Wilson Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

2040 Washington Blvd
Easton, PA 18042
(484)373-6000
Superintendent: Douglas Wagner
Director of Special Education: Laura Samson

Planning Process

In developing the comprehensive plan, information gathered from various surveys and sources were used. Parent, teacher, administrator, and school board representatives were involved in developing the comprehensive plan. Data was gathered throughout the 2017-2018 school year. The representatives met during the second semester of the 2017-18 school year to develop individual components of the plan and at the beginning of the 2018-2019 school year to finalize the plan. Dr. David Wright, Assistant Superintendent, was responsible for overseeing the committee. Building principals took a role of leading individual sub-committees. Representatives communicated with each other in the planning meetings and via e-mail.

Mission Statement

ENTER TO LEARN …..Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work together in partnership to prepare our students for tomorrow's challenges so that they may…..GO FORTH TO SERVE

Vision Statement

We envision the Wilson Area School District to be comprised of outstanding student-centered schools which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will embrace diversity and become critical thinkers, quality collaborators, problem solvers, effective communicators, and 21st-century learners. To this end, students will become lifelong learners who embody the W.A.R.R.I.O.R. values. Our graduates will be responsible and productive citizens with a passion for excellence in a competitive global society.

Shared Values

We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future.

We believe all students can be successful.

We believe high expectations create high achievers.

We believe education promotes and improves knowledge, creativity, curiosity, self-esteem, and social interaction.

We believe every student possesses talents and abilities that will be nurtured and inspired by our schools.

We believe an inspirational environment sets the foundation for lifelong learning.

We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur.

We believe education is a shared responsibility of students, parents, faculty, community, and administration.

We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being.

We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment.

We believe people, not programs, determine the quality of a school.

We believe a safe, secure, and healthy environment is essential for students to learn.

We believe the school community values and respects diversity.

We believe the school community must become responsible stewards of the global environment.

Educational Community

Organization Description

The Wilson Area School District is located in the southeastern corner of Northampton County. The District is comprised of four municipalities: the Boroughs of Wilson, West Easton, and Glendon as well as Williams Township. Located next to the City of Easton, the Wilson Area School District is within 75 miles of New York City and Philadelphia. Major highways provide easy access to these metropolitan areas.

The District residents reside in a mixture of urban, suburban, and semi-rural areas. A population of approximately 15,200 lives within the community and exhibits great pride in its traditions and history. The long-time residents of the District are often quoted that "they bleed blue and gold." Many of the activities of the community center around the schools.

The District provides educational opportunities for students in grades kindergarten through twelve. The school population is approximately 2,300 students. The District consists of three community based elementary schools (K-4), one intermediate school (5-8), and one high school (9-12). Each building is staffed with full-time administrators, highly qualified teachers, and dedicated support staff in order to provide an effective education program. The cultural and racial diversity of the District is steadily increasing with student representation of approximately 58% Caucasian, 10% African-American, 21% Hispanic, 3% Asian, and 8% multi-racial. Approximately 51% of our students are considered economically disadvantaged. Of our graduating seniors, approximately 38.5% go on to four-year universities, 35.5% to two-year or career institutes of higher learning, 4% enter the military, 15% remain to enter the job force, and 7% uncertain. Our students have performed well on the PSSA and Keystone exams with school performance profiles in 2017 above 70 at all of the five district schools. All elementary schools earned SPP scores above 80 and the Wilson Area High School earned a score of 92.3

Wilson Area High School

Wilson Area High School was constructed in 1993 and is located in the Borough of Wilson. The school is composed of 29 full-size classrooms along with six small-group instructional areas, a large choral and band room, and several computer labs. Thanks to a progressive technology initiative, all classrooms in the school are equipped with a full classroom set of Chromebooks providing a 1-to-1 student to computer ratio. We also have several high-tech science labs, a state-of-the-art multimedia TV studio, and recently renovated library with three small group study rooms, online databases, and over 60 computers. Our auditorium seats approximately 700 and is used by the District for a variety of events. Located across the annex are the gymnasium, technology lab, progressive weight room, and stadium with a seating capacity of 3500. Wilson prides itself on its traditional values and welcoming spirit.

WAHS is home to approximately 720 students in grades 9-12. A small student to faculty ratio allows for individualization and intense personal attention in the various academic areas. The instructional staff includes 48 total classroom teachers, two full-time guidance counselors, a nurse, and eight paraprofessionals. Wilson Area High School is proud to offer the students a broad curriculum that, along with general studies, includes computer technology, world languages, instrumental and vocal music, art, family and consumer science, and advanced placement courses in thirteen subject areas. WAHS offers over a dozen varsity and junior varsity sports, which enables students to pursue excellence in athletics as well as academics. There are a wide variety of extracurricular options: clubs, athletics, arts, and activities available to the students.

Wilson Area Intermediate School

Wilson Area Intermediate School (WAIS) is located in the Borough of Wilson. The school has approximately 700 5th, 6th, 7th, and 8th grade students as well as 57 professional staff, 11 full and part-time support staff, and two administrators. WAIS was constructed in 2010 and in addition to classrooms, the school offers an array of facilities including a library, 3 computer labs, a technology education classroom, a family and consumer science classroom, a full-service cafeteria, a natatorium, and a full-size gymnasium that seats approximately 400 individuals. Each core classroom is equipped with a full classroom set of Chromebooks providing a 1-to-1 student to computer ratio in all grades.

The school has two wings. The 7th and 8th grade wing operates under a middle school teaming concept. On the 5th and 6th grade wing 5th grade operates under an elementary model, with 6th grade operating as a hybrid between the elementary model and the 7th and 8th grade middle school model. This concept allows for common interdisciplinary planning time with constant communication between students, parents, and teachers concerning academic, instructional, and developmental issues. WAIS also has an encore team that instructs in the areas of computer arts, technology education, family and consumer science, music, library, art, and physical education/health.

Avona Elementary School

Avona Elementary School was built in 2000 and is comprised of 17 full-size classrooms along with four small group instructional areas. Within these classrooms exist a music room and art room. The school also has a fully automated library and multipurpose room, complete with stage, cafeteria seating, and basketball court. The 200-student school consists of two sections of each grade level (K-4) houses the District's English as a Second Language Center. Avona is a school-wide Title I school. Classrooms in grades 3 & 4 are equipped with a full classroom set of Chromebooks providing a 1-to-1 student to computer ratio.

The instructional staff includes 10 classroom teachers, a reading specialist, and an ESL teacher. The school also shares the following staff: library, art, music, physical education teachers, guidance counselor, RTII teacher, gifted teacher, speech and language teacher, a school nurse, and two health room assistants. Educational support personnel includes a secretary, one paraprofessional, and four custodians.

Wilson Borough Elementary School

Wilson Borough Elementary School was constructed in 1980 and built to serve as a "neighborhood school." Construction of the 16-classroom school took two years to complete, and in October of 1980 students and teachers moved in. WBES was officially dedicated at a special community ceremony in January 1981. It served children in grades kindergarten through fourth from 1980-2000 and added service to children in grade five beginning with the school year 2000-2001. In January of 2003 a building expansion project was initiated. Eight classrooms, a computer lab, a new art room, small-group rooms, guidance office, and conference rooms were added. The multi-purpose room/gymnasium was enlarged and the interior to the existing building remodeled.

Today Wilson Borough Elementary is a school-wide Title I school that is home to over 30 teachers serving about 375 students in kindergarten through fourth grade. The instructional staff includes 19 classroom teachers, four special education teachers, and two reading specialists. In addition to these teachers, the school includes the following staff: library, art, music, and physical education teachers, a guidance counselor, RTII coordinator, gifted teacher, speech and language teacher, a school nurse, and a health room assistant. Educational support personnel includes a secretary, four paraprofessionals, and five custodians. Classrooms in grades 3 & 4 are equipped with a full classroom set of Chromebooks providing a 1-to-1 student to computer ratio.

Williams Township Elementary School

Williams Township Elementary School consists of three phases of construction. The original structure was built in the early 1950's. Renovations and expansions in the 1990's and 2002 increased the size of the building to thirty classrooms, both full size and small group and a computer lab. The school also has a large gym with stage, a fully automated library that contains a small computer lab, an all-purpose room/cafeteria, music room, and art room. The enclosed courtyard is periodically used as an outdoor classroom area. The property has a full paved recess area and a mulched area with playground equipment.

This school services about 250 students in Kindergarten through fourth grade. Grade level sections vary from two to three classes based on student population at each grade level. Two special education learning support classes also service identified students. Classrooms in grades 3 & 4 are equipped with a full classroom set of Chromebooks providing a 1-to-1 student to computer ratio.

The instructional staff includes twelve regular education classroom teachers and two special education classroom teachers. On staff are a guidance counselor/RTII teacher, a reading specialist. Williams shares the services of the

choral music, instrumental music, art, library, physical education, gifted education, speech and language support teacher, as well as the nurse and health room aide. Education support staff includes a secretary, three paraprofessionals, and five custodians.

Planning Committee

Name	Role
Amy Austin	Administrator : Professional Education
Ian Beitler	Administrator
Michael Chromey	Administrator
John Martuscelli	Administrator : Professional Education
Katie Peitrouchie	Administrator : Special Education
Kevin Steidle	Administrator : Professional Education
Anthony Tarsi	Administrator : Professional Education
Doug Wagner	Administrator
David Wright	Administrator : Professional Education Special Education
Judy Herbstreith	Board Member
Johnathan Jones	Board Member
Jan Krieger	Board Member
Charles Marsteller	Board Member
Alyson Palinkas	Board Member
Scott Wamsley	Board Member
Jeff Flank	Business Representative : Professional Education
Heather Flank	Business Representative
Steve Patterson	Business Representative : Professional Education
Harrison Bailey III	Community Representative : Professional Education
George Washburn	Community Representative : Professional Education
Traci Knopf	Ed Specialist - School Counselor : Professional Education
James Murphy	Ed Specialist - School Psychologist : Special Education
Liz Falcone	Elementary School Teacher - Regular Education : Professional Education
Alexandra Mindler	Elementary School Teacher - Regular Education : Special Education
Carly Glantz	Elementary School Teacher - Special Education : Professional Education

Tarsi BethAyn	High School Teacher - Regular Education : Professional Education
Michael Brace	High School Teacher - Special Education : Professional Education
Neal Schaffer	High School Teacher - Special Education : Special Education
Gail Gagner	Middle School Teacher - Regular Education : Professional Education
Tamara Harron	Middle School Teacher - Special Education : Professional Education
Noelle Ahart	Parent
Jodi Brunstetter	Parent : Professional Education
Jennifer Burd	Parent : Special Education
Marci Gubich	Parent
Lonnie Parker	Parent
Shailen Salvi	Parent
Margaret Scott	Parent : Professional Education
Laura Samson	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

The District has aligned and mapped the reading and mathematics curriculum to the PA Core standards for math and English/Language Arts and in turn do not use the Alternative Academic Content Standards for Math or Reading. Although we do have career awareness skills within the curriculum, we are working to improve the career standards within our curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

The District has aligned and mapped the reading and mathematics curriculum to the PA Core standards for math and English/Language Arts and in turn do not use the Alternative Academic Content Standards for Math or Reading. Although we do have career awareness skills within the curriculum, we are working to improve the career standards within our curriculum.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Non Existent	Non Existent

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

The District has aligned and mapped the reading and mathematics curriculum to the PA Core standards for math and English/Language Arts and in turn do not use the Alternative Academic Content Standards for Math or Reading. The District does not offer World Languages for all students, but does provide an introduction to students in French and soon in Spanish in an after school environment.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Accomplished	Accomplished
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
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	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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

The District has aligned and mapped the reading and mathematics curriculum to the PA Core standards for math and English/Language Arts and in turn do not use the Alternative Academic Content Standards for Math or Reading.

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.	Accomplished
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A District curriculum template is used in the creation of all planned courses. Within this template, the following must be completed: Academic standards targeted by each unit's objectives, specific objectives for each unit, core activities, materials/resources, assessments to be administered, and instructional strategies. Each planned course curriculum is reviewed by the Assistant Superintendent, presented at an Excellence in Education board committee meeting, and approved by the Board of Education.

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.	Accomplished
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A District curriculum template is used in the creation of all planned courses. Within this template, the following must be completed: Academic standards targeted by each unit's objectives, specific objectives for each unit, core activities, materials/resources, assessments to be administered, and instructional strategies. Each planned course curriculum is reviewed by the Assistant Superintendent, presented at an Excellence in Education board committee meeting, and approved by the Board of Education.

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.	Accomplished
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A District curriculum template is used in the creation of all planned courses. Within this template, the following must be completed: Academic standards targeted by each unit's objectives, specific objectives for each unit, core activities, materials/resources, assessments to be administered, and instructional strategies. Each planned course curriculum is reviewed by the Assistant Superintendent, presented at an Excellence in Education board committee meeting, and approved by the Board of Education.

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.	Accomplished
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.	Accomplished
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Accomplished

Processes used to ensure Accomplishment:

A District curriculum template is used in the creation of all planned courses. Within this template, the following must be completed: Academic standards targeted by each unit's objectives, specific objectives for each unit, core activities, materials/resources, assessments to be administered, and instructional strategies. Each planned course curriculum is reviewed by the Assistant Superintendent, presented at an Excellence in Education board committee meeting, and approved by the Board of Education.

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.

All curriculum units have plans for remediation and enrinchment. Based on student needs, IEP and 504 requirements modifications and accomodations are provided by the teacher with the goal of student matery of the rigorous standards aligned curriculum.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Unchecked Answers
- Peer evaluation/coaching

Regular Lesson Plan Review

   Checked Answers
- Administrators

   Unchecked Answers
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Administrators are responsible for both formal and informal observations of classroom instruction. Teachers receive feedback from administrators based on the observations and discussions occur between administrators and teachers on ways to improve instruction within the classroom.

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

Peer evaluation is a strategy not used within the District.

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.	Implemented in 50% or more of district classrooms

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

This narrative is empty.

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	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.	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.	Full Implementation

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.	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.	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.

High School 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.	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.

The Wilson Area School District participates in career fairs, advertises for teaching positions online, subscribes to online teacher recruitment sites, and notifies local colleges and universities of teacher openings. The District uses a rigorous application process that includes a thorough paper screening of all candidates, a first round interview with building administrators and teachers (if possible), a second round interview with building principal and central office administration, and the teaching of a 10-minute mini-lesson to evaluate instructional skills. By obtaining the most highly qualified and effective teachers, the district is better suited to meet the learning needs of all of our students, including those at most risk of academic failure.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	22.00	22.00	22.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

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.

- 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.

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.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	X
Career Education and Work					X	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				
Environment and Ecology	X				
Family and Consumer Sciences	X				X
Geography	X				
Health, Safety and Physical Education	X				X
History	X				
Science and Technology and Engineering Education	X				X
World Language	X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone Exam			X	X
District/Teacher created assessments (tests, projects, presentations, etc.)	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELSNext	X	X		
Study Island benchmark assessment		X	X	X
Subject specific benchmark tests (publisher or teacher created)	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
teacher created formative assessments	X	X	X	X
questioning	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Skill Inventories (RGR, QPS, spelling inventories, etc.)	X	X	X	
Study Island		X	X	X

Teacher created diagnostic assessments	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

As a part of the teacher observation process, assessments teachers use are discussed and reviewed by the observer. Final and mid-term exams are reviewed by the building principal. Teachers at the elementary and middle level are provided with common planning time to review instruction and assessment. High school teachers are provided with departmental meeting time each month where instruction and assessment may be reviewed.

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.

Not Applicable

Collection and Dissemination

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

Standardized assessment data is collected by building and district administrators and analyzed based on overall achievement and by specific reporting categories and/or academic standards. The raw data, as well as data analysis findings, are distributed to the appropriate teachers, discussed and used in instructional planning within grades 3-high school. At the elementary level DIBELSNext (grades K-4) and Study Island (grades 3-8) are used as benchmark assessments and screening instruments for more diagnostic assessments. Skill inventories or other diagnostic assessments are given to students not meeting the benchmark to determine intervention needs. The grade level teachers complete the data analysis and meet as a team to review the data and conduct instructional

planning for both differentiated core instruction, small group instruction, and intervention groups. Progress monitoring occurs for students not at benchmark to determine progress or a need to adjust the intervention. Grade level data meetings occur monthly to monitor progress and adjust groupings. Student Intervention Response meetings occur 6 weeks after the benchmark at the elementary level to review all students that were at risk in any of the measures to ensure progress or a need for changes to the intervention plan. The process repeats itself at each benchmark. At the middle and high school levels, students at academic risk based on the assessments will be assigned to specific intervention groups/classes. Teachers will conduct formative and informal diagnostic assessments to determine student needs and progress towards the specific academic standards.

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.

Assessment data is used by the teachers and shared with the students to determine curricular areas of need. Teachers use this data to target instruction for the students in the content courses, remediation courses, after-school remediation and tutoring, and technology-based independent practice and remediation with the goal of student mastery as shown on state assessments or approved projects.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	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	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.		X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Administrators and teachers analyze assessment results when they become available. The results are discussed by the teacher and/or administrator teams. Individual assessment data is reviewed and analyzed to determine both individual and group needs. Specific needs of students are share with incoming teachers. Overall group needs are shared with

grade level teams and used to reflect on instructional practices. Action plans are created by the grade level teams to address concerns and/or curricular needs.

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

Provide brief explanation of the process for incorporating selected strategies.

The strategies allow for mass communication of summative assessments which occur at the various levels. Teachers and administrators use e-mail, phone, and personal meetings with parents that have questions in relation to summative assessments.

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

Local media and press releases are usually not printed in local newspapers in relation to information on summative assessments. We are investigating on ways to incorporate information on PSSA and Keystone assessments in student handbooks.

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 demonstrate continued growth in student achievement in various ways. Teachers and administrators will continue to examine student achievement results and growth measures each year and identify areas to focus on improvement. Teachers, students, and administrators will continue to look at benchmark and diagnostic assessments to make adjustments in instruction based on need before state assessments are given. Continuous professional development and curriculum reviews will take place to ensure that up to date curriculum and instruction exists in the School District.

Programs, Strategies and Actions

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

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

This narrative is empty.

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.)

Awareness activities are conducted annually by the WASD to inform parents and the public of gifted services and programs offered. Information for parents on gifted testing and referral is found under the student services section of the student handbook. The gifted support teacher's web page is linked to the Wilson Area School District website under the Special Education tab. Parents are able to see a description of the programming offered as well as the gifted procedures at each level via the District web page and Gifted Support Teacher web page link.

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

A gifted screening will occur based on a request from a parent, teacher, or administrator that a student may be intellectually gifted. Through the RTII data collection process, if a teacher or administrator requests a gifted screening, a profile screening occurs at the building level. This involves an IQ screening, Curriculum-Based Assessments, any test results and teacher input. If the student meets the criteria according to PA gifted identification process, the child is referred to the school psychologist for gifted evaluation.
 Elementary Gifted Referral Process:

1. Teachers are provided an Elementary Student Performance Profile form (attached)
2. Students are given an end of year math test. Tests typically are one year advanced (Ex:
 2nd grader will get the 3rd-grade test) Counselor provides the test to the teacher to give in class.
3. Once the form is completed by the classroom teacher, it is returned to the counselor and the counselor notifies the parents that their child was referred and asked for verbal permission to do the KBIT. (IQ test)
4. Once the KBIT is completed, performance profile results are reviewed by the guidance counselor and gifted support teacher.

-If the KBIT score is in the lower to mid 120s, the classroom teacher is asked for more information. The teacher identifies any areas of strength and provides further data.
 (writing sample, comprehension test, DORF for K or beginning first grade, etc.) When the KBIT score is in the upper 120s and 130s, the student is referred for gifted evaluation.

?**Wilson Area Intermediate School Gifted Referral Process:**

1. Once a referral is received (parent and/or teacher) a Student Performance Profile is completed. In addition to the Profile form, a KBIT is administered and utilized in the referral (screening) process. Parents are notified of the screening and evaluation process.

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

The school psychologist determines if a student is eligible for gifted services using multiple criteria. A parental permission to evaluate must be completed by the parent before any evaluation takes place. If a parent requests a gifted evaluation, a permission to evaluate is

issued to the parent and the school psychologist will complete a formal evaluation. The referral procedure (teacher or parent-initiated) and MDE process for gifted students are the same as the process for other exceptionalities.

Identification

For students who are thought to be gifted and after a "Permission to Evaluate" letter has been issued, the district performs a gifted multidisciplinary evaluation conducted by the school psychologists. The timeline (60 days) to complete the evaluation begins from the date the school district receives the signed Permission to Evaluate from the parent.

In compliance with state law, Chapter 16 guidelines, school psychologists utilize screening process data (KBIT), the Intelligence testing and achievement testing (if needed) to conduct the gifted evaluation. They also consider multiple criteria through parent and teacher input and rating scales, along with DIBELS results. A written report is created that brings together written information and findings from the evaluation concerning the student's educational needs and strengths.

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 gifted support is offered through a pull-out program in grades one through eight. When needed, support services are provided for gifted students through regular education curriculum accommodations and modifications. Every student who is identified gifted has a GIEP (K-12) which is revised annually. At the high school, gifted students have the option to participate in the Gifted Seminar. Also, high school students have the option to enroll in honors courses, Advanced Placement courses, dual enrollment at Northampton Community College with the approval of the principal, concurrent enrollment in area colleges (seniors only) with the approval of the principal, and concurrent coursework at another school, when appropriate, and with the approval of the principal. In addition, independent study courses are available to students including those incorporating advanced placement tests.

The gifted pull-out program promotes and enhances higher level, creative, critical thinking, and problem-solving skills. The program design focuses on and allows for the development of self-learning and the interaction with peers of similar intellectual abilities. Identified gifted students in grades one through eight, have the opportunity to participate in the pull-out program.

Programming involves meeting with identified students twice a week (or two periods a week) for 45 minutes a session at the school the student regularly attends. Participation in the program is optional and non-graded. All participants receive a progress report reflecting their performance in the program. (Elementary receives progress reports 2 times a year / WAIS receives progress reports quarterly) Program content varies depending on individual student needs/interests and according to grade level. Basic programming content involves the exposure to higher-level thinking, creative and problem-solving opportunities. A great deal of instruction promotes in-depth learning and investigation that deals with real-life problems and issues.

At the high school level, all gifted students have an active GIEP which is revised annually (student/parent /guidance counselor/gifted case manage) and they are also invited to participate in the Gifted Seminar. The Gifted Seminar is optional and is offered as an independent study. The seminar is worth .25 credits, on a pass-fail basis.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	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	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

Collaboration between individuals providing interventions and the classroom teacher is extensive and varies based on student grade level. At the elementary level, each student receiving any intervention has an intervention log, which is completed by the interventionist after each small group intervention. This ensures that multiple individuals working with the student are aware of what each is doing. A biweekly grade level data meeting occurs where student data is discussed, intervention group placement is confirmed, and discussion of instructional methods for students that are not responding to the intervention. Student Intervention Response meetings occur halfway between DIBELS benchmark assessments to review all students that did not meet benchmark on any of the probes. There is also weekly if not daily communication between special education case managers and classroom teachers discussing progress and intervention methods and results. Any student receiving Tier 3 intervention will have additional information shared through the intervention logs.

At the middle and high school levels, students are included to the degree that is appropriate. At the intermediate level, additional time is scheduled specifically for intervention and acceleration in the core areas of ELA and mathematics. Student intervention and results are shared between the interventionist and subject level classroom teacher. Although an annual IEP meeting occurs for students identified, special education teachers make frequent contact to share progress monitoring results, determine students academic needs, and sharing appropriate modifications and accommodations.

Community Coordination

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

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

The school district participates in a regional Pre-Kindergarten/Early childhood group composed of preschool directors and teachers. The District also hosts a pre-K parent workshop and invites local preschool directors and teachers. A local child care agency operates a before and after school care program within one of our schools, which allows for frequent communication. Through a PReK Counts State grant, the District has partnered with Lehigh Valley Children's Center to provide a PreK Counts classroom within the District and is seeking to expand to multiple classes. The District also partners with our local family center, Linking Individuals and Families with Community Services (LINCS), in developing after-school programs for District students such as Big Brothers/Big Sisters, tutoring, French club, fitness club, etc.

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.

1. When students that are receiving early intervention services indicate intent to register their child in our school age programs, a representative from the WASD attends a transition meeting with the Early Intervention team and parent to collect information on strengths and needs. These meetings occur in the spring before the child will be registering for Kindergarten. Every child with an intent to register that is receiving Early Intervention services receives a Multidisciplinary Re-Evaluation by the WASD to determine a need for services in school age programming.

2. The WASD contracts services through the Colonial Intermediate Unit 20 in order to provide services to children that are of school age and attend private Kindergarten programs in the community.

3. If it is decided that a child will need services upon the transition to school age programming, the Multidisciplinary Team will meet prior to the start of the school year to identify needs and make recommendations for programming.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Professional development in the area of explicit instruction as well as differentiated instruction has occurred in past years. Teachers are involved in the writing of academic curriculum identifying academic standards, necessary materials and resources, and accessibility. The District has implemented an effective and efficient budget process with input from teachers and building administrators to ensure adequate funding for necessary materials and resources.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Professional development in the area of explicit instruction as well as differentiated instruction has occurred in past years. Teachers are involved in the writing of academic curriculum identifying academic standards, necessary materials and resources, and accessibility. The District has implemented an effective and efficient budget process with input from teachers and building administrators to ensure adequate funding for necessary materials and resources.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Professional development in the area of explicit instruction as well as differentiated instruction has occurred in past years. Teachers are involved in the writing of academic curriculum identifying academic standards, necessary materials and resources, and accessibility. The District has implemented an effective and efficient budget process with input from teachers and building administrators to ensure adequate funding for necessary materials and resources.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Professional development in the area of explicit instruction as well as differentiated instruction has occurred in past years. Teachers are involved in the writing of academic curriculum identifying academic standards, necessary materials and resources, and accessibility. The District has implemented an effective and efficient budget process with input from teachers and building administrators to ensure adequate funding for necessary materials and resources.

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	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in

	50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District uses the PA Core standards for math and reading rather than the Alternate Academic Standards for Math and Reading

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district

	classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District uses the PA Core standards for math and reading rather than the Alternate Academic Standards for Math and Reading

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district

	classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation

	is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District uses the PA Core standards for math and reading rather than the Alternate Academic Standards for Math and Reading

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
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	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district

	classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District uses the PA Core standards for math and reading rather than the Alternate Academic Standards for Math and Reading

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.

No, we are not interested in the PA EWS/IC for our district.

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	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	
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	X
Empowers educators to work effectively with parents and community partners.	X	X		

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan	X	X	X	X

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

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

Professional development for staff, teachers, and administrators is based on the needs of the educator. This is determined through informal and formal observations, professional development committee meetings, professional development needs survey and analysis, satisfaction surveys, conversations with educators, directives from PDE, and best practices. Evaluations are completed after professional development programs to determine if goals were met and future needs.

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

Professional education programs within the District have not focused on gifted students nor has that appeared to be a need. The strategy of, instructs the leader in managing resources for effective results, also was not selected. This is an area that our administrators perform well and no further professional development has been needed.

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:
1/16/2017
8/23/2017

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:
10/12/2015

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
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- 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).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> None.

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

Professional development for staff, teachers, and administrators is based on the needs of the educator. This is determined through informal and formal observations, student assessment data, professional development committee meetings, professional development needs survey and analysis, satisfaction surveys, conversations with educators, directives

from PDE, and best practices. Evaluations are completed after professional development programs to determine if goals were met and future needs.

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

This narrative is empty.

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.

- Inductees will understand the Teacher Effectiveness System of Teacher evaluation.

- Inductees will be able to effectively use and integrate the technology resources within their daily instruction.

Unchecked answers

   None.

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

All new teachers to the District participate in an induction program and are provided with a mentor. The induction program includes three additional professional development days in

the beginning of the year. It also includes four after school professional development sessions focusing on the goals of the induction program. Inductees also recieve a new teacher handbook that list monthly activities to complete or discuss with their mentor. Based on the topics of the professional development within the induction program and the activities with the mentor, inductees will meet the goals, objectives, and competencies listed above.

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

This narrative is empty.

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.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

By using a variety of data, building principals and the Assistant Superintendent can evaluate the effectiveness of the induction program and additional needs of the inductees. Immediate needs are addressed with either all inductees or individuals based on the

concern and best solution. Frequent contact with inductees provide opportunities for concerns to be identified and addressed.

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

Strategies not selected are not used within the District since other procedures are in place to gather the necessary information from the inductees.

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

Unchecked answers

   None.

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

The role of a mentor is to provide professional instruction and guidance to assist inductees in making a smooth transition into the Wilson Area School District. The mentor will support the inductee in obtaining or expanding a practical, working knowledge of effective teaching procedures. The WASD recognizes the importance of the role of the mentor and as a result the building principal selects teachers for this position who demonstrate the following qualities:

- Recognized as an excellent teacher who implements the District's standards-aligned, mission-focused curriculum.

- Works well with students, families, colleagues, and members of the community.

- Demonstrates organizational skills, has knowledge of and uses effective classroom management techniques.

- Exhibits a good grasp of learning theory and an understanding of how theory is translated into effective teaching and assessment of student learning.

- Implements successfully a variety of different and differentiated instructional strategies.

- Integrates technology thoughtfully and purposefully into instruction, assessment, and professional practice.

- Demonstrates good listening skills and an understanding of the needs of newly certificated professionals.

- Demonstrates enthusiasm for teaching and a positive attitude toward the profession as a whole.

- Motivated to contribute to the professional development of the inductee.

Criteria for selecting mentors in the Wilson Area School District:

- The principal will select a mentor from his/her building for each new teacher/inductee from a list of teacher volunteers that have gone through mentor training.

- Mentor training is offered for prospective mentors. To be eligible for mentor training a teacher must have met the following criteria:

o Taught in the Wilson Area School District for at least two years and hold an Instructional II Certificate.

o Be selected by the building principal as a teacher with the qualities of a mentor.

o Be willing to be a mentor and attend the New Teacher Orientation day that is requested by the Assistant Superintendent.

o Be willing to be trained as a mentor through a mentor training program.

It is the responsibility of the mentor to meet the inductee at least one hour a week during the first semester of the school year and then at least 1-2 hours a month throughout the rest of the school year. Additionally, mentors are expected to attend the New Teacher Orientation Day and may be requested to participate in specific meetings.

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

This narrative is empty.

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	X		X	X	
Best Instructional Practices	X	X	X	X		
Safe and Supportive Schools	X	X	X	X		
Standards	X	X	X	X		
Curriculum	X					
Instruction	X	X	X	X		
Accommodations and Adaptations for diverse learners	X		X			
Data informed decision making	X	X			X	
Materials and Resources for Instruction	X	X	X	X		

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Inductees will have frequent walkthrough and informal classroom observations to surmise an inductees success and/or needs. Inductees will have six professional development after school meetings where a portion of the meeting will involve a discussion of inductee's growth or concerns. The induction program is evaluated by the inductees at the end of year one and again at the end of year two. Questions are designed to determine value of the induction activities as well as if the program met the inductees' needs. Suggestions and critiques are solicited from inductees, mentors, and administrators. Changes to the induction program are then discussed at administrative cabinet for the following year.

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: **380**

Identification Method

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

In the Wilson Area School District, students are identified with Specific Learning Disabilities using a discrepancy model. A measure of intellectual ability is administered to the student and analyzed to determine which score best represents the student's overall ability and potential. A standardized achievement measure is also administered to the student, assessing their skills in basic reading, reading comprehension, reading fluency, math reasoning, math calculation, written expression, listening comprehension, and oral expression as necessary. Using the ability score determined previously, the student's achievement scores are predicted based upon their age and ability. The actual achievement scores are compared with the predicted scores to see if statistically significant differences exist. This information is compared with teacher reports, parent reports, and other classroom-based assessments to determine a pattern of academic difficulties. It is determined if the student does not achieve adequately for the student's age or does not meet State-approved grade-level standards in one or more of the following areas when provided with learning experiences and scientifically based instruction appropriate for the student's age or State-approved grade-level standards and level of English language proficiency: oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem-solving. When a discrepancy between the individual student's ability and achievement is found, the student is identified with a Specific Learning Disability in basic reading, reading comprehension, reading fluency, math reasoning, math calculation, written expression, listening comprehension, and/or oral expression as appropriate.

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

In reviewing the data, we are over the 10% range of the state average in the following identified disability areas:

Autism, Specific Learning Disability, and Speech and Language Impairment.

Although these discrepancies are not significant, they are higher than the state's average. This is most likely due to the fact that often these disability areas are used as the primary qualifying disability category, as they impact learning the most. For example we may have a student with Other Health Impairment as well, however, the Specific Learning Disability is what is used as the primary disability category, as this most likely has the greatest impact on the student's learning process. We have seen an increase in our speech and language impairments District-wide. Many of our elementary students present with significant speech and language needs. Additionally, we have seen an increase in students entering Kindergarten from Early Intervention with speech services. These students are re-evaluated upon entering the District, and still require school-age services for Speech. District-wide, we are reviewing student progress closely to determine needs for reduction in service.

In reviewing the data, we are under the 10% range of the state average in the following identified disability areas:

Intellectual Disability, Other Health Impairment:

Although these discrepancies are not significant, they are lower than the state's average. This is most likely due to the fact that often these disability areas are used as the secondary qualifying disability category. For example, we may have a student with Multiple Disabilities and an Intellectual Disability, however, the Multiple Disability is what is used as the primary disability category, as this most likely has the greatest impact on the student's learning process.

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?

1. The Wilson Area School District provides education to students residing at the Children's Home of Easton (CHE). Education is provided through the on-grounds interim instructional program, our neighborhood schools, or classrooms operated through our local Intermediate Unit.

2. Each student's individual case is reviewed via a child study team meeting, comprised of both CHE staff and WASD staff and administration, process to ensure every student at the Children's Home of Easton is receiving a FAPE in the LRE. The WASD emphasizes team decision making when determining the appropriate educational placements for students

with disabilities, while aiming to ensure that students are educated in the least restrictive environment. The team works collaboratively to identify the strengths and needs of the student, to develop appropriate annual goals, and to identify the specially designed instruction and supplementary aids and services that will be provided to the student in order to make meaningful progress toward his/her goals. Taking all of this into consideration, teams then move toward deciding how, when, and where the student will be educated with his/her nondisabled peers. To assist with this decision making, the team considers the following LRE Guiding Questions:

- 1. Is the student eligible for special educations services? Eligibility category?

- 2. Can the student's needs be addressed in the general education classroom with supplementary aids and services, such that the student will be able to make progress on the goals and objectives in the IEP?

- 3. Are there potential beneficial effects and/or harmful effects that might be expected on the student with disabilities or the other students in the class, even with the supplementary aids and services?

- 4. Would the student receive greater benefit from education in a specialized setting than in the regular class?

- 5. What are the educational benefits available to the student in the regular classroom versus the benefits provided in the special education class?

- 6. Is the student so disruptive as to significantly impair the education of other students in the class?

- 7. If it is determined that the student needs to be educated in a specialized setting, will there be opportunities to include the student with nondisabled students? When/where?

- 8. Will there be a plan for IEP team to revisit inclusion opportunities?

3. A major problem that can arise for our child study team process with students from the Children's Home of Easton includes obtaining records from previous placements. Most students come from multiple, highly restrictive placements, and it takes time to receive all necessary documents. We do our best at piecing information together in order to provide appropriate programming for students. Also, we also do our best at involving birth parents in the special education process when necessary, and it takes time to review documents and obtain signatures from parents that may live a distance away from our district.

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).

Incarcerated students are provided an education directly from, or coordinated by, the school district in which the facility is located. The WASD receives a PDE-4605 form from the host district and acknowledges financial responsibility for the cost to educate the students. The WASD provides copies of educationally relevant documents to the host district to ensure the continued delivery of FAPE. The WASD remains in frequent contact with juvenile probation, and plans for the student's return to the home district upon release from incarceration. WASD teachers and counselors assist returning students with smooth transitions back to the home district.

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.

1) The WASD emphasizes IEP team decision making when determining the appropriate educational placements for students with disabilities while aiming to ensure that students are educated in the least restrictive environment. IEP teams work collaboratively to identify the strengths and needs of the student, to develop appropriate annual goals, and to identify the specially designed instruction and supplementary aids and services that will be provided to the student in order to make meaningful progress toward his/her goals. Taking all of this into consideration, IEP teams then move toward deciding how, when, and where the student will be educated with his/her nondisabled peers. Some examples of supplementary aids and services provided include Information presentation formats and techniques such as direct, explicit instruction techniques. Changes to the physical environment of the classroom such as seating and grouping. Use of technology such as iPads and Chromebooks. Also, changes to student assessment formats such as oral presentation or using visual prompting. To assist with this decision making, the IEP team considers the following LRE Guiding Questions:

1.   Can the student's needs be addressed in the general education classroom with supplementary aids and services, such that the student will be able to make progress on the goals and objectives in the IEP?

2.   Are there potential beneficial effects and/or harmful effects that might be expected on the student with disabilities or the other students in the class, even with the supplementary aids and services?

3.   Would the student receive greater benefit from education in a specialized setting than in the regular class?

4.   What are the educational benefits available to the student in the regular classroom versus the benefits provided in the special education class?

5.   Is the student so disruptive as to significantly impair the education of other students in the class?

6.   If it is determined that the student needs to be educated in a specialized setting, will there be opportunities to include the student with nondisabled students? When/where?

7.   Will there be a plan for the IEP team to revisit inclusion opportunities?

2) Our elementary level is actively implementing an RTII model for our reading programs. The district always allows staff to have the opportunity to access professional development opportunities held by PATTAN upon request or when a need is warranted. As mandatory training come to the supervisor of special education's attention, the required staff members are notified to attend.
3) The district's December 1, 2016, Child Count Data indicates we are higher than the state average at 75.2% or more of our students in special education inside the regular education class 80% or more of the time. We are able to work our schedules in grades K-8, to push in support by Special Education teachers and staff for many of our students who need learning and behavioral support services. Also, we strongly encourage, based upon evidenced based research, that students be included during core instructional times. For students placed in other settings, 4.5% of students in special education are placed in other settings. This is less than the state average. For these students, Interagency teams and IEP team members work collaboratively to determine how to meet individual students needs in the least restrictive environment. Supplemental Supports and Services in the general curriculum within the neighborhood school are always considered as a first option when recommending educational placement.

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.

The district's policies as they relate to positive behavioral support services are in accordance with Pennsylvania State Regulations and Standards. All eligible students who exhibit behavior challenges, which interfere with the learning process, have positive behavior support plans that are developed from a Functional Behavior Assessment. The behavior supports provided to these students focus on positive measures, encourage collaboration between and among teachers, parents, and service providers and emphasize verbal de-escalation strategies. IEP team consideration is given to the supplemental aids and services that can be provided to support students' behavioral needs in the least restrictive setting. Student behaviors are consistently monitored and modifications are made to behavior support plans as necessary. School-wide Positive Behavior Support programs and procedures are in place at each level. In accordance with our compliance monitoring improvement plan, the WASD is planning for the following upcoming professional development opportunities for staff: consultation and program revisions for Emotional Support Programs; Functional Behavior Assessment Training; Parent Training in Behavioral Support. At times, we contract certified Behavior Support Specialists from the Colonial Intermediate Unit to provide individualized behavior supports with FBA's and PBSP's when necessary. In accordance with our district policies, physical interventions may be used in the interest of care and safety, and are never used as punitive measures. Staff members who provide physical interventions are trained in Therapeutic Aggression Control Techniques (TACT2). In the cases where physical intervention is included in a student's behavior support plan, parents are aware of, and in agreement with plans. All District teachers are trained in verbal de-escalation techniques following TACT2 guidelines.

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.

1. The WASD has been successful at ensuring FAPE for all students. A continued increase in populations of students on the Autistic Spectrum and also with Mental Health needs, at times, has presented program challenges. The WASD provides services to such students

within the least restrictive environment and moves towards more restrictive placements only when meaningful progress cannot be achieved in the least restrictive environment with supplemental supports and services. In some instances, providing the supplemental supports and services in the general education setting has been challenging. As a result, the district has consulted the Colonial Intermediate Unit 20 Training Consultants to assist with staff training to help build a greater capacity to meet these challenges in the least restrictive environment.

2. The WASD has been successful when considering the full continuum of special education supports and educational placement options. We work collaboratively with the Colonial Intermediate Unit 20, as well as the Office of Developmental Disabilities, to identify local placement options. The WASD participates in local CASSP meetings for students when county placement decisions are determined. When appropriate placements cannot be provided locally, the WASD considers programs/ placements located outside of the CIU20 area in order to meet the hard to place student's needs and provide FAPE.

3. While no gaps have been identified in the continuum of services offered, the district will continue to monitor this area at the local level. The district is currently providing and/or is planning for professional development activities in the area of Inclusion, Positive Behavioral Supports, Transition services, Direct Instruction techniques, Progress Monitoring techniques, as well as TACT2 De-escalation techniques. The WASD works collaboratively with the Colonial Intermediate Unit 20, the Office of Developmental Disabilities, and the Office of Vocational Rehabilitation in an effort to meet student's needs and broaden the scope of supplemental supports and services available to students. Additionally, the district actively participates with the Career Institue of Technology, Northampton Community College, Juvenile Probation, Northampton County Children and Youth, and Valley Youth House services. A district representative also attends local CASSP advisory board meetings, Transition Council meetings, and District Contact meetings. If a student is at substantial risk of not having an appropriate educational placement, the district contacts the Regional Interagency Coordinator through PATTAN.

Strengths and Highlights

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

- The Wilson Area School District (WASD) offers a broad spectrum of services for students with disabilities in district schools.

- As determined by IEP teams, students' needs are met in the Least Restrictive Environment with supplementary aids and services provided in both regular education and special education settings.

- The WASD strongly encourages and provides professional development on the use of research-based instructional techniques such as Direct Instruction.

- The WASD works cooperatively with Colonial Intermediate Unit # 20 (CIU # 20) and the Career Insititute of Technology to provide all students with a Free and Appropriate Public School Education (FAPE).

- WASD has a full complement of Highly Qualified professionals (1 Supervisor of Special Education, 24 Special Education Teachers, 24 Instructional Aides, 2 School Psychologists, and 8 Guidance Counselors) on staff at all levels to help determine students' needs and ensure delivery of services along with access to the general curriculum and Pennsylvania State Standards.

- The WASD contracts with CIU # 20 to provide psychiatric, speech & language, occupational therapy, physical therapy, hearing, vision, and other evaluations and related services for students.

- The WASD is diligent in meeting its child find responsibilities under Individuals with Disabilities Education Act 2004.

- The WASD demonstrates a commitment to utilizing Child Study Team and RTII team meeting processes. Through these team approaches, academic and/or behavioral interventions and strategies are often identified and implemented to assist struggling students.

- The WASD is actively following the Response to Intervention and Instruction (RTII) model. This early-intervening, multi-tiered approach to providing research-based interventions to students presenting academic and/or behavioral risk is being implemented at all buildings for students in grades K-5.

- The WASD emphasizes the importance of equity and positive recognition for all students who demonstrate the characteristics of a W.A.R.R.I.O.R.

- The WASD recognizes the importance of Positive Behavioral Support and provides training in TACT2 de-escalation techniques.

- The Special Education staff, both professional and support, demonstrate flexibility as they readily respond to the changing needs of the students. Though the student population has become more transient and the district has experienced an increase in the number of identified students transferring into the district, the teachers have been quick to ensure the appropriate delivery of services for each student.

- Contract services for interpreters of parents that do not speak English so that meetings and discussions can be presented in their first language.

- The frequent collaboration that occurs between special education and regular education teachers maximizes the opportunities for students to access the general curriculum.

- The WASD provides specialized transportation to meet individualized student needs.

- The WASD ensures students have the opportunity to make meaningful progress by offering individualized Extended School Year programming opportunities for the students who qualify under Chapter 14 requirements.

- The WASD works cooperatively with applicable agencies to provide transition programming for appropriate secondary level students. This includes the Office of Vocational Rehabilitation services in the Lehigh Valley career workshops, job training skill programs, and job coaching services.

- WASD offers coursework at the secondary level to assist with meeting postsecondary and independent living goals such as career and business money management, functional skills, child care development, personal finance, home repair, traffic safety, and consumer math.

- The WASD works collaboratively with area agencies to help provide mental health and drug and alcohol counseling via our Student Assistance Programs.

- The WASD works cooperatively with CIU #20 Early Intervention Coordinators and other agencies to transition eligible students into school-aged programming.

- The WASD pursues professional development opportunities offered through Pennsylvania Training and Technical Assistance Network and CIU #20, as well as regional and national conferences, in order to stay current with best practices.

- The WASD strives to ensure schools are safe for all children and free of drugs, alcohol, and weapons. Students receiving special education services, who violate controlled substances and weapons policies, receive a change in placement to an appropriate alternative educational setting. Subsequently, IEP teams address transitioning back to an appropriate home-school placement through the IEP process.

- The WASD provides access for all students the opportunity to participate in extracurricular activities and special school assemblies and events.

- The WASD updates parents on special education procedures/ programs and community programs through a quarterly student services newsletter. Parents are also encouraged and invited to attend student conferences and team meetings and are updated quarterly on individual student progress.

- The WASD partners with our community LINCS center to help provide programs for community families in need.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

The Local Education Agency (District) has verified the following Assurances:

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Colonial Academy	Other	Emotional Support	5
Colonial Academy	Other	Life Skills Support	1
Saucon Valley Elementary School	Neighboring School Districts	Physical Support	1
Freedom High School	Neighboring School Districts	Partial Hospitalization-Emotional Support	1
Easton Middle School	Neighboring School Districts	Emotional Support	1
Palmer Elementary	Neighboring School Districts	Autistic Support	1
Northeast Middle School	Neighboring School Districts	Multiple Disabilties Support	1
Nazareth Intermediate School	Neighboring School Districts	Autistic Support	4
Nazareth Middle School	Neighboring School Districts	Partial Hospitalization-Emotional Support	2
Nitchmann Middle School	Neighboring School Districts	Emotional Support- Partial Hospitalization Program	1
Nazareth Middle School	Neighboring School Districts	Life Skills Support	1
Freemansburg Elementary	Neighboring School Districts	Autistic Support	1

Special Education Program Profile

Program Position #1

> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	11	1
Locations:				
Williams Township Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

> *Operator:* School District
>
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	6 to 9	5	1
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3
          Operator: School District
          PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 9	9	1
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4
          Operator: School District
          PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	7	1
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5
          Operator: School District
          PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	13	1
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6
          Operator: School District
          PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Deaf and Hearing Impaired Support	8 to 8	1	1
Locations:				
Avona Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7
          Operator: School District
          PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 9	5	1
Locations:				

Wilson Borough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8

       Operator: School District

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	12	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

       Operator: School District

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	2	0.25
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	6	0.75
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #10

       Operator: School District

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	10	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11

       Operator: School District

       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	12	1
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #12

       Operator: School District

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

Program Position #13
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	12	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	6	0.5
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	6	0.5
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	19	1
Locations:				
Wilson Area Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	18	0.9
Locations:				

Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #18
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.6
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.4
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #19
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	20	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #20
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	8	0.5
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	8	0.5
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #21
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	4	0.4
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	7	0.6
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #22
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.15
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.85
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #23
Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 15	9	0.8
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 12	2	0.2
Locations:				
Wilson Area Intermediate School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	1	0.25
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	14 to 18	1	0.25
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	2	0.5
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #25

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	36	0.7
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				

Avona Elementary School, Williams Township Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	12	0.37
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range limits at any time.				
Locations:				
Wilson Borough Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 14	19	0.6
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	16 to 17	1	0.03
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #27

Operator: Outside Contractor for the School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	12	0.37
Justification: Students whose ages place the caseload beyond the age range limits are seen on an itinerant basis and are not grouped with students outside the age range at any time.				
Locations:				
Wilson Borough Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	10 to 12	19	0.6
Locations:				
Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Speech and Language Support	14 to 15	1	0.03
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #28

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 8	5	0.6
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	3	0.4
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #29

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	7	1
Locations:				
Williams Township Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
Avona Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #31

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	13 to 14	12	1
Locations:				

Wilson Area Intermediate School	A Middle School Building	A building in which General Education programs are operated		

Program Position #32

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	10	1
Locations:				
Wilson Area High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District	1
School Psychologist	District	1
School Psychologist	District	1
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	0.6
Paraprofessional	Wilson Borough Elementary	1
Paraprofessional	Avona Elementary	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	0.6
Paraprofessional	Wilson Area Intermediate School	1
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	0.6
Paraprofessional	Wilson Area High School	1
Paraprofessional	Wilson Area High School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Adaptive Physical Education	Intermediate Unit	6.75 Hours
Hearing Support	Intermediate Unit	17 Minutes
Vision Support	Intermediate Unit	6.5 Hours
Orientation & Mobility Support	Intermediate Unit	1 Hours
Occupational Therapy	Intermediate Unit	16.5 Hours
Physical Therapy	Intermediate Unit	42 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:
Students steadily drop in performance from 3rd grade to 7th grade and then slowly begin to rise
Students are struggling in mathematics more than ELA at most levels
Mental Health needs are recognized with Elementary, Intermediate, and High School levels
Some minority groups, economically disadvantaged, special education, and English Language Learners are academically performing lower than their peers at all levels, but more substantially at the Intermediate School

District Accomplishments

Accomplishment #1:
PSSA and Keystone exam results are above the state average in all tested subject areas and have shown growth over the last three years

Accomplishment #2:
Teachers use a standards aligned curriculum to guide classroom instruction

Accomplishment #3:
District-wide systematic explicit instructional model

Accomplishment #4:
Increase in educational technology available for students and used in instruction within the District schools (iPads, chromebooks)

Accomplishment #5:
Implementation of a strong RTII program at the elementary level

Accomplishment #6:

"No Place for Hate" designation at all building for the past four years

Accomplishment #7:

Increase in the number of elective offerings at the High School

Accomplishment #8:

Increase in the number of Special Education students included in regular education classes

Accomplishment #9:

The percent of students scoring advanced on the Keystone Exams increased over the last three years

District Concerns

Concern #1:

Continue to close the academic achievement gap within the District for minority, economically disadvantaged, special education and English Language learner students

Concern #2:

Develop and implement instructional strategies to match the rigor of the PA Core standards

Concern #3:

Increase the services for students with mental health issues

Concern #4:

Integrate technology into classroom instruction that improves student achievement

Concern #5:

Math intervention for students struggling in mathematics at all levels

Concern #6:

Improve students' writing skills when completing a text-dependent analysis

Concern #7:

Curriculum to address career and work standards

Prioritized Systemic Challenges

Systemic Challenge #1 *(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:**

> > Continue to close the academic achievement gap within the District for minority, economically disadvantaged, special education and English Language learner students

> > Develop and implement instructional strategies to match the rigor of the PA Core standards

> > Integrate technology into classroom instruction that improves student achievement

> > Math intervention for students struggling in mathematics at all levels

> > Improve students' writing skills when completing a text-dependent analysis

> > Curriculum to address career and work standards

Systemic Challenge #2 *(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:**

> > Continue to close the academic achievement gap within the District for minority, economically disadvantaged, special education and English Language learner students

> > Develop and implement instructional strategies to match the rigor of the PA Core standards

> > Increase the services for students with mental health issues

Math intervention for students struggling in mathematics at all levels

Improve students' writing skills when completing a text-dependent analysis

Systemic Challenge #3 *(Guiding Question #0)* Establish a district system that ensures services for students with mental health issues

Aligned Concerns:

Increase the services for students with mental health issues

Systemic Challenge #4 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Continue to close the academic achievement gap within the District for minority, economically disadvantaged, special education and English Language learner students

Develop and implement instructional strategies to match the rigor of the PA Core standards

Integrate technology into classroom instruction that improves student achievement

Math intervention for students struggling in mathematics at all levels

Curriculum to address career and work standards

Systemic Challenge #5 *(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:

Continue to close the academic achievement gap within the District for minority, economically disadvantaged, special education and English Language learner students

Develop and implement instructional strategies to match the rigor of the PA Core standards

Increase the services for students with mental health issues

Math intervention for students struggling in mathematics at all levels

Improve students' writing skills when completing a text-dependent analysis

District Level Plan

Action Plans

Goal #1: Increase student achievement in all subject areas with all students

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: State assessment data

Specific Targets: District's Schools Future Ready PA Index indicate meeting or exceeding state-wide goals within the state assessment measures, including sub-groups.

Type: Annual

Data Source: Teacher effectiveness system

Specific Targets: Teacher evaluations reflect proficient and distinguished performance, especially in Domain 3: Instruction

Type: Annual

Data Source: PVAAS

Specific Targets: District's Schools Future Ready PA Index indicate meeting or exceeding state-wide goals within the PVAAS growth measurement, including within sub-groups.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Research-based Standards Aligned Instruction

Description:

Teachers will use research-based instructional strategies to ensure student mastery in designed instruction. This may include explicit core whole-group instruction, small-group differentiated instruction, diagnostic interventions, and enrichment at all grade levels.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Data Informed Instructional Practices

Description:

Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident through teacher observations, classroom walkthroughs, and an increase in student achievement.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Gifted Education

Supported Strategies:

- Substantial Professional Development
- Research-based Standards Aligned Instruction

Technology Integration

Description:

Professional development with the goal of using instructional technology effectively within classroom instruction for the purpose of increasing student achievement. This will include the use of both teacher and student devices with a focus on both hardware and software. The result will be smooth integration of technology within instruction. This will include workshops, modeling, and coaching in these instructional strategies. Technology walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

Start Date: 8/5/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Educational Technology

Supported Strategies:

- Substantial Professional Development

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Research-based Standards Aligned Instruction

Deeper Mathematical Thinking Skills

Description:

Provide professional development on various research-based instructional strategies in mathematics and the development of deeper mathematical thinking needed for the rigor of the PA core Mathematics standards. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs.

Start Date: 8/19/2019   **End Date:** 6/30/2022

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

Supported Strategies:

- Substantial Professional Development
- Research-based Standards Aligned Instruction

Revision of English/Language Arts Curriculum

Description:

Review the current English Language Arts Curriculum and educational materials. Revise the curriculum and materials to ensure each meets the needs of all students and addresses the rigors of the PA Core standards.

Start Date: 7/1/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Research-based Standards Aligned Instruction

Instructional Strategies in Writing

Description:

Provide professional development in various research-based instructional strategies for teaching students to write an effective text-dependent analysis. This will include workshops, modeling, and coaching in various instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development
- Research-based Standards Aligned Instruction

Instructional Strategies in Reading Comprehension and Vocabulary

Description:

Provide professional development on various research-based instructional strategies in the teaching of reading comprehension and vocabulary. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies or if the step was fully implemented.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

- Research-based Standards Aligned Instruction

Review and Revise Elementary Mathematics Curriculum

Description:

Review the current Mathematics Curriculum and educational materials. Revise the curriculum and materials to ensure each meets the needs of all students and addresses the rigors of the PA Core standards.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Research-based Standards Aligned Instruction

Goal #2: Provide an optimal learning environment to ensure all students can achieve

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: PA Youth Survey

Specific Targets: An increase in the number of students that enjoy being in school compared to the 2017 PA PAYS results.

Type: Annual

Data Source: Future Ready PA Index

Specific Targets: Improvement towards meeting or exceeding the 2030 statewide goal within the state assessment measures, including subgroups

Type: Annual

Data Source: Future Ready PA Index

Specific Targets: Improvement towards meeting or exceeding the 2030 statewide goals for attendance and graduation rate, including subgroups

Strategies:

SAS: Safe and Supportive Schools

Description:

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: SAS: Safe and Supportive Schools)

SAS Alignment: Safe and Supportive Schools

Social and Emotional Learning/Anti-Violence Program

Description:

Research-based social and emotional learning curriculums will be used in grades K-8 to teach social skills and anti-violence concepts. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students.

(Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). "The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions." Child Development, 82, pp.405-432.)

SAS Alignment: None selected

Professional Development

Description:

In many ways, professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: High-Quality Professional Development for Teachers, [Reviewing the evidence on how teacher professional development affects student achievement](#))

SAS Alignment: None selected

Mental Health Services

Description:

Students experiencing mental health issues need to be provided with services as early as possible.   Early intervention is particularly important for children and young people, for whom mental illness can have profound, long-term consequences. With children, early intervention can include the identification of infants or children with a higher risk of developing mental illness or severe behavioral and developmental disturbances. For adolescents, mental illness is a significant risk factor for not completing school and subsequent study, and for longer-term mental and physical health outcomes – as well as impacting on their families, friends, and others around them.

(Source: Thomson Paediatric Center, 2018)

SAS Alignment: None selected

Implementation Steps:

Mental Health Services for Students

Description:

The school district will seek to partner with outside organizations to provide additional mental health counseling services for WASD students.

Utilizing the school district social worker, more students will be able to bridge the gap to arrange mental health treatment with outside counseling services. The school district will also seek to analyze and revise an early warning system to identify students at risk and provide additional supports. Evidence indicating successful implementation will show more students able to receive necessary counseling through the SAP and other referral systems.

Start Date: 8/19/2019 **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- Mental Health Services

Student Engagement of all Students

Description:

Based on data from the students, the school district will provide co-curricular opportunities that are inclusive and responsive to the experiences and needs of the District's diverse student population. Participation of diverse populations of students in the co-curricular activities over the succeeding years will indicate the success of the implementation.

Start Date: 8/19/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools

Data Informed Instructional Practices

Description:

Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident

through teacher observations, classroom walkthroughs, and an increase in student achievement.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction, Gifted Education

Supported Strategies:

- SAS: Safe and Supportive Schools
- Professional Development

Review and Analyze School Safety Measures

Description:

The school district will incorporate a variety of stakeholders to review, analyze, and revise school safety measures. Emergency plans will be updated at all buildings and additional communication options for emergency situations will be implemented.

Start Date: 8/19/2019   **End Date:** 6/19/2020

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools

Incorporate the School Resource Officer into the Various Aspects of the School Community

Description:

Extend the duties of the SRO to meet student needs. This will include, but not be limited to meeting with student groups to discuss safety concerns and participate in social-emotional learning classes in grades K-8. The SRO will be a source for students to report school safety concerns and/or threats. The SRO will have constant communication with building and district administrators to report any school safety concerns.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools
- Social and Emotional Learning/Anti-Violence Program

Revision of Social Emotional Learning Curriculum (K-8)

Description:

Committee of teachers and administrators will review the current social and emotional learning curriculum and other research-based programs. Based on student needs a program will be selected and determine what materials are needed. The program(s) will be implemented in grades K-8. The implementation will be assessed by the building administrator and revised as needed to meet the needs of the students.

Start Date: 8/19/2019   **End Date:** 6/12/2020

Program Area(s):

Supported Strategies:

- SAS: Safe and Supportive Schools
- Social and Emotional Learning/Anti-Violence Program

Increase Health and Welfare Services to Students

Description:

The school district will seek to partner with outside organizations to provide additional health adn welfare services for WASD students. Utilizing the school district social worker and school nurses, more students will be able to bridge the gap to arrange health and welfare treatment with outside services. The District will also seek to ensure more students that are eligible receive free or reduced breakfast and lunch. Evidence indicating successful implementation will show more students able to receive necessary health and welfare services both in and outside of the school.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Student Services

Supported Strategies:

- SAS: Safe and Supportive Schools

Goal #3: Increase career readiness skills for all students

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready PA Index

Specific Targets: Improvement towards meeting or exceeding the 2030 statewide goal within the career standards benchmark, including subgroups

Strategies:

Professional Development

Description:

In many ways, professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized

training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: High-Quality Professional Development for Teachers, Reviewing the evidence on how teacher professional development affects student achievement)

SAS Alignment: None selected

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: PA Career Standards)

SAS Alignment: Materials & Resources

Implementation Steps:

Review and Revise Career Readiness Curriculum

Description:

A committee will analyze the career readiness curriculum changes made within the core curricula in grades 3-11 and determine the need for revisions. The committee with review and revise (if needed) the electronic portfolio plan for tracking student evidence of career standards completion at each grade level. The school district will seek to develop partnerships with community employers to provide opportunities for students to participate in job shadowing and/or internships. The school district will also seek to have these employers provide individuals within their companies to speak to groups of students about specific careers and/or career clusters.

Start Date: 8/19/2019   **End Date:** 6/30/2022

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

Supported Strategies:

- Pennsylvania Career Education and Work Standards Toolkit

Student Success in Meeting Career and Work Standards

Description:

The school district will analyze student completion of the career curriculum at each grade level by determining student success in providing the required evidence. The success rate will be disaggregated for groups of students based on economically disadvantaged status, race, English Learners, IEP, and transfer students. If the rate of success is below 95% for any group, root causes will be investigated along with suggestions for improvement. Through student feedback, the school district will determine the effectiveness of career readiness skills provided to the students. A plan will be developed if needed to adjust the curriculum, required career readiness skills, and/or instruction to improve student achievement on meeting career and work standards.

Start Date: 8/19/2019   **End Date:** 6/18/2021

Program Area(s): Professional Education

Supported Strategies:

- Pennsylvania Career Education and Work Standards Toolkit

Career Cruising/Xello software

Description:

Additional training will be provided to the teaching and paraprofessional staff in the use of Career Cruising/Xello software to aid students (grades 6-12) in career exploration, planning, and implementation. Staff will understand the various components, assignment, and report features of the program. Students will be able to use the software to explore and develop a career plan as well as implement the plan. Students and staff will be able to save student evidence to show proficiency of the specific career and work standards.

Start Date: 8/19/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Professional Development
- Pennsylvania Career Education and Work Standards Toolkit

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Increase student achievement in all subject areas with all students	Strategy #1: Substantial Professional Development
	Provide an optimal learning environment to ensure all students can achieve	Strategy #2: Research-based Standards Aligned Instruction

Start	End	Title	Description
8/19/2019	6/30/2022	Data Informed Instructional Practices	Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident through teacher observations, classroom walkthroughs, and an increase in student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals and Assistant Superintendent	3.0	4	75	various	combination of outside for profit vendor, IU 20, and school district personnel	No

Knowledge	Using data to drive instruction, research-based effective instructional practices and strategies, and the ability to disaggregate data to determine the needs of subgroups.

Supportive Research	Research-based instructional strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**Increase student achievement in all subject areas with all students**	**Strategy #1: Substantial Professional Development** **Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #3: Research-based Standards Aligned Instruction**

Start	**End**	**Title**	**Description**
8/5/2019	6/30/2022	Technology Integration	Professional development with the goal of using instructional technology effectively within classroom instruction for the purpose of increasing student achievement. This will include the use of both teacher and student devices with a focus on both hardware and software. The result will be smooth integration of technology within

instruction. This will include workshops, modeling, and coaching in these instructional strategies. Technology walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Technology Coordinator, and Assistant Superintendent	3.0	6	30	various	combination of outside vendor, IU 20, and school district personnel	No

Knowledge	Teachers will gain a knowledge of the various uses of specific technology and effective instructional strategies to use with the given technology. Additional understanding of how the various available hardware and software can be used with students to increase student understanding and achievement.
Supportive Research	Best practices in the use of technology will be explained and used.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district	Empowers leaders to create a culture of teaching and learning, with an emphasis on

administrators, and other educators seeking leadership roles:

learning.

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional
New Staff
Other educational specialists
Related Service Personnel

Grade Levels

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

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion
Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Student PSSA data
Standardized student assessment data other than the PSSA
Classroom student assessment data
Participant survey

LEA Goals Addressed:	Increase student achievement in all subject areas with all students	Strategy #1: Substantial Professional Development Strategy #2: Research-based Standards Aligned Instruction

Start	End	Title	Description
8/19/2019	6/30/2022	Deeper Mathematical Thinking Skills	Provide professional development on various research-based instructional strategies in mathematics and the development of deeper mathematical thinking needed for the rigor of the PA core Mathematics standards. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals and Assistant Superintendent	3.0	5	12	various	combination of outside vendor, IU 20, and school district personnel	No

Knowledge	Teachers will gain a knowledge in research-based instructional strategies in the teaching of mathematics to the rigor of the PA Core standards. Special focus on the PA Core Standards for mathematical practice and deeper mathematical thinking.

Supportive Research   Only research-based best practices will be presented and used.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Paraprofessional
Other educational specialists | **Grade Levels** | Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12) |

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

LEA Goals Addressed:	Increase student achievement in all subject areas with all students	Strategy #1: Substantial Professional Development Strategy #2: Research-based Standards Aligned Instruction

Start	End	Title	Description
8/19/2019	6/30/2022	Instructional Strategies in Writing	Provide professional development in various research-based instructional strategies for teaching students to write an effective text-dependent analysis. This will include workshops, modeling, and coaching in various instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.
	Person Responsible	SH	S	EP	Provider		Type	App.

Assistant Superintendent and Building Principals	3.0	5	40	Various providers	Combination of IU 20, outside vendor, and school personnel based on teacher needs	Yes

Knowledge

Teachers will gain an increased knowledge of text-dependent analysis writing and instructional strategies to help students gain the skills and strategies needed. Teachers will also gain an understanding of the rigor required by the PA Core standards.

Supportive Research

Teachers will gain research-based and best practices of writing to use within their instruction.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	Increase student achievement in all subject areas with all students	Strategy #1: Substantial Professional Development Strategy #2: Research-based Standards Aligned Instruction

Start	End	Title	Description
8/19/2019	6/30/2022	Instructional Strategies in Reading Comprehension and Vocabulary	Provide professional development on various research-based instructional strategies in the teaching of reading comprehension and vocabulary. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies or if the step was fully implemented.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals and Assistant Superintendent	3.0	6	30	various	combination of outside for profit vendor, IU 20, and school district personnel	No

Knowledge	Teachers will gain a better understanding of student needs required to comprehend text. Teachers will learn various instructional strategies to significantly increase student vocabulary, which in turn will help students improve reading comprehension and text analysis.
Supportive Research	Only research-based/best practices will be presented with a focus on improving student achievement in reading as seen in both literary and informative text. Incorporating these strategies across the curriculum will be a

focus.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

specialists

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Increase student achievement in all subject areas with all students** **Provide an optimal learning environment to ensure all students can achieve**	**Strategy #1: SAS: Safe and Supportive Schools** **Strategy #2: Professional Development**

Start	End	Title	Description
8/19/2019	6/30/2022	Data Informed Instructional Practices	Teachers will be able to use various data sources to direct classroom instruction. Teachers will be able to use a variety of effective instructional practices to meet the needs of diverse students, especially those that historically underperform. The successful implementation will be evident through teacher observations, classroom walkthroughs, and an increase in student achievement.
	Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**

Building Principals and Assistant Superintendent	3.0	4	75	various	combination of outside for profit vendor, IU 20, and school district personnel	No

Knowledge   Using data to drive instruction, research-based effective instructional practices and strategies, and the ability to disaggregate data to determine the needs of subgroups.

Supportive Research   Research-based instructional strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

learning.

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities		

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	Increase career readiness skills for all students	Strategy #1: Professional Development Strategy #2: Pennsylvania Career Education and Work Standards Toolkit

Start	End	Title	Description
8/19/2019	6/30/2022	Career Cruising/Xello software	Additional training will be provided to the teaching and paraprofessional staff in the use of Career Cruising/Xello software to aid students (grades 6-12) in career exploration, planning, and implementation. Staff will understand the various components, assignment, and report features of the program. Students will be able to use the software to explore and develop a career plan as well as implement the plan. Students and staff will be able to save student evidence to show proficiency of the specific career and work standards.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals and Assistant Superintendent	3.0	1	75	various	combination of outside for profit vendor, and school district personnel	No

Knowledge	Teachers will have a better understanding of the career and work standards. Teachers will also be able to navigate the Career Cruising/Xello platform.
Supportive Research	As part of the school district's Chapter 339 plan, it is imperative that all students are proficient in the Career adn work education standards. Research-based professional development is needed to provide educators with a better understanding of the standards in order for students to be successful. The Career Cruising software helps students master these standards and is recommended by the Lehigh Valley Workforce Investment Board.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Empowers educators to work effectively with parents and community partners.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

Training Format

School Whole Group Presentation
Live Webinar
Online-Asynchronous

Participant Roles		**Grade Levels**	
Classroom teachers			
Principals / Asst. Principals			
School counselors			
Paraprofessional		Middle (grades 6-8)	
New Staff		High (grades 9-12)	
Other educational specialists			

Follow-up Activities		**Evaluation Methods**	
Analysis of student work, with administrator and/or peers		Participant survey	
Creating lessons to meet varied student learning styles		Portfolio	

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

We also affirm our understanding that any requests for any deviations from the Chapter 14 regulations, standards, policies, and procedures must be made in writing to the Pennsylvania Department of Education. The school district understands that the Special Education Component of the District Level Plan will be approved by PDE in accordance with the following criteria as set forth in 22 Pa. School Code § 14.104 and as part of the District Level Plan:

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Judy Herbstreith on 4/19/2018

Board President

Affirmed by Douglas Wagner on 4/20/2018

Superintendent/Chief Executive Officer