Education
Lisa Oxenreider	Community Representative : Professional Education
Tammy Starner Wert	Community Representative : Professional Education
Bonnie Ulrich	Community Representative : Special Education
Nicole Noll	Ed Specialist - School Counselor : Professional Education
Maryann Ligenza	Ed Specialist - School Nurse : Professional Education
Jennifer Abell	Elementary School Teacher - Regular Education : Professional Education
Tara Chelius	Elementary School Teacher - Regular Education : Professional Education
Michelle Diamond	Elementary School Teacher - Regular Education : Professional Education Special Education
Linda Schneider	Elementary School Teacher - Regular Education : Special Education
Jessica Head	Elementary School Teacher - Special Education : Special Education
Kathy Mohn	High School Teacher - Regular Education : Professional Education
Christina Ruoss	High School Teacher - Regular Education : Professional Education
Ann Schmidt	High School Teacher - Regular Education : Professional Education
Bobby Dunmoyer	High School Teacher - Special Education : Special

	Education
Cassie Eccless	High School Teacher - Special Education : Professional Education
Lindsay Estrada	High School Teacher - Special Education : Special Education
Casey Troutman	High School Teacher - Special Education : Professional Education
Eric Balthaser	Middle School Teacher - Regular Education : Professional Education
Alyssa Bond	Middle School Teacher - Regular Education : Professional Education
Jennifer Gossert	Middle School Teacher - Regular Education : Professional Education
John Young	Middle School Teacher - Regular Education : Professional Education
Frank Kaczmarczyk	Parent : Professional Education
Lori Moyer	Parent : Professional Education
Jodi Voletto	Parent : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We just implemented a new 4 year curriculum writing cycle. Any subject marked NI or NE will be targeted within the next three years. Mapping to commence after the first cycle.

Elementary Education-Intermediate Level

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

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

We have implemented a new 4 year curriculum writing cycle. Any subject marked NI or NE will be targeted withing the next three years. Mapping to commence after the first cycle.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Developing
Civics and Government	Non Existent	Needs Improvement
PA Core Standards: English Language Arts	Non Existent	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Developing

PA Core Standards: Mathematics	Non Existent	Developing
Economics	Non Existent	Developing
Environment and Ecology	Non Existent	Developing
Family and Consumer Sciences	Non Existent	Needs Improvement
Geography	Non Existent	Developing
Health, Safety and Physical Education	Non Existent	Needs Improvement
History	Non Existent	Developing
Science and Technology and Engineering Education	Non Existent	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Needs Improvement
English Language Proficiency	Non Existent	Developing
Interpersonal Skills	Non Existent	Developing
School Climate	Non Existent	Developing
World Language	Non Existent	Needs Improvement

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

We just implemented a new 4 year curriculum writing cycle. Any subject marked NI or NE will be targeted within the next three years. Mapping to commence after the first cycle.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Non Existent	Needs Improvement
Career Education and Work	Non Existent	Developing
Civics and Government	Non Existent	Developing
PA Core Standards: English Language Arts	Non Existent	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Non Existent	Developing
PA Core Standards: Mathematics	Non Existent	Developing
Economics	Non Existent	Developing
Environment and Ecology	Non Existent	Developing
Family and Consumer Sciences	Non Existent	Developing
Geography	Non Existent	Developing
Health, Safety and Physical Education	Non Existent	Needs Improvement
History	Non Existent	Developing
Science and Technology and Engineering Education	Non Existent	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent

American School Counselor Association for Students	Non Existent	Needs Improvement
English Language Proficiency	Non Existent	Developing
Interpersonal Skills	Non Existent	Needs Improvement
School Climate	Non Existent	Developing
World Language	Non Existent	Needs Improvement

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

We just implemented a new 4 year curriculum writing cycle. Any subject marked NI or NE will be targeted within the next three years. Mapping will commence after the first cycle.

Adaptations

Elementary Education-Primary Level

Checked answers

None.

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

None.

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary 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.	Accomplished
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 review cycle, bulding level data team, district level data team, walkthroughs, observations.

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.	Not answered
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Not answered
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Not answered
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Not answered

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:

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.	Accomplished
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 review cycle, building level data team, district level data team, walkthroughs, observations.

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

This narrative is empty.

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.	Accomplished
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 review cycle, building level data team, district level data team, walkthroughs, observations.

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.

Our special education department handles all adaptations for mental and physical ability levels. These adaptations are available in the Special Education Comprehensive Planning Report.

Instruction

Instructional Strategies

Checked Answers

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

Regular Lesson Plan Review

Checked Answers

- Not Reviewed

Unchecked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

We utilized PA-EETP which is aligned to the Danielson framework. This ensures all observations focus on instruction. We also utilize building specific walkthrough tools. We use a 4 year observation cycle with peer coaching as a choice for differentiated supervision. We are in the process of implementing an instructional coaching model within the elementary and middle schools. Targeted staff are receiving professional development through PDE's PIIC program.

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

We currently do not review lesson plans.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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.	Not answered
Flexible instructional time or other schedule-related practices are used to meet student needs.	Not answered
Differentiated instruction is used to meet student needs.	Not answered
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Not answered

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 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	Implemented in 50% or more of

gifted students.	district classrooms
------------------	---------------------

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

This narrative is empty.

High School 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.

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.

This narrative is empty.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	4.00	4.00	4.00
English	3.00	3.00	3.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00

Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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, as determined through any one or a combination of the following: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
 - Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA, Keystone, SAT	X		X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
District developed common assessments given in grades 2 - 12	X		X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
End of unit, questioning strategies, think-pair-share, whiteboards, exit slips, and progress-monitoring probes	X		X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
CDT			X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Common assessments are developed by grade level / subject specific teachers. In addition, administration is included in the process which allows for review. At the elementary level, we have instructional coaches. At the high school level, we have department supervisors.

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.

We are in the process of developing common assessments in the core subjects from grade 2 through 12. Once implemented, the common assessments will be reviewed/validated during the curriculum writing cycle. This cycle will be every 4 years.

Collection and Dissemination

Describe your system to collect, analyze and disseminate assessment data efficiently and effectively for use by LEA leaders and instructional teams.

The district utilizes a data warehouse, Performance Tracker, to collect, analyze, and disseminate assessment data for all students.

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.

District developed common assessments are analyzed by our teachers to determine the next steps in their classrooms. Small group instruction, based on need, is determined by standards analysis.

Assessment Data Uses

Assessment Data Uses	EEP	EEl	ML	HS
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
--	---	--	---	---

Provide brief explanation of the process for incorporating selected strategies.

The district's common assessments are PA Core aligned. They are given on a monthly basis and the student data is analyzed. If needed, classroom instruction is modified to re-teach those standards that were not mastered. In the high school, Keystone remediation courses are based on PA Core standards mastery.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The district attempts to use a wide variety of methods for distributing summative assessment results

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

The district does not feel it is appropriate to include assessment results in a course planning guide, school calendar, or student handbook. Local media reports are typically not generated by the district. Lastly, the district does not feel that summative assessment outcomes warrant a press release.

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.

We will continue district initiatives including writing and aligning curriculum to PA Core standards, and designing common grade level/subject benchmark assessments.

Programs, Strategies and Actions

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

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

N/A

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

- 1) Publicly distributed information at annual open houses in all school buildings
- 2) Informal discussion between parents and teachers during parent conferences

- 3) Information posted on the district website
- 4) Annual public notice in public newspaper

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The district offers a multi-pronged screening/identification process that emphasizes the use of multiple criteria as a means of determining eligibility for placement in the Gifted Education program. The screening process follows a tiered level of review for eligibility and referral into the program. These tiered levels of screening seek input from multiple sources: ability and achievement scores; teacher recommendation; gifted and talented characteristics survey/input scales; and parent recommendation.

Screening occurs in the 2nd grade with the administration of a standardized group assessment in the spring term of the school year to identify potentially eligible students. Subsequent scoring in future grade level standardized testing administered by the district will also serve as criteria in consideration of referral. Additionally, the the ability and achievement testing conducted within the established periods of early screening any student recommended by a teacher, counselor, or parent outside of the established screening period will also be evaluated using a multiple criteria approach.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

In addition to standardized tests and assessments administered by school psychologists and/or counseling staff as one prong of the multiple criteria, the other variables that contribute to eligibility during the screening and identification process include: student performance checklists; grade reports; interest surveys; parent surveys; learning style inventories; and a gifted evaluation scale that assesses intellectual ability, creativity, academic aptitude, and leadership characteristics.

As the student moves through the leveled screening process meeting the minimum criteria established by the district for consideration, the student will be referred to the school psychologist for a multidisciplinary evaluation. The results of that evaluation considered by the DE team may or may not qualify a student for gifted education based on all eligibility criteria established by PDE guidelines and not solely on the IQ results of the evaluation.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The district offers various approaches and educational opportunities for students identified to be gifted and talented that include the following:

- * Enrichment in and out of the regular education environment
- * Acceleration through in building classes and/or online instruction (or a combined hybrid model of programming)
- * Co-taught classrooms with a regular education and gifted education teacher
- * Gifted seminars at the secondary level
- * Independent project creation at the secondary level
- * Field trips and job shadowing opportunities
- * Content area related projects connected to the individual student's identified area of giftedness
- * Cluster grouping for project specific academic projects or independent studies

* National and regional competitions for students in specialized areas of interest (i.e. robotics, foreign affairs, etc.) as available

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Special Education Evaluation	X		X	X
Student Assistance Program	X		X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & Test-related Websites	X		X	X
Individual Meetings	X		X	X
Letters to Parents/Guardians	X		X	X
Local Media Reports	X		X	X
Website	X		X	X
Meetings with Community, Families and Board of Directors	X		X	X
Mass Phone Calls/Emails/Letters	X		X	X
Newsletters	X		X	X
Press Releases	X		X	X
School Calendar	X		X	X

Student Handbook	X		X	X
------------------	---	--	---	---

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEL	ML	HS
Individual Meetings	X		X	X
Individual Screening Results	X		X	X
Letters to Parents/Guardians	X		X	X
Website	X		X	X
Meetings with Community, Families and Board of Directors	X		X	X
Newsletters	X		X	X
School Calendar	X		X	X
Student Handbook	X		X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers provide interventions.

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

1. We offer busing to and from child care providers. In addition, we will be working with the BCIU to identify high performing child care providers within our district in order to align their pre-kindergarten curriculum to our district curricula.
2. We are in the process of negotiating with local YMCA concerning the possibility of setting up a before/after school programs within our buildings.
3. N/A
4. We offer after school tutoring in the middle school (paid for out of the Ready to Learn Grant).

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.

We partner with the BCIU for all of these services

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	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.

The alignment, review, and purchasing of materials and resources is part of our curriculum review cycle.

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

This narrative is empty.

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	Not answered
A robust supply of high quality aligned instructional materials and resources available	Not answered
Accessibility for students and teachers is effective and efficient	Not answered
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Not answered

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

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.

The alignment, review, and purchasing of materials and resources is part of our curriculum review cycle.

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

This narrative is empty.

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.

The alignment, review, and purchasing of materials and resources is part of our curriculum review cycle.

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

This narrative is empty.

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
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	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered

Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler→Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected "

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Implemented in 50% or more 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 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not answered
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Not answered
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered

Career Education and Work	Not answered
Civics and Government	Implemented in 50% or more 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 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not answered
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Not answered
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected "

This narrative is empty.

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Not answered

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X		X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X		X	X
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.	X		X	X
Empowers educators to work effectively with parents and community partners.	X		X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
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.	X		X	X
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.	X		X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X		X	X
Instructs the leader in managing resources for effective results.	X		X	X

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

The District will support the identified areas through the following options:

A. Collegiate studies

Professional staff members have an opportunity to take graduate level coursework. This coursework will count toward fulfilling their Act 48 hour requirement. Tuition reimbursement is provided as long as the coursework is taken in accordance with the current collective bargaining agreement.

B. Continuing professional education courses taken for credit

Continuing professional education courses taken for credit will count towards fulfilling Act 48 requirements as long as they meet the criteria as approved by the professional development committee.

C. Other programs, activities or learning experiences taken for credit or on an hourly basis will include:

1) Curriculum development at the school entity or grade level as determined by the school entity and approved by the board.

All staff members who are directly involved in curriculum development sessions will receive Act 48 credit.

2) Professional staff members are encouraged and permitted to attend conferences which are directly related to their area of certification in accordance with district policy.

3) Education in the workplace where the work relates to the professional educator's area of assignment and is approved by the board.

The District promotes the opportunity for professional staff members to work in business and industry in those areas that relate to their area of certification.

4) Review, redesign and restructuring of school programs, organizations and functions as determined by the school entity and approved by the board.

All professional staff members should have key roles in the redesign and restructuring of programs.

5) In-service programs that comply with guidelines established by PDE.

Both the District and the Berks County Intermediate Unit (BCIU) offers in-service programs which comply with Act 48 guidelines. The BCIU offers programs on a year round basis.

6) Early childhood and child development activities are designed for elementary teachers.

Opportunities to address these needs are provided by the BCIU. Professional staff members are encouraged to take graduate and undergraduate coursework in accordance with the collective bargaining agreement.

7) Special education activities for professional educators whose area of assignment include students with special needs:

Opportunities to address these needs are provided by PaTTAN and the BCIU. The school district offers opportunities during the school year. Professional staff members are

encouraged to take graduate and undergraduate coursework in accordance with the collective bargaining agreement.

8) Other continuing professional education courses, programs, activities or learning experiences are sponsored by the Department of Education.

Continuing professional opportunities that become available are forwarded to all district administrators who in turn share the information with the appropriate staff member(s).

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

The District is unaware of a specific professional development program that will address effective resource allocation for program managers and supervisors. As the goals for the district become clear and the available resources are delineated the targeting of resources will require a concerted effort between the business office and program managers. Central office personnel will mentor program managers in this process.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
12/23/2014 Via Safe Schools website
The LEA plans to conduct the required training on approximately:
8/26/2015 Ongoing for newly hired staff

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.

Questions
The LEA has conducted the training on:
12/23/2015 Via Safe Schools website
The LEA plans to conduct the training on approximately:
8/26/2015 Ongoing for newly hired staff

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.

Questions
The LEA has conducted the training on:
12/23/2014 Via Safe Schools website
The LEA plans to conduct the training on approximately:

8/26/2015 Ongoing for newly hired staff

Strategies Ensuring Fidelity

Checked answers

- Using disaggregated student data to determine educators' learning priorities.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- 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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The District presents most of its professional educational opportunities at the building level. Program managers that are assigned to these areas are usually an integral part of each presentation. Many of the trainers for Learning Focused Strategies are building level administrators. They are able to offer ongoing support to teachers during implementation of the new skills and practices.

The Teacher Effectiveness Process has been promoted by the Administrative Team to support areas identified in Charlotte Danielson's four domains. As teachers are evaluated under this system the factors that determine effectiveness will be explored in a one-to-one instructional setting. Suggestions for improvement will be targeted to specific need.

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

The professional educational plan needs to be data driven at the student, teacher and the building level. As more teachers are trained in the use of "Performance Tracker," PVAAS,

and eMetric attention can be drawn to empirical factors that determine student achievement. This will not be a rapid process but will occur over a number of years.

Induction Program

Checked answers

- 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.

Unchecked answers

None.

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

Inductees are provided on-site support by experienced faculty mentors who have a working knowledge of the available resources, the customs of the building, the systems and the expectations for program delivery. The inductees are supported by building level administrators through formal and informal meetings to address topics of interest and need. Specialized classes are provided before the start of school and are followed by workshops on the specific areas outlined above throughout the school year. The Berks County Intermediate Unit delivers the state required content in these sessions. The sessions planned are as follows:

Behavior Principles; Differentiating Instruction to Meet the Needs of All Students: PA Standards and Aligned Systems; Making Grading Meaningful; PA Common Core Standards; Tech Supported Instruction.

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

The induction program incorporates all of the items specified above. Improving the delivery of the information and providing applied situations to practice these learnings will be a challenge. All Inductees and Mentors are required to evaluate and offer suggestions to strengthen the program.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- 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).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

None.

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

These selected variables are used to evaluate all new faculty and staff. The Charlotte Danielson Model provides a vehicle to structure conversations about teaching and provides an opportunity to discuss research-based instructional models. The items that receive attention are those that drive instructional improvement and lend themselves to direct assistance by the mentors and supervisors.

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

The use of data to inform instruction is introduced during the "induction year." The specific competencies that will make for proficient application will take years of supported presentation by seasoned staff, educational specialists and administrative co-workers.

Mentor Characteristics

Checked answers

- 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).

Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

How the mentors were selected:

Highly skilled, tenured teachers possessing an Instructional II certificate, respected by their peers and accepted by the administration shall be selected. The individual must want to assist new teachers into the profession and be willing to make a commitment of time, energy and resources to make the process work.

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

Problems of scheduling, training background, and the mechanical aspects of the induction process is secondary to the personal and professional qualities of the mentor. Almost all problems can be solved with the right person and the appropriate attitude.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
--------	---------	---------	---------	---------	---------	---------

Code of Professional Practice and Conduct for Educators	X					
Assessments			X			
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X					
Standards				X		
Curriculum		X				
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners		X				
Data informed decision making				X		
Materials and Resources for Instruction		X		X		

If necessary, provide further explanation.

Specialized classes are provided before the start of school by the administrative staff and are followed by workshops on the specific areas outlined above throughout the school year. The Berks County Intermediate Unit delivers the state required content in these sessions. The sessions planned for 2013-2014 are as follows:
 Behavior Principles 9/25/13; Differentiating Instruction to Meet the Needs of All Students 11/19/13; PA Standards and Aligned Systems 10/16/13; Making Grading Meaningful 01/14/14; PA Common Core Standards 02/18/14; Tech Supported Instruction 03/18/14.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The induction plan will be monitored through the periodic administrative meetings of the building teams. During these meetings oral and written feedback from the various team members will be explored and incorporated into areas for improvement.. The actual New Teacher Induction Plan will be formally evaluated at the end of the induction year using the evaluation instruments.

Induction Committee Evaluation

Inductee

1. How would you describe the support that induction program provided via the BCIU and the mentoring program?
2. What things would you suggest be added to aid an inductee?
3. What changes in the program structure would you recommend?
4. To what extent did the program meet the following objectives?

	Excellent	Good	Fair
Improvement of teaching skills	_____	_____	_____
Adjustment to district, department, & building standards & operations	_____	_____	_____
Adjustment to student needs	_____	_____	_____
Assessment of Professional Development	_____	_____	_____

5. Additional Comments:

Induction Committee Evaluation

Mentor

1. How has this program helped you to provide support to your inductee?
2. What things would you suggest be added to help the inductee?
3. What changes in the program structure would you recommend?
4. In your opinion, did the following objectives help the inductee?

	Excellent	Good	Fair
Improvement of teaching skills	_____	_____	_____
Adjustment to district, department, & building standards & operations	_____	_____	_____
Adjustment to student needs	_____	_____	_____
Assessment of Professional Development	_____	_____	_____
5. Additional Comments			

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed 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.

Unchecked answers

None.

Special Education***Special Education Students***

Total students identified: **545**

Identification Method

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

The district uses a process that rules out lack of appropriate reading and math instruction as the cause of academic difficulties. In addition, the district determines the extent to which

the child has responded to core and remedial academic instruction. The LEA also recognizes and implements as regular practice the PA guidelines and criteria for identifying students with a specific learning disability. There are four factors used as criteria in determining eligibility. They are as follows:

1. Adequate academic achievement with regard to age or meeting state approved grade level standards
2. Use of an RTII or ability vs. achievement discrepancy method
3. Rule out factors such as emotional disturbance; vision, hearing, or motor problems; cultural or environmental issues; limited English proficiency
4. Ruling out of lack of instruction explained further below.

The district implements a tiered system of interventions at each building that specifically targets students' deficit areas of ability. When lack of instruction by qualified personnel (using curriculum based assessments at regular intervals) is ruled out and the student has not responded to the remedial or tiered levels of intervention and instruction, norm-referenced tests of intelligence and achievement are utilized. A comprehensive multidisciplinary evaluation is conducted by a certified school psychologist that leads to an identification of a child with a learning disability. The identification is done by testing results that demonstrate a severe discrepancy between ability and achievement. Following the completed evaluation a team of individuals (professional staff representing the LEA and including parents) meet to review the results and generate an individualized program of instruction.

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:

<https://penndata.hbg.psu.edu/PublicReporting/DataatAGlance/tabid/2523/Default.aspx>

The significant disproportionality in the LEAs identification of students identified as OHI has been a focus for a couple of years. As stated in the previous plan, this disability classification has increased more dramatically than other areas of exceptionality mostly as a result of increased diagnoses of mental health issues and related areas of need such as ADHD/ADD which have impacted a student's ability to participate in the public school setting without accommodations and support.

The district will continue to make a concerted effort to address the issue in the coming years by implementing the following strategies:

- 1) Collaborative regular education and special education behavior teams to review students in need of support and implement/review plans prior to referrals being made
- 2) Work with psychologists as a team to review final evaluation results and discuss possible alternate recommendations (i.e 504 plans)

- 3) Monthly student progress and review meetings to discuss continued eligibility and need for an IEP and possible move to a 504
- 4) Building level team meetings to discuss instructional strategies and differentiation techniques that support students with possible attentionality and mental health issues.
- 5) District wide counseling services for students identified with mental health issues as the primary means of support (recently implemented)

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?

The District does have two non-resident facilities of students within the district borders. The District has a working relationship with both facilities/programs and actively provides educational services for special education students who are residing within those facilities. The District publicly distributes through hard copy and website information annually child find information and the annual public notice as required by law.

The District contracts services with qualified District staff to provide on-site instruction where necessary and involves designated facility. All other non-residential students attend the District Schools and are afforded FAPE according to the state and federal guidelines for the provision of educational services for special needs students.

The District currently does not identify any barriers or problems in meeting obligations under Section 1306.

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).

The district upon notification of an incarcerated student, works jointly with the Berks County Intermediate Unit to coordinate educational services and serves as the primary line of communication with any juvenile correction institution, detention center, or adjudicated placement facility. Other such facilities outside the county boundaries contact the LEA's Special Education Office as needed to coordinate necessary educational services for students who are placed in their programs but reside in the LEA's district. Contact with the last known educational placement is made, and school records are requested to assist in

programming. Any necessary evaluation or re-evaluation is performed as required by law and an appropriate program is developed and provided as per IDEA.

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.

Procedures that assure children with disabilities are educated with non-disabled children include: district-wide staff development on the topic of differentiated instruction; instructional support and remediation programs at the pre-referral level. Tiered intervention strategies are also part of the district's programming across all grade levels. Accommodations and program modifications are implemented to ensure maximum participation.

In each of the district's elementary schools where most of the initial identifications for special education occur, pre-referral interventions, including remedial instruction both inside and outside the classroom, are provided. Classroom teachers differentiate instruction in order to assist the struggling learner. Title One staff support teachers and students within the classroom as well as work with small groups of students outside the classroom. The LEA has implemented several co-taught classrooms at the K- 8 levels as well as a hybrid model of learning at the 5th and 6th grades that include all students identified and participating in special education programming. The hybrid model will be extended to the 7th and 8th grades in the coming years.

After eligibility for special education services is established, IEPs are developed that maximize the time spent in general education classrooms. Special education classrooms are used simply for the time direct instruction needs to be delivered. Additionally, there is the availability of a resource room at both the middle and high school buildings. The resource rooms are staffed with certified teachers throughout the entire school day to accommodate student needs and SDI's as required. Support from special education teachers and paraeducators may be provided in the general education classroom. Availability of therapeutic staff support workers supplied by community agencies also support children in

their general education classrooms.

The district has provided and will continue to provide training in the following areas:

- Progress Monitoring (AIMSweb)
- Assessing student progress in the general education setting using CBA's
- Effective instruction through Direct Instruction programs
- Implementing SDI's in the general education setting
- Adapting and modifying curriculum in the classroom
- Effective co-teaching practices including increased co-taught teaching models

Current Programs and Services that Supplement Primary Instruction and assist in student's ability to participate in general education setting include:

Pediatric Therapeutic Services	Provides occupational and physical therapy
Pediatric Therapeutic Services	Sensory Integration Training
BCIU	Personal care aide/job coach
BCIU	Provides direct services and training in behavioral support and planning
BCIU	Itinerant visual support teacher
BCIU	Orientation and mobility specialist
BCIU	Interpreter
BCIU	Itinerant hearing support teacher
BCIU	Social worker
BCIU	Provides assistive technology support
School District	Ongoing team assessment of barriers to accessing general education (SaS Toolkit)
School District	Differentiated instruction/AIMSWeb Progress Monitoring
School District	Testing accommodations
School District	Preferential seating
School District	Social skills instruction
School District	Individualized paraprofessional support
School District	Recordings for the blind and dyslexic
School District	Kurzweil Reader

Indicator 5 Data Analysis:

The LEA has met each of the Indicator 5 targets as documented and reported in the the most recent (Spring 2015) Cyclical Compliance Monitoring and reviewed by the BSE.

Behavior Support Services

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.
3. If the district also has School-Based Behavioral Health Services, please discuss it.

As required by and in accordance with IDEA and Chapter 14, the Conrad Weiser Area School District Behavior Support Policy contains all relevant components to include a general policy statement, principles in developing appropriate behavior plans, identification of inappropriate techniques and positive techniques and general guidelines for following behavioral support interventions. Included in the policy is a four-tier level system from least intensive to most intensive behavioral interventions and corresponding guidelines for implementation of each level.

Conrad Weiser Area School district regularly has staff (teachers, guidance personnel, nursing staff, and administrators) participate in the ongoing behavior intervention and team training conducted through the BCIU. These sessions are attended at least annually, and follow-up sessions are conducted to update and revise practices currently in place.

"Safety Care" training, an intensive three day crisis prevention training program is provided for all district

paraprofessionals and teachers who are involved with students with emotional or behavior issues. Transportation aides are also participants in this training. Re-certification is provided annually.

Our district utilizes two staff as itinerant teacher consultants and coordinate the primary means

of behavioral support for the district. They assist in the development of plans and data collection processes in assessing and monitoring of behaviors. A contracted social worker (working on ABA certification) is also part of this process.

Behavior team meetings are scheduled bi-weekly to address student behavior concerns and review/revise existing behavior plans.

Both consultants serve as continuous team members on the team training sessions.

Teaching staff are also exposed to periodic follow-up training by CWASD staff to reinforce behavioral support policies and interventions.

These trainings involve the paraprofessional staff as well when appropriate.

The LEA implements an emotional support program, Weiser Decisions, for students with significant behavioral issues and implements. The program utilizes the

Quality Indicators

of Emotional Support Programs tool as a an instrument to measure and monitor behavior management and instructional practices. Those 8 Indicators are as follows:

- 1) Academic Instruction and Support
- 2) Social-Emotional Instruction and Support
- 3) Behavior Management
- 4) Communication and Collaboration
- 5) Evaluation and Assessment
- 6) Post-Secondary Transition
- 7) Staff-student Interactions
- 8) Professional Development

A handbook that includes behavioral support policies at Decisions is also available and aligned with the district-wide behavior support policy.

Departmental meetings are currently held at each building level on a monthly basis to review, among other issues, student-related behavior concerns. Individual follow-up is then conducted with the tracking teachers by the itinerant consultants to assist in writing of behavioral goals and/or developing PBSPs..

The district has successfully integrated the A-B-C-C behavior plan format into the IEP document and has regularly used the formal FBA process to initiate the overall positive behavior support plan process.

The school district is regularly involving the BCIU TaC staff in the active phase of these models through their assistance and direct participation in developing FBA's to include data collection and tool development, development of an actual plan, monitoring the plan and revising where necessary. The models also include the implementation of the Manifestation Determination worksheet when required.

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.

Conrad Weiser has a continuum of special education programs and supports to provide FAPE for its students. The district has not experienced difficulty ensuring FAPE to any

individual students or any particular disability categories. The LEA has also established working relationships with neighboring school districts for tuition placements if necessary for specific or hard to place exceptionalities or programs (i.e. Verbal Behavior Intervention or VBI classes for students with autism and in need of more intensive needs and support). If there were a hard-to-place student, contact would be made with the intermediate unit representative on the Interagency Children's Team as well as the CASSP coordinator. In this manner the school district would enlist the assistance of community agencies and providers in locating and securing services for students and their families.

The district will continue to maintain relationships with the intermediate unit, neighboring school districts, private schools, and agencies in the community to serve hard-to-place students. The LEA provides the same reciprocal services to neighboring school districts in the areas of emotional support services (i.e. Weiser Decisions Program, elementary emotional support).

The district two years ago opened an elementary autistic support class (the first for the district) and this year a Life Skills Support class (again, a first for the district) to expand the continuum of services available to students in the district.

The LEA also utilizes private programs/facilities as needed and determined with full team input and through the IEP meeting process.

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.

Most recently the district has implemented a hybrid learning model at the middle school (grades 5- 8). The model promotes an independent, collaborative and direct instruction method of instruction. Co-taught classrooms are also a direction the district is increasingly incorporating into its instructional model. Additional strengths of the Conrad Weiser special education program is the direct instruction curriculum, in the language arts and math areas of instruction that is used elementary through high school levels. Additionally the LEA continues to add Wilson trained and certified staff to provide an even more expansive option of instructional methods as needed. Related to this is the commitment to ongoing staff development in knowledge and delivery of that curriculum.

A continued and ongoing strength of the Conrad Weiser special education program comes from the district's support of transition activities by providing a full-time transition coordinator to provide transition services to students aged 14 and older. With a full-time position, the district provides: comprehensive transition assessment for students; a large variety of community-based opportunities; a close, supportive working relationship with the career and technology centers resulting in increased enrollment and success in the programs; active collaboration with numerous adult service providers, post-secondary education programs, vendors, and other special educators in the county; and successful integration of special education students into the county technical school settings

Another strength of the district is the availability of a full-time emotional support program, Weiser Decisions, a highly structured academic and behavior support program operated by the school district in a separate facility for students who have not been able to be successful in a regular school. The program provides an intense focus on modifying student behavior through individualized behavior plans with the intent of reintegrating the students back into the regular school setting. This program also receives tuition students from neighboring districts.

As mentioned previously, and as is the district's practice to provide FAPE at all levels of programming, the LEA has opened elementary autistic support and middle school life skills support classrooms to expand its continuum of services.

Assurances

Safe and Supportive Schools Assurances

No policies or procedures have been identified.

Special Education Assurances

No policies or procedures have been identified.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Bethany Children's Home	Nonresident	Conrad Weiser School District	22

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Tulpehocken Area School District	Neighboring School Districts	LSS	6
Vista School	Approved Private Schools	AS	5
Wilson School District	Neighboring School Districts	AS	1
Wilson School District	Neighboring School Districts	MD	1
Wilson School District	Neighboring School Districts	LSS	1
New Story	Other	ES	4
Kidspace National Centers	Other	ES	5
Devereux Learning Center	Special Education Centers	AS	1
BCIU	Neighboring School Districts	LSS	1
NHS Autism School	Other	AS	1
Janus School	Special Education Centers	AS	6
Lancaster/Lebanon IU	Neighboring School Districts	MD	1
Green Valley Academy	Special Education Centers	AS	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Plan Update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 7	18	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Special Ed Plan Update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	19	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: Reclassified position

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	10	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: September 1, 2015

Reason for the proposed change: New classroom

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	10	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Classroom relocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Class relocation

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: September 1, 2015

Reason for the proposed change: Plan Update

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	20	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	35	1
Locations:				
CW West	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 10	29	1
Locations:				
CW East	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 13	28	1
Locations:				
CW MS	A Middle School	A building in which General Education		

Building	programs are operated		
----------	-----------------------	--	--

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 13	18	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 14	33	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	15	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	13	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of	Age Range	Caseload	FTE
-----------------	----------	-----------	----------	-----

	Support			
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update to plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update to plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	13	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update to plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	16	1
Locations:				
CW MS	A Middle School	A building in which General		

	Building	Education programs are operated		
--	----------	---------------------------------	--	--

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	18	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	18	1
Justification: Teacher reassignment				
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* September 1, 2015*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	19	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	38	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	42	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	17	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	20	1
Locations:				

CW HS	A Senior High School Building	A building in which General Education programs are operated		
-------	-------------------------------	---	--	--

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update to Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	18	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Update to Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	12	1
Locations:				
CW HS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 16, 2016*Reason for the proposed change:* Update for Special Ed Plan**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 18	8	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #31*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	9	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #32

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: February 16, 2016

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	16 to 18	7	1
Locations:				
CW Decisions	A Senior High School Building	A special education Center in which no general education programs are operated		

Program Position #33

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: August 28, 2017

Reason for the proposed change: Update for Special Ed Plan

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	10 to 13	8	1
Locations:				
CW MS	A Middle School Building	A building in which General Education programs are operated		

Program Position #34

Operator: School District

PROGRAM DETAILS

Type: ClassandPosition

Implementation Date: August 28, 2017

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	6 to 9	5	1
Locations:				

CW East Elementary	An Elementary School Building	A building in which General Education programs are operated		
--------------------	-------------------------------	---	--	--

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	1
Locations:				
CW West Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	11 to 14	8	1
Locations:				
CW Decisions	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director Of Special Education	CWASD	1
Psychologist	CWASD	1
Psychologist	CWASD	1
Paraprofessionals	CWASD - All buildings	34
Transition Coordinator	CWASD - MS/HS	1
Transportation Aides	CWASD	8
Secretary	CWASD - Special Education Office	1
Access Coordinator	CWASD - Special Education Office	1
Secretary	CWASD - Special Education Office	1
Personal Care Aides	CW East; CWHS	3

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Psychologist	Outside Contractor	30 Hours
Occupational Therapist	Outside Contractor	10 Hours
Occupational Therapist	Outside Contractor	10 Hours
Physical Therapist	Outside Contractor	4 Hours
Psychologist	Outside Contractor	8 Hours
Social Worker	Outside Contractor	5 Days
Vision Impaired Support	Intermediate Unit	30 Minutes
Hearing Impaired Support	Intermediate Unit	30 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Accomplishments:

At the K-4 level, both buildings have experienced either an increase in achievement scores or growth scores.

At the 5-12 level, both buildings have experienced increases in their growth scores.

Concerns:

At the K-4 level, concerns centered around particular grade levels / subjects not having adequate achievement scores

At the 5-12 level, concerns centered on the 5th grade growth scores and overall use of data and common assessments.

District Accomplishments

Accomplishment #1:

Implementing a comprehensive curriculum review cycle that will accomplish the following:

1. Align all curriculum K - 12 to PA Core Standards
2. Design of common curriculum aligned grade level benchmark assessments that will be given periodically throughout the year in grades 3 - 12.

Accomplishment #2:

Implement common assessments in grades 2 - 12 for all core subject areas. These are to be given every 20 school days.

District Concerns

Concern #1:

The time/effort/cost and instructional time lost while going through the curriculum writing cycle. Highly proficient teachers were targeted to write the curriculum. To get this accomplished as fast as possible, time during the school needs to be used (can not wait until the summer). These teachers will monitor their classrooms for any sort of change that is due to their removal during curriculum writing. If a change is validated, actions to correct the situation will occur including but not limited to finding another teacher to take over the writing responsibilities.

Concern #2:

Ensuring that all teachers are implementing consistent and effective instructional practices.

Concern #3:

Our current Curriculum Review Cycle does incorporate a time to evaluate current curricular materials. However, we have yet to reach that point in the cycle. Therefore, our current materials have not formally been aligned to the PA Core Standards.

Concern #4:

While we have building level Student Assistance Programs, we have yet to develop a district wide system that serve to align those building level SAP's.

Concern #5:

We currently have a RTII running in some form or another in our buildings. But, each building has their own methods and views of what it should look like. A district wide system needs to be put in place to ensure consistency with this process.

Concern #6:

We do not have a common benchmark assessment system in place to measure if our students are making adequate progress toward mastering PA Core standards.

Prioritized Systemic Challenges

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

Aligned Concerns:

The time/effort/cost and instructional time lost while going through the curriculum writing cycle. Highly proficient teachers were targeted to write the curriculum. To get this accomplished as fast as possible, time during the school needs to be used (can not wait until the summer). These teachers will monitor their classrooms for any sort of change

that is due to their removal during curriculum writing. If a change is validated, actions to correct the situation will occur including but not limited to finding another teacher to take over the writing responsibilities.

Systemic Challenge #2 (*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:

Ensuring that all teachers are implementing consistent and effective instructional practices.

Systemic Challenge #3 (*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:

We do not have a common benchmark assessment system in place to measure if our students are making adequate progress toward mastering PA Core standards.

Systemic Challenge #4 (*Guiding Question #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 and fully accessible to teachers and students.

Aligned Concerns:

Our current Curriculum Review Cycle does incorporate a time to evaluate current curricular materials. However, we have yet to reach that point in the cycle. Therefore, our current materials have not formally been aligned to the PA Core Standards.

Systemic Challenge #5 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

While we have building level Student Assistance Programs, we have yet to develop a district wide system that serve to align those building level SAP's.

Systemic Challenge #6 (*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.

Aligned Concerns:

We currently have a RTII running in some form or another in our buildings. But, each building has their own methods and views of what it should look like. A district wide system needs to be put in place to ensure consistency with this process.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

- 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: Annual

Data Source: Review Team

Specific Targets: Performance

Strategies:

Standards Aligned System - Curriculum Framework

Description:

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. (Source:

<http://www.pdesas.org/CMap/CFramework/CFramework>) Resource:
<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among

teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Curriculum Framework, Safe and Supportive Schools

Data Walkthroughs

Description:

Schedule weekly walkthroughs to classrooms and conduct a follow-up meeting to provide specific feedback and recommendations. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Assess program effectiveness through a survey of the professional staff.

Description:

Gauge effectiveness by both participation and through the solicited comments of the faculty. The results from the survey will provide evidence that this step has been implemented.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- Standards Aligned System - Curriculum Framework

Walkthroughs

Description:

The focus for walkthroughs will be on the consistent implementation of our standards aligned curricula. Walkthrough data will be analyzed, via PA-Etep, by the building administrators to provide evidence that this step has been implemented.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Data Walkthroughs

Professional Development (if needed)

Description:

Provide targeted professional development opportunities for those staff members who struggle to consistently implement our standards aligned curricula. Those attending the professional development opportunities will be required to reflect on how their instructional practices will change. These reflections will support the implementation of this step.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: District developed common assessments in grades 2-12. The assessments are standards based, 20 questions, and given at the least every 20 days.

Specific Targets: Every grade level 2 - 8 in math and ELA. Literature based classes, Alg I & II, and Geometry in grades 9-12.

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/ddd_m_pg_092909.pdf?)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

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/ddd_m_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

SAS: Assessment Builder

Description:

(Source:
<http://www.pdesas.org/module/Assessment/questions/search/>)
 Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Implementation Steps:

Common Assessment Data Dialogue Protocols

Description:

Implement a data dialogue protocol to be used when teachers analyze their monthly common assessment data. Administrators will be able to collect these artifacts to indicate successful implementation of this step.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Data analysis from Data Dialogue Protocols

Description:

A vital part of the data dialogue process is data analysis. Common assessment data will be broken down into standards then into student need. Teachers will be expected to modify their upcoming instruction based on this student need. Building administrators will need to monitor lesson plans to note these modifications.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Ensure alignment with PA core

Description:

Another part of the Data Dialogue Protocol will be to investigate if the common assessments are aligned to the curricula and then aligned to the PA Core. Teacher will utilize the SAS portal and our Assessment Builder to accomplish this. The artifacts from the data dialogue meeting will provide the building administrator evidence as to the implementation of this step.

Start Date: 9/1/2016 **End Date:** 6/9/2017

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- SAS: Assessment Builder