Comprehensive Plan
WARWICK SCHOOL DISTRICT

301 West Orange Street
Lititz, PA 17543

July 2014 - June 2017

Warwick SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

301 W Orange St
Lititz, PA 17543
(717)626-3734
Superintendent: April Hershey
Director of Special Education: Yvette Line-Koller

Planning Process

The Comprehensive Planning process formally began in January 2014. The District Level Planning Team and School Level Planning Teams were formed, ensuring the involvement of staff and stakeholders that effectively represented the many facets of the school district and local community. As recommended by the Pennsylvania Department of Education, the stakeholders consisted of School Board members, district and school level administrators, program and support personnel, elementary/secondary level teachers, educational specialists, students, parents, and local business and community representatives.

The School Level Planning Teams consisted of one teacher from each grade level, specialists, and parents. Some of the teams also included local business owners. The District Level and School Level Planning Teams engaged in data and systems analysis, goal setting, and action planning. A large group committee meeting consisting of all District Level and School Level Planning Teams met in February 2014 to review the general components and goals of the Comprehensive Planning process, and conduct a large scale district wide Needs Assessment. Given that the larger combined Comprehensive Planning Committee consisted of approximately 100 individuals, much valuable information was gained through this Needs Assessment.

Through each scheduled Planning Team meeting conducted January - April 2014, the stakeholders were able to review and analyze multiple sources of data, outline district and school level accomplishments and areas of need, prioritize systemic challenges, identify key focus areas for goal setting, and engage in action planning for established goals. The goals for each School Level Planning Team were aligned with those of the District Level Planning Team.

The final larger combined Comprehensive Planning Committee Meeting occurred in May 2014, and included a review of identified accomplishments and areas of challenge, and the action plans for the District and School Level Planning Teams.

In June 2014, all professional staff participated in presentations by members of the District Level and School Level Planning Teams focused on each of the action plans. Additional presentations of the

Comprehensive Plan were conducted at the District Leadership Team Meeting and the Committee of the Whole Meeting in June 2014.

The table below offers an outline depicting the process used for Comprehensive Planning by the Warwick School District.

TIME LINE OF EVENTS

• Identify District and School Level Planning Team members & meeting schedule • Gather data for team meetings & begin planning structure for meetings	January 2014
• Participate in large group Comprehensive Planning Committee Meeting – the "Kick Off" Meeting	February 2014
• Facilitate first School Level Planning Team meetings, gather information & record in plan • Gather data & plan for Needs Assessment with District Level Planning Team & larger stakeholder group	February 2014
• Facilitate second School Level Planning Team meetings, continue to gather information & record in plan	March 2014
• Facilitate third School Level Planning Team meetings, continue to gather information & record in plan • Prep for large group Comprehensive Planning Meeting in May 2014 • Final District Level Planning Team meeting	April 2014
• Present final District Level goals and School Level goals at larger Comprehensive Planning Meeting	May 2014
• Present Comprehensive Plan (District and School Level Plans) at Committee of the Whole Meeting	June 2014
• Share District and School Level Plan	June 2014

goals with all district staff during an end-of-year professional development event	
• Provide public review of the Comprehensive Plan for at least 28 days	July-August 2014
School Board approval of District Comprehensive Plan	**August 2014**

Mission Statement

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills, and values necessary to become responsible, productive, and resourceful citizens.

Vision Statement

Our promise is to ensure all students achieve established standards of excellence.

Shared Values

We believe:

1. Every child can learn and deserves a quality education that is multi-dimensional, rigorous, relevant, and engaging.

2. In the importance of fostering a positive physical, social, and emotional well being within all students.

3. Students benefit most from the shared efforts of the school, home, and community.

4. In the philosophy of lifelong learning and its importance to future success within the global community.

5. The treatment of all individuals should be conducted with dignity and respect.

Educational Community

The Warwick School District covers 41 square miles and is comprised of the Borough of Lititz and the Townships of Elizabeth and Warwick. The District is approximately nine miles north of the City of Lancaster, in the north-central section of Lancaster County. Major urban centers are readily accessible as the school district is located approximately 70 miles west of Philadelphia, 25 miles southwest of Reading, 70 miles southwest of Allentown, 25 miles east of York, and 30 miles southeast of Harrisburg.

The southern and central areas of the school district are residential in nature, with industrial and commercial areas surrounding the Borough of Lititz. The northern area is rural, with many of Lancaster County's most productive farms coming from this area. The Borough of Lititz serves as the business and commercial center of the school district. The community possesses a great deal of natural beauty and is kept in a well-maintained condition, with emphasis placed on historical preservation.

The Warwick School District is a suburban school district serving approximately 4,400 students in six schools: a high school for students in grades 9-12, a middle school for grades 7 and 8, and four elementary schools for grades K-6. The District Office sits adjacent to the high school. The high school, middle school, and District Office are located in a campus-like setting, while the four elementary schools service a particular community. The Warwick High School educates approximately 1440 students, the Warwick Middle School approximately 710 students, John Beck Elementary School approximately 500 students, John R. Bonfield Elementary School approximately 590 students, Kissel Hill Elementary School approximately 590 students, and Lititz Elementary School approximately 540 students. Demographic data show that the school district maintains an approximately 11% minority population (comprised of Hispanic, Black/African American, Asian, American Indian/Alaskan Native, Native Hawaiian/Pacific Islander, and Multi-Racial). Of the approximately 4,400 students enrolled in the school district, 24.5% are considered low socio-economic.

The District provides strong comprehensive educational programs to students in kindergarten through grade 12. A standards-aligned curriculum is provided at all levels, with the inclusion of a tiered framework of interventions to increase the academic achievement of students. Enrichment is provided to students who have demonstrated mastery of grade level standards. Participation at the Lancaster County Career & Technology Centers is an option for high school students, as well as advanced coursework and Dual Enrollment opportunities. As per state and federal guidelines, special education services (learning, speech & language, occupational therapy, physical therapy), gifted services, and programming for English Language Learners are also provided to eligible students. Participation in a district-operated virtual academy is offered to secondary students interested in a cyber educational environment. Through provision of during and after school

opportunities in the cultural arts, applied arts and humanities, students have opportunities to explore and develop related skills. After school learning programs are provided at the elementary, middle school, and high school levels, as well as a vast array of clubs, extracurricular activities, and athletics programs. The District values a holistic approach to education, balancing core academics with the arts and physical education while also offering opportunities for developing student creativity and leadership skills.

At this time, the Warwick School District employs 315 professional staff members (156 elementary level staff and 154 secondary level staff), 136 support/paraprofessional staff, 10 technology department personnel, 43 building and facilities staff, 46 food services staff, and 17 administrators. The annual budget for the 2013-2014 school year is approximately 64 million, with approximately 56% dedicated to instructional programming, 26% to support services, 3% for non-instructional services, and 16% for "other" (transportation, facilities, etc.). The business department works closely with each school to plan for the instructional, staffing, and facility needs of the building.

The school district collaborates with businesses and organizations within the local community. Local businesses include manufacturing, commercial, retail, service, hospitality, technology, health care, nursing and residential care, pharmaceutical, construction, entertainment, travel, financial, and agriculture. Community and organizational resources include but are not limited to the following: a local recreation center, ministerium, civic and service organizations, child care providers, library, parks and recreation, government offices, airport, medical facilities, Historical Foundation, emergency management services, environmental and conservation agencies/areas, school-related organizations, and many large and small businesses.

Through the collaborative resources of the community, students are provided with opportunities for job shadowing, internships, scholarships, travel, and employment. Community organizations support both the academic and extracurricular programs. Similarly, the school district provides professional development opportunities for adult community members through its Adult Education Program. Community members have access to a variety of reduced fee activities and workshops focusing on topics such as technology, healthy living, etc.

The Warwick School District maintains to be a positive focal point of the local community. Because of the active involvement of the community and parents in the educational and extracurricular programs of the school district, the District continues to experience ongoing success with a well-rounded curriculum that balances strong core academic instruction with robust opportunities in the arts, humanities, and physical education.

Planning Committee

Name	Role
Marianne Aichele	Ed Specialist - School Counselor

Ryan Axe	Administrator
Jason Balsbaugh	Elementary School Teacher - Gifted
Stacie Bardell	Administrator
Allie Bernstein	Elementary School Teacher - Regular Education
Stacey Bernstein	Elementary School Teacher - Regular Education
William Bond	Secondary School Teacher - Regular Education
Marcia Brenner	Elementary School Teacher - Regular Education
Lindsey Buckwalter	Elementary School Teacher - Regular Education
Melanie Calender	Director of Elementary Education & Federal Programs
Kristine Castellitto	Parent
Lois Class	Elementary School Teacher - Regular Education
Brenda Crosetto	Secondary School Teacher - Regular Education
Megan Cupo-Fisher	Elementary School Teacher - Regular Education
Tracey Davis	Parent
Kathy Deisley	Supervisor of Secondary English and Professional Development
Cathy Dommel	Elementary School Teacher - Regular Education
Lori Earle	Ed Specialist - School Psychologist
Dr. Robin Felty	Assistant Superintendent
Chad Felty	Elementary School Teacher - Regular Education
Ashlee Garman	Elementary School Teacher - Regular Education
Lisa Gleason	Secondary School Teacher - Special Education
Connie Goebel	Elementary School Teacher - Regular Education
Megan Graupensperger	Elementary School Teacher - Regular Education
Fred Griffiths	Instructional Technology Director/Specialist
Maria Gruett	Elementary School Teacher - Regular Education
Bernae Haas	Parent
Ron Hallet	Supervisor of Secondary Mathematics & Secondary Assessment Coordinator
Michelle Harris	Administrator
Sydnor Harrison	Administrator
Colleen Heckman	Ed Specialist - School Counselor
Leo Hegarty	Parent
Tina Hegarty	Parent
Becky Heller	Elementary School Teacher - Regular Education
Dr. April Hershey	Superintendent
Lisa Himes	Administrator
Janet Hoffman	Parent

Tim Hoffman	Parent
Andrea Hoglund	Elementary School Teacher - Regular Education
Emily Hursh	Elementary School Teacher - Regular Education
Jean Johns	Elementary School Teacher - Regular Education
Shirley Kachelries	Secondary School Teacher - Regular Education
Caroline Keller	Elementary School Teacher - Regular Education
Lisbeth Kelley	Middle School Teacher - Regular Education
Cynthia Kensinger	Secondary School Teacher - Regular Education
Aimee Ketchum	Community Representative
Penn Ketchum	Local Business Owner, Parent
Kevin Krause	Middle School Teacher - Regular Education
Megan Kunkle	Elementary School Teacher - Regular Education
Michael Landis	Board Member
Heather Lefever	Secondary School Teacher - Regular Education
Mark Leidich	Director of Human Resources
Yvette Line-Koller	Student Services Director/Specialist
Amy Martin	Elementary School Teacher - Regular Education
Britnee Mathin	Ed Specialist - School Counselor
Will Maza	Learning Facilitator
Lori McEntarfer	Community Representative
Marie Meeder	Parent
Beth Midgett	Ed Specialist - School Counselor
Amanda Miller	Elementary School Teacher - Regular Education
Tiffany Miller	Ed Specialist - School Counselor
Lisa Miller	Parent
Christina Moore	Ed Specialist - School Psychologist
Bethany Mueller	Elementary School Teacher - Regular Education
Jennifer Murphy	Administrator
Jeni Neiles	Secondary School Teacher - Special Education
Tina Oberholtzer	Parent
Tamera Olivieri	Elementary School Teacher - Regular Education
Jonathan Olshan	Middle School Teacher - Regular Education
Sue Oswald	Elementary School Teacher - Regular Education
Dr. Doreen Packer	Director of Technology
Julie Palmer	Elementary School Teacher - Regular Education
Nelson Peters	Board Member
Jessica Poje	Student
Erica Rhodeside	Librarian
Dawn Rissmiller	Parent

Ben Sahd	Board Member
Jessica Schieber	Elementary School Teacher - Regular Education
Mary Lou Scicchitano	Elementary School Teacher - Special Education
Jennifer Seibert	Community Representative
Andrea Shertzer	Ed Specialist - School Counselor
Susan Shinn-Thomas	Ed Specialist - Home and School Visitor
Diane Shirk	Secondary School Teacher - Regular Education
Jennifer Shreiner	Parent
Erin Smith	Elementary School Teacher - Special Education
Dr. Michael Smith	Administrator
Kathy Steinour	Elementary School Teacher - Regular Education
Jill Sturgis	Elementary School Teacher - Regular Education
Kristine Szobocsan	Administrator
Steve Szobocsan	Administrator
Penny Trees	Elementary School Teacher - Regular Education
Debra Ulicny	Special Education Consultant
Valisa Vealey	Elementary School Teacher - Regular Education
Melissa Vulopas	Administrator
Jamison Vulopas	Student
Laura Wash	Parent
Jaime Weiler	Secondary School Teacher - Special Education
Sandy Weismandel	Elementary School Teacher - Regular Education
Debra Wenger	Board Member
Nathan Wertsch	Business Manager
Bob White	Elementary School Teacher - Regular Education
William Zee	Community Representative
Fred Zeiset	Middle School Teacher - Regular Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Warwick School District defines Elementary Education-Primary Level (EEP) as children in kindergarten through grade 2, and Elementary Education-Intermediate Level as children in grades 3-6.
The elementary (primary and intermediate) level has curriculum established for all content areas. With the adoption of PA Core, a focus has been placed on curriculum revision for

Language Arts and Mathematics. Curriculum planning in the upcoming cycles will include Science (Economics, Environment & Ecology, Health, Science/Technology/Engineering) and Social Studies (Economics, Civics & Government, History, Geography).

Programming in primary and intermediate levels follows a PDE-approved Response to Instruction and Intervention (RtII) model. The District focused on implementation of the PA Core/Legacy Standard-aligned curriculum and Individualized Education Programs for students in need of alternative programming, instead of focusing on Alternate Academic Content Standards or the English Language Proficiency Standards.

Early Childhood Education Standards are aligned with the PA Academic Standards implemented in the primary level (L-2). However, additional work will occur in upcoming curriculum cycles to align the written curriculum with these standards.

Elementary Education-Intermediate Level

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

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

The elementary (primary and intermediate) level has curriculum established for all content areas. With the adoption of PA Core, a focus has been placed on curriculum revision for Language Arts and Mathematics. Curriculum planning in the upcoming cycles will include

Science (Economics, Environment & Ecology, Health, Science/Technology/Engineering) and Social Studies (Economics, Civics & Government, History, Geography).

Middle Level

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

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

Although the District works within a curriculum review and development cycle, it also initiates the curriculum process to address the needs of the district and students, and to ensure compliance with changes at the state and national level with the PA Academic Standards, PA Core, etc. The areas marked as "Needs Improvement" are slated for upcoming curriculum work.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Accomplished	Accomplished
Common Core Standards: English Language Arts	Accomplished	Accomplished
Common Core Standards: Literacy in History/Social	Developing	Developing

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

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

Although the District works within a curriculum review and development cycle, it also initiates the curriculum process to address the needs of the district and students, and to ensure compliance with changes at the state and national level with the PA Academic Standards, PA Core, etc. The areas marked as "Needs Improvement" are slated for upcoming curriculum work.

Adaptations

Elementary Education-Primary Level

- Career Education and Work
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics

Elementary Education-Intermediate Level

- Career Education and Work
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics

Middle Level

- Common Core Standards: English Language Arts

- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Health, Safety and Physical Education

High School Level

- Civics and Government
- Common Core Standards: English Language Arts
- Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Common Core Standards: Mathematics
- Health, Safety and Physical Education

Explanation for any standards checked:

The Warwick School District is aligning curriculum with the PA Common Core Standards, as well as mapping to other PA Academic Standards and national standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Warwick School District utilizes a curriculum cycle to identify curricular areas in need of development, research, or review. With the adoption of the PA Core Standards, the alignment process for developing, reviewing and researching was altered to complete the curriculum revisions. An updated curriculum cycle will be established that ensures an appropriate time line for completing each phase of the process.
Objectives of planned courses, instructional units or interdisciplinary studies are being developed for each content area based on the curriculum cycle. Content, including materials, activities and pacing are developed by content teachers while writing the curriculum. Teachers may add resources to the online curriculum map developed by the in-house district technology department. These additions keep School Board-approved curriculum consistent, while providing the ability to update resources at any time.
In the online curriculum map, the relationship between the objectives and standards is

highlighted. In addition, a standards summary report can be printed to receive an overview of the standards within a given content area.

Curriculum teams are developing common assessments for each unit of study in mathematics and Language Arts. These assessments are developed by teachers with the goal for students to demonstrate mastery of the relevant unit objectives.

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

Not applicable.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Warwick School District utilizes a curriculum cycle to identify curricular areas in need of development, research, or review. With the adoption of the PA Core Standards, the alignment process for developing, reviewing and researching was altered to complete the curriculum revisions. An updated curriculum cycle will be established that ensures an appropriate time line for completing each phase of the process.

As shared earlier, objectives of planned courses, instructional units or interdisciplinary studies are being developed for each content area based on the curriculum cycle. Content, including materials, activities and pacing are developed by content teachers while writing the curriculum. Teachers may add resources to the online curriculum map developed by the in-house district technology department. These additions keep School Board-approved curriculum consistent, while providing the ability to update resources at any time.

In the online curriculum map, the relationship between the objectives and standards is highlighted. In addition, a standards summary report can be printed to receive an overview of the standards within a given content area.

At both the primary and elementary levels, curriculum teams are developing common assessments for each unit of study in mathematics and Language Arts. These assessments are developed by teachers with the goal for students to demonstrate mastery of the relevant unit objectives.

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

Not applicable.

Middle Level

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

Processes used to ensure Accomplishment:

As shared earlier, the Warwick School District has been deeply involved in the development of common curriculum and common assessments. At the secondary level, all departments are focused on curriculum development and revisions at this time, incorporating the PA Common Core as well as other PA standards and national standards. An updated curriculum cycle will be established that ensures an appropriate time line for each department to complete each phase of the process.

As with the elementary level, objectives of planned courses and instructional units are being developed for each content/course. Curriculum content, including scope and sequence mapping, planned activities, and resources are developed by content teachers as part of the curriculum process. Teachers may add resources to the online curriculum map developed by the in-house district technology department. These additions keep School Board-approved curriculum consistent, while providing the ability to update resources at any time. In the online curriculum map, the relationship between the objectives and standards is highlighted. In addition, a standards summary report can be printed to receive an overview of the standards within a given content area.

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

Not applicable.

High School Level

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

Processes used to ensure Accomplishment:

As noted above, the Warwick School District has been deeply involved in the development of common curriculum and common assessments. At the middle school and high school levels, all departments are focused on curriculum development and revisions at this time, incorporating the PA Common Core as well as other PA standards and national standards. An updated curriculum cycle will be established that ensures an appropriate time line for each department to complete each phase of the process.
Objectives of planned courses and instructional units are being developed for each content/course. Curriculum content, including scope and sequence mapping, planned activities, and resources are developed by content teachers as part of the curriculum process. Teachers may add resources to the online curriculum map developed by the in-house district technology department. These additions keep School Board-approved curriculum consistent, while providing the ability to update resources at any time.
In the online curriculum map, the relationship between the objectives and standards is highlighted. In addition, a standards summary report can be printed to receive an overview of the standards within a given content area.

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

Not applicable.

Modification and Accommodations

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

The Warwick School District has systems in place for the provision of modifications and accommodations to students in order to access and learn within the regular education environment. At the elementary level (K-6), a Response to Instruction and Intervention (RtII) process delivers effective educational assistance to at-risk learners. The RtII process involves a tiered instructional model that offers interventions based on identified needs. Students receive interventions in addition to instruction in the core. The academic progress of these students is closely monitored to ensure that they achieve their established goals. Supports are provided in the classroom setting to help students achieve mastery of the curriculum content.
Students with an Individualized Education Program (IEP) are provided modifications and accommodations as outlined in their educational plans. Special education case managers monitor their progress in the curriculum, and work closely with the regular education teachers in the provision of instruction and interventions. Supplementary aids and services are offered as per the IEP. Programming for students with an IEP may range from full inclusion in the regular education environment to learning in a community based setting. The needs of the students guide the direction of the educational programming in the IEP.

The modifications and accommodations given to students are appropriate to their physical and learning needs within the curriculum and instruction of their educational environment. At the secondary level (7-12), supports are provided within the regular education environment so students can attain the course performance outcomes and the goals of their IEPs. The IEPs are developed in alignment with the Least Restrictive Environment, with the goal to maximize time spent in the regular education setting. Co-teaching is used in some content areas in order to provide additional supports within the general education curriculum.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Department Supervisors

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

Using a collaborative committee approach, the Warwick School District created a Differentiated Supervision Plan that encompasses all checked items, including formal observations, walkthroughs, annual instructional evaluations, and peer collaboration.
At the elementary level, the District employs Learning Facilitators who serve as instructional coaches for curriculum, instruction and assessment. The instructional coaches have attended many professional development opportunities to facilitate their role, such as the PA Inspired Leadership Program (PIL) Coaching Institute.
For review of lesson plans, the building administrators and department supervisors review instructional plans during walkthroughs and formal observations. The District has established a School Board Policy (no. 111) that requires all teachers to have three (3) days of lesson plans prepared for their classrooms, accessible for administrators to review at any time. For teachers in need of intensive support plans, administrators may require a more structured, frequent lesson plan review to assist with areas of planning and/or instruction.

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

Not applicable.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

The primary level schedule and grouping practices are founded on the principles of the Response to Instruction and Intervention (RtII) model. Students receive core instruction and have access to additional instruction, including remediation and enrichment in Language Arts and mathematics.
Structured grouping practices are part of the RtII model at the elementary level. Flexible instructional time is given to students who are identified in need of intervention for tier 3 instruction. In addition, the elementary schedule provides time for enrichment or remediation (tier 2 instruction) with the Language Arts block. Math intervention is also provided (tier 2 instruction) within the schedule.
Differentiated instruction is encouraged in every structure, including the K-6 teacher schedule, common planning time for grade level teachers, and assessment matrices and intervention matrices for students in K-2.

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.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

The intermediate level schedule and grouping practices are also founded on the principles of the Response to Instruction and Intervention (RtII) model. Students receive core instruction and have access to additional instruction, including remediation and enrichment in Language Arts and mathematics.
Structured grouping practices are also part of the RtII model at the elementary level. Flexible instructional time is given to students who are identified in need of intervention for tier 3 instruction. In addition, the elementary schedule provides time for enrichment or remediation (tier 2 instruction) with the Language Arts block. Math intervention is also provided (tier 2 instruction) within the schedule.

Differentiated instruction is encouraged in every structure, including the K-6 teacher schedule, common planning time for grade level teachers, and assessment matrices and intervention matrices for students in K-2.

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.	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.	Full Implementation

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

The middle school operates with a teaming concept, and students have opportunities to be scheduled for intervention and enrichment based on individual needs. There is flexibility within the master schedule to allow students to receive multiple opportunities for these needed interventions and/or enrichment. Many teachers (more than 50%) implement differentiated instructional within their classrooms.

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 less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

The high school has developed a tiered system for core content courses - Core curriculum, College Prep, and Honors. There are numerous Advanced Placement (AP) courses available for students desiring higher level rigorous coursework. Grouping practices occur within this

framework of options. Flexible instructional time occurs within the Dual Enrollment program, Warwick Virtual Academy and/or hybrid learning opportunities. And although many teachers do employ differentiated instruction strategies within their classrooms, this practice is not implemented building wide (less than 50% of staff).

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 Warwick School District teaching staff are highly qualified. Current hiring practices involve procedures that seek and hire the most highly effective teachers. Partnerships with at least seven universities allow for practicum students and student teachers to spend meaningful time working with district staff in a variety of classroom settings. This is a positive strategy for recruitment for the district.
At the high school level, the school administration works with the department chairs and supervisors to schedule the most effective, highly qualified teachers to teach students who demonstrate below proficiency performance on the Keystone Exams and/or at-risk behaviors for dropping out of school.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	31.00	31.00	31.00	31.00	31.00	31.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00	3.00	3.00	3.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00	3.00	3.00	3.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00	4.00	4.00	4.00
Electives	10.00	10.00	10.00	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

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

Writing

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

Mathematics

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

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA - Reading, Writing, Math, Science (grades 3-8)		X	X	
Keystone Exam - Algebra I			X	X
Keystone Exam - Literature, Biology				X

Common Unit Assessments - English Language Arts & Math	X	X	X	X
Common Cornerstone Assessments			X	X
Common End of Course Finals			X	X
7th Grade Math Placement Exam (administered in grade 6)		X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
English Language Arts Writing Benchmark/Formative Assessments	X	X	X	X
Math Pre-Assessments		X		
Classroom Based Formative Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS	X	X		
Classroom Diagnostic Tools (CDT)		X	X	X
4Sight Reading & Math		X		
Pre-Reading Skills Survey		X		
Various Intervention Assessments	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The Warwick School District uses a varied approach to reviewing assessments. At the elementary level, the screening and diagnostic assessments for Language Arts are well established within the RtII framework. When these items were established, a team of teachers and administrators worked together to identify areas that needed assessments. The team then piloted assessments and decided whether to continue using them or to refine the assessment matrix. At the secondary level, the department members develop and review the effectiveness of the common assessments in evaluating student progress in the curriculum. Changes are made to the common assessments via a collaborative team approach. Assessment data (common assessments, CDTs, 4Sight, DIBELS, etc.) are reviewed at the grade level/department level during scheduled times throughout the school year. Administrators also take part in a data review meeting at least once a year to analyze current information and make needed revisions to the vision, goals, and planned initiatives. If additional information is needed via assessments, recommendations are made from the administrative team and a guiding team is created to pursue additional assessments.

Development and Validation of Local Assessments

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

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.

The Warwick School District has a district-created and operated student and data management system. They system holds an an online curriculum map that contains the Board-approved curriculum, as well as the common assessments, unit Essential Questions, vocabulary, co-curricular components, unit topics, and instructional resources for teachers. The framework of this curriculum map is aligned with components of the Learning Focused Schools. Teachers have access to this online curriculum from any computer using their district access information.

At the elementary level, additional assessments are coordinated through the building learning facilitators. The learning facilitators serve as the school administrators of the PSSA. In addition, they coordinate teacher teams for assessments, distribute and collect information and materials, and enter data for teacher use. These individuals also serve on grade level teams to assist in the review and application of the data to the instructional groups.

At the secondary level, additional assessments are administered by individual teachers for their respective courses. The PSSA at the middle school, and the Keystone Exams at the middle school and high school, are administered by assigned teachers with oversight of the department supervisors, department chair, and the building administrators. The data is uploaded into the district-wide online data management system. The data warehouse stores multiple sources of student data, and provides ongoing access to student achievement data

for interpretation, analysis, and instructional planning.

The district also utilizes other online tools for collecting and disseminating student assessment data, such as the University of Oregon Center on Teaching and Learning (for DIBELS data), *Success for All* Member Center (for 4Sight Exam data), PDE's DRC (for CDT data), Pennsylvania eMetric (for PSSA and Keystone Exam data), and several other sites.

Data Informed Instruction

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

At the elementary level, the building teams review information from these assessments during grade level meetings and core team meetings, and make recommendations for additional or updated versions of the assessments. Teachers have access to the information collected from these assessments in a timely manner (with the exception of the PSSA), and utilize this information to adjust instruction for their students. Students who are not meeting proficiency or benchmark goals are targeted for additional instruction either through the tiered intervention program or by differentiated instruction in the classroom. At the secondary level, the PSSA and Keystone Exam data are used to group students into needed remediation and intervention courses. The data from summative and diagnostic tests, such as the common assessments and CDT, provide teachers in the respective courses with information to assist with instructional programming.

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	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		
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	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, assessment results for the 4Sight and CDT assessments are reported out by standard or anchor. Primary teachers have access to compare assessments

to the standards-aligned learning objectives. At the secondary level, the CDT and Keystone Exam data are reported by standard/anchor, with an analysis of student acquisition of skills in the Keystone modules.

The diverse assessment matrix provides the data to measure down to the skill level of student needs when they are not demonstrating mastery, proficiency, or benchmark goals. Elementary teachers meet during grade level meetings and common planning time to adjust their instruction to meet the needs of their students. The use of various web-based systems, including PDE's Standards Aligned System (SAS), is encouraged for teachers to gain promising instructional strategies. Secondary teachers use scheduled time on the professional development calendar to meet within departments to review curriculum and student progress on the common assessments, and instructional and programmatic changes are made accordingly.

The district has facilitated numerous professional development activities over the past several years in order to provide teachers with research-based instructional strategies. Walkthroughs and observations identify teacher use of the strategies in the classroom setting.

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

At this time, there is not a structured process in place at the high school level for teachers to collaboratively identify instructional practices that contributed to individual student success. The district will continue to review the professional development calendar and identify a timeframe for instituting this practice. Teachers will have scheduled time to meet to review student progress in their respective courses, with the goal to identify strategies and practices that contributed to achievement of the standards/content. Discussion will also include strategies for applying these identified effective practices to other areas/students in need.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The Warwick School District distributes assessment results in a variety of ways, including (but not limited to) press releases to the public, website notification, presentations to the Board of School Directors and Board Committees, and parent letters. The posted school calendar and district assessment calendar offers information about the testing windows, providing families with advance notice for planning purposes.

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

Much curriculum work is in process at the elementary level to ensure alignment with the PA Core standards. After this curriculum cycle is complete, including assessments and progress reports, the district will focus on creating elementary level curriculum planning guides for sharing with the community. At this time, course descriptions for all courses are outlined in the Student/Parent Handbook. Summative assessment information will be incorporated into the Handbook.

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.

All six schools within the Warwick School District perform well academically, receiving top scores for 2013 on the new PDE School Performance Profile (SPP). However, all schools exhibit the need for continued student achievement in reading, writing, mathematics, and/or science. Each school reviewed a significant amount of achievement data as part of the Comprehensive Planning process, and identified targeted areas of need for goal-setting. The established academic goals, along with measures for monitoring and evaluating progress, will promote continued growth in student achievement. Interventions for building student success will operate in alignment with the curriculum and instructional practices. School leaders and district administrators will continue to reflect on student data and modify programs and supports for students to achieve mastery of the standards. Student achievement is a top priority for goal setting and programmatic planning.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of	X	X	X	X

Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management				
Peer Helper Programs				
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training			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:

Currently at the elementary level, conflict resolution is not formally taught; however, these skills are addressed through the counseling curriculum and by the school counseling services to students in need.
Peer helper programs are designed to be utilized based on the school team's recommendation. At this time, there is not a documented need for a formal peer helper program. The schools will continue to partner students as the need arises, including when new students arrive.
The elementary level also does not have a Student Assistance Program (SAP). There are school counselors, psychologists, learning facilitators, and other staff trained in supporting student needs at that level.

Identifying and Programming for Gifted Students

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

In planning for the programming of gifted children, the Warwick School District complies with state mandates in Chapter 16 of the Pennsylvania School Code. Students are identified individually based on the guidelines and regulations within state law, and those students who perform in the very superior range on measures of cognitive ability and meet other district-established criteria indicating gifted ability may receive services.
Parents or the school team can initiate a gifted referral. The district utilizes a two-tier system to identify students eligible for gifted programming. The first level includes a screening of curriculum based measures, academic performance, and the results of the K-BIT. The second level includes the examination of student performance using the Scales for Identifying Gifted Students (SIGS). If an evaluation is recommended, a WISC-IV Intelligence

Quotient is used along with the indicators listed above.

The district provides a differentiated curriculum to gifted students in grades K-12. The gifted program presents diverse, high-quality opportunities for these students and recognizes the benefit of interaction with their intellectual peers. It provides education for gifted students that enables them to participate in acceleration and/or enrichment programs and to receive services according to their intellectual and academic abilities and needs.

The mission of the district's gifted support program is to provide a learning environment which encourages initiative, research, problem-solving, and creativity so students gain a sense of personal responsibility to self, school, and a changing society.

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	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum		X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X
None				

Explanation of developmental services:

No further explanation needed.

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
None				

Explanation of diagnostic, intervention and referral services:

The Student Assistance Program (SAP) program is not currently offered at the elementary level. The expansive support system provided by learning facilitators, psychologists, and other school staff proactively address student concerns. All four elementary buildings provide a wide array of diagnostic, intervention and referral services. Each building has two learning facilitators (academic and behavioral) and a school psychologist assigned. Case management and support services for students are available on an as-needed basis. Certified school counselors serve as learning facilitators and guide the social/emotional/behavioral programs of the building. Counseling services are offered as needed on a wide array of topics, especially topics that address behavioral and social needs.

Consultation and Coordination Services

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

None				

Explanation of consultation and coordination services:

Alternative education programs are not typically utilized for elementary-aged students. However, on rare occasion, the district has coordinated services for students who demonstrate a need for alternative programming.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
None				

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
None				

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers in the elementary level participate in grade level meetings that include the building principal, learning facilitators, intervention specialists, reading specialists, and other relevant school staff. Teachers have time to review timely data, including progress monitoring information, and make decisions that impact programming for all students served by the team of teachers. Academic progress for students receiving tiered intervention through the Response to Instruction and Intervention (RtII) model is reviewed and action plans are revised accordingly.

At the secondary level, collaboration between the classroom teachers and the case managers occur frequently. Student progress monitoring data is reviewed by the case managers, and instructional and programmatic changes are made based on the information. School counselors collaborate with school staff and the families, attempting to identify additional resources for student success. The collaborative teaming process involves school administrators, teachers, case managers, school counselors, parents, and the students, and involves structured formal meetings and informal dialogue.

At both the elementary and secondary levels, informal collaboration is coordinated at the teacher level to address students who have individualized needs or have varied/inconsistent academic progress. IEP meetings, 504 Plan meetings, and other student-based meetings are coordinated by the building level and include all team members to maximize collaboration of student planning.

Teachers of interventions participate in professional development alongside their grade level/department colleagues.

The district monitors attendance of all students. Truancy Elimination Plans and intervention programs are implemented consistently. The family is involved in the creation of these plans and programs in order to best meet the needs of the student.

For students receiving educational programming in district provided alternative learning programs (virtual academy and alternative education), collaboration occurs weekly between teachers, students, and administration. Families are actively involved in the collaborative planning for their students' needs.

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 Warwick School District has open communication with early childcare providers in district boundaries. The district coordinates an early childcare provider meeting on an annual basis, and participates in transition activities through the Lancaster-Lebanon Intermediate Unit #13. These meetings involve the planning and goal setting for the transition of pre-school age children to school-age programs. Activities such as meetings and community events are coordinated through the early childcare provider meetings. Before and after-school programs are offered to students in grades 1-6 on site and through the Lititz Recreation Center. The Lititz Recreation Center is one of the early childcare providers, and participates in the annual planning meetings in order to review programs and initiatives.

After school tutoring is offered by certified teachers at each school. The tutoring program is student-focused and targets individual areas of need.

The district has a procedure for partnering with community agencies involved with students. The Student Services Department sends a mailing to all agencies in the summer. Coordination and facilitation of community services occur at the building level through individual educational planning meetings.

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.

Transition meetings are held for all students identified as having early intervention services in February prior to the start of their kindergarten year. School psychologists facilitate those meetings and distribute information to the appropriate school team members for

creating transition plans for students. By April 15, letters are sent to parents of registered students outlining the following: (a) whether the early intervention IEP will be adopted by the district, (b) whether the school district will evaluate the students for services, or (c) whether the district will discontinue services.

The district does not operate pre-kindergarten programs during the school year. However, a Pre-Kindergarten Readiness Program is provided that operates for six weeks in the summer for eligible students. Eligibility is based on data from students' kindergarten assessments in the spring. The Pre-Kindergarten Readiness Progam focuses on emerging literacy and numeracy. Students gain skills that will enable them to successfully transition to kindergarten at the start of the school year.

The district sponsors a Kindergarten Expo for all families with school-age children in January prior to the start of the Kindergarten year. This annual event is held to communicate information about the enrollment process, kindergarten assessments, Pre-K summer programs, and the importance of parent-teacher conferences at the start of the kindergarten school year.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Through the curriculum cycle, teachers at the elementary level will meet on content-based teams to review materials and resources that are aligned to standards-based instruction. Teams of teachers will determine the units, unit progression, resources and assessments needed in order to create the PA Core standards-aligned curriculum.
A review cycle for resources will be aligned with the curriculum cycle and may include web based tools along with textbooks, trade books, and teacher-created materials. All students have access to the materials and resources provided for curriculum supports.

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

Not applicable.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
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.

As with the primary level, teachers at the intermediate level will meet on content-based teams to review materials and resources that are aligned to standards-based instruction. Teams of teachers will determine the units, unit progression, resources and assessments needed in order to create the PA Core standards-aligned curriculum.
A review cycle for resources will be aligned with the curriculum cycle and may include web based tools along with textbooks, trade books, and teacher-created materials. All students have access to the materials and resources provided for curriculum supports.

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

Not applicable.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

As with the elementary level, teachers work together in content-specific/department groups to plan and develop materials and resources. Working collaboratively with colleagues who teach the same course/grade level, teachers determine the units, unit progression, resources and assessments needed to ensure implementation of a PA standards-aligned curriculum. The established materials and resources are included in the online curriculum map, and correspond with designated units. Teachers who teach a common course use the same curriculum and assessments. The special education teachers work closely with the regular education teachers to ensure the instructional materials and resources are available and appropriate for students with IEPs, differentiating them based

on individual need.
Materials and resources are reviewed and updated as part of the curriculum process.

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

Not applicable.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

As with the middle level, teachers at the high school work together in departmental teams/groups to plan and develop materials and resources. Working collaboratively with colleagues who teach the same course/grade level, teachers determine the units, unit progression, resources and assessments needed to ensure implementation of a PA standards-aligned curriculum. The established materials and resources are included in the online curriculum map, and correspond with designated units. Teachers who teach a common course use the same curriculum and assessments. The special education teachers work closely with the regular education teachers to ensure the instructional materials and resources are available and appropriate for students with IEPs, differentiating them based on individual need.
Materials and resources are reviewed and updated as part of the curriculum process.

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

Not applicable.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation

	is Unknown
Civics and Government	Level of Implementation is Unknown
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Level of Implementation is Unknown
English Language Proficiency	Not Applicable
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 "

Recent curriculum updates are based on PDE's SAS information related to PA standards and PA Core standards. The PDE SAS materials for the primary level are not fully developed at this time in many of the categories. As the district continues through the curriculum review process, the materials and resources listed in SAS will be incorporated into the curriculum based on teacher review and selection.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Level of Implementation is Unknown
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Level of Implementation is Unknown
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Level of

	Implementation is Unknown
History	Level of Implementation is Unknown
Science and Technology and Engineering Education	Level of Implementation is Unknown
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
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 "

Recent curriculum updates are based on PDE's SAS information related to PA standards and PA Core standards. As the district continues through the curriculum review process, the materials and resources listed in SAS will be incorporated into the curriculum based on teacher review and selection.

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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district

	classrooms
Common Core Standards: Mathematics	Full Implementation
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	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
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 "

As the middle school teachers develop curriculum, the available materials and resources listed in SAS are reviewed and incorporated as appropriate. The SAS resources are included in the curriculum map along with teacher-created materials.
Given that the PA alternate standards are aligned with the old PA academic standards, and the PA Core has been enacted through Chapter 4, the district is working to ensure that all students' learning is aligned to the PA Core standards.

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
Common Core Standards: English Language Arts	Full Implementation
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Full Implementation
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	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
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 "

As the high school teachers develop curriculum, the available materials and resources listed in SAS are reviewed and incorporated as appropriate. The SAS resources are included in the curriculum map along with teacher-created materials.
Given that the PA alternate standards are aligned with the old PA academic standards, and the PA Core has been enacted through Chapter 4, the district is working to ensure that all students' learning is aligned to the PA Core standards.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

Not applicable: The district will not be applying for Priority 2 funding since an upgrade of the internal connections will not need to occur within the next three years.

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

Not applicable: the district will not be applying for Priority 2 funding.

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	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	X	X

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
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.	X	X	X	X

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

The professional education program at Warwick School District is based upon recommendations from the Act 48 committee and the needs of the school district. As required in the PDE Act 48 Professional Education Plan guidelines, the Warwick plan meets the educational needs of the district and the professional staff in order to address the varied needs of the students. Professional development is based on research and promising practices, and is often led by a team of teachers who willingly share their strong knowledge base and experiences with other staff. District wide staff development offers options based on teaching content/grade level assignments, district and statewide initiatives, and areas of need identified by the Act 48 committee. The Act 48 committee process for identifying professional development topics involves discussion about needs related to curriculum, standards, pedagogy, and related teaching skills. Professional development focuses on topics that support educator work with all students, and strategies for working effectively with families and building support systems.

Educational specialists and teachers in specialized departments/programs often participate in additional staff development activities related to their professional assignments.

New teachers participate in additional professional development as well, receiving full-day trainings in classroom management, instructional strategies, etc, as per the district Induction Plan.

The professional education program for administrators involves participation in PDE PILS programs, leadership workshops at the Lancaster-Lebanon Intermediate Unit #13 and other locations, and online training modules. The K-12 administrative team works closely together to ensure alignment and consistency of building level practices and procedures, common curriculum and assessment implementation, implementation of district initiatives, and overall building operations. Staff development also occurs during monthly leadership team meetings and summer leadership retreat. Focus areas of these professional development activities consist of staff supervision and evaluation, instructional leadership, data analysis, building school culture, and many other related topics. Administrative professional development is driven by school, district and state level needs.

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

Not applicable.

Strategies Ensuring Fidelity

- 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.

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

Professional staff and the K-12 administration work together to plan for effective professional development that meets the needs of all individuals, with the overall goal to improve the learning environment for students. The evaluation system for district-provided staff development allows for an open, honest forum for gathering feedback on the effectiveness, or lack of, with each professional development activity. Given the increasing number of state mandated initiatives, the district has worked collaboratively with staff in planning for needed professional development activities.

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

Not applicable.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

- Inductees will understand important components of school law.

- Inductees will know and apply strategies for implementing reading and writing in the content areas.

- Inductees will know and utilize strategies from the Step Up to Writing Program.

- Inductees will know and apply brain-based learning strategies.

- Inductees will apply strategies for increasing parent and community relations.

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

Inductees in the Warwick School District Induction program complete two days of orientation for all new professionals to the district and another full-day seminar specifically for those new professionals in induction prior to the start of the school year. In addition, throughout the year, substitute coverage is provided for an additional five days in the first year and three days in the second year. The district's Supervisor of Staff Development and other experts within the district instruct professionals on these days on many topics including all of the following:

- Student Services and Special Education (including autism awareness, behavior support, district resources, district software for IEP management, gifted support, and ESL)

- Parent and Community Relations

- Classroom Management and Learning Styles

- Unit and Lesson Planning (following the principles of LFS and *Classroom Instruction that Works*)

- Student Engagement, Questioning, and Formative Assessment

- School Law Overview (including the PA Code of Professional Conduct for Educators)

- SAS and the district's online Curriculum Map system

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

Not applicable.

Needs of Inductees

- 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).

- Videotape of teaching for reflection.

- Observations of five other professionals.

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

The Supervisor of Staff Development will observe teachers three to four times per year to provide non-evaluative, instructional coaching. Observations focus on seminar topics as well as individual goals set together by the teacher and the Supervisor of Staff Development prior to the observation. One of the observations includes a videotape of the inductee and requires the inductee to complete a self-reflection.
Warwick's Differentiated Supervision Plan differentiates for the needs of new teachers by requiring four formal observations by the inductee's supervisor in the first year and two formal observations and two walkthrough visits each subsequent year until tenure is earned. During these observations the building administrator reviews teachers' lesson plans.
Mentors meet approximately once per week and maintain a log of their meetings with

inductees. These meetings include a variety of topics including discussing and analyzing student data using the district's on-line data management software. At the end of the first year of induction, inductees and mentors complete a survey evaluating induction, which helps to shape the program itself.

Induction seminars include research-based instructional practices from Learning Focused Strategies, highlights from Step Up to Writing, Robert Marzano's *Classroom Instruction That Works*, and brain-based learning resources. Additionally, inductees are required to observe five other professionals within their first year of teaching to observe best practice in teaching. Mentors and the Supervisor of Staff Development help in the selection of master teachers for these observations. Inductees share and discuss their reflections on these observations at one of our seminars.

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

At this time, the district does not plan to incorporate a review of written reports summarizing instructional activities or the use of portfolios in assessing the needs of Inductees.

Mentor Characteristics

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

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

Principals and Supervisors will recommend a Mentor teacher to the Assistant Superintendent. Mentors must meet the following requirements:

- Hold a Pennsylvania Instructional II or Educational Specialist II certificate

- Have at least five years of teaching experience, three of which must be in the Warwick School District where they have demonstrated proficient ratings or higher on their summative evaluations in all domains

- Demonstrate expertise in subject matter, lesson planning, classroom management, and pedagogy

- Have the ability to work well with students and adults

- Model enthusiasm and positive attitude toward teaching and the field of education

- Understand district philosophy, practices, policies, procedures, guidelines, and resources

Mentors at the elementary schools teach the same level, primary or intermediate, and are from the same school as the Inductee. Mentors at the secondary level teach the same subject discipline. Mentors for Educational Specialists have similar job descriptions. In cases where there is not a professional with a similar position who meets mentor requirements within the building, the mentoring duties can be split between a content specialist outside the building and a teacher within the building.

Mentors are paid a stipend (negotiated as part of the Collective Bargaining Agreement) in response to their willingness to accept the additional responsibilities of mentoring which include these roles and responsibilities:

- Meet with the Inductee at a regular time, established with the Inductee, once per week or cycle

- Establish rapport and role as a support person

- Maintain confidentiality

- Help the Inductee organize and manage his or her classroom

- Assist the Inductee in the prioritizing of most immediate and pressing needs

- Suggest ways to communicate with parents

- Serve as a sounding board

- Review student evaluation procedures and assessment data

- Provide non-supervisory peer assistance

The mentor must attend an annual training with the Supervisor of Staff development to assure the understanding of the roles and responsibilities of mentoring.

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

Not applicable.

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

If necessary, provide further explanation.

Data-informed decision-making is a topic that is an ongoing part of mentor meetings. At the elementary level teachers have monthly grade level data meetings and at the secondary level, data is discussed by buildings, in teams (middle school), and in departments (middle school and high school).
Likewise, the topics of curriculum, assessment, instruction, and materials and resources are not only a part of seminars but are ongoing discussion strands in mentor meetings and at observation post conferences with the Supervisor of Staff Development.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Overall, the effectiveness of the Induction Program is evident through teachers' acquisition of strategies and ability to implement learned skills. The procedures for monitoring the program involve dialogue between the mentor and Inductee, as well as conversations between the administrators, supervisors, and the Inductees. Walk throughs and data from scheduled observations yield additional information about the transfer of skills from the Induction trainings to the classroom setting. Mentor log sheets and anecdotal notes offer information about professional reflection and growth. The videotaped lesson and educator feedback throughout the numerous trainings during the school year provide another avenue for evaluating the effectiveness of the program.
At the end of the school year, staff complete an *Inductee Evaluation of Induction* survey in order to ascertain the extent that the program benefitted each individual. The survey requires participants to rate the effectiveness of the various seminar topics, feedback from observations (those conducted of the Inductee and those conducted by the Inductee), the mentor relationship, and the supports provided by the mentor and Supervisor of Staff Development. Inductees also have the opportunity to provide additional comments and suggestions for improving the Induction program.
In addition, the Inductees evaluate each individual seminar using the district staff

development workshop evaluation tool. All information is provided to the Assistant Superintendent for further review and evaluation.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- 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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **468**

Identification Method

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

The District has implemented a Response to Instruction and Intervention (RTII) model for the identification of Specific Learning Disability in the area of literacy in grades K-6 in all elementary buildings.   The District submitted applications for approval from the PA Bureau of Special Education to use the RTII model for identifying SLD and received it in all four elementary buildings. This model: (1) emphasizes early intervention in the general education learning environment, (2) maximizes all staff's expertise and services, and makes effective use of all existing resources, (3) assesses the student's strengths and needs based on their academic performance in the general education setting, (4) delivers interventions in the general education environment that are based on observable, reliable, and measurable information, (5) frequently and directly monitors and charts student response to interventions, (6) de-emphasizes categories and labels while encouraging creativity, problem solving, and providing support to students, staff, and parents in a timely manner.
The District has implemented comprehensive universal screening and progress

monitoring, which is norm-referenced, criterion-referenced, formative, and diagnostic. The assessment program includes benchmarks, as well as progress monitoring assessments conducted by the classroom teacher and other professional staff. The staff gather formative assessment data and collaborate with colleagues to make data-based instructional decisions. The District has implemented a multi-tier assessment and intervention model, which includes parent notification and involvement, is prevention-oriented and where each tier provides a greater degree of intensive and supportive intervention and assessment in response to student needs. Supplemental intervention offers small group instruction, previewing/reviewing of content, a higher degree of corrective feedback, more time on difficult tasks, teaching to mastery, increased opportunities to respond, more frequent progress monitoring, and fewer transitions. This is only delivered in conjunction with classroom instruction so that the classroom teacher never transfers ownership or responsibility for the solution to the instructional problem to other staff. Students with significant academic needs are provided intervention which is more intensive and of longer duration and may include specially-designed instruction. General education, remedial education, and special education are working together as a unified team, with the same goal — to ensure that all students can learn and reach a level of proficiency.

The general education classroom has been identified as the first line of intervention. Teachers differentiate instruction based on student need and the role of the classroom teacher has been redefined to reflect that expectation. Students are flexibly grouped according to their skills, as assessed through formative assessments. Students are provided scientifically-validated interventions and assessments in the classroom and all teachers have been trained in the tools available. When students are identified as at-risk, they are provided with additional scientifically-validated intervention to increase the student's rate of learning in the general education classroom by the general education teacher. Some students are also provided with supplemental intervention of the same or similar scientifically-based intervention. The District "Intervention Specialists," who hold PA Special Education teaching certificates, provide the supplemental intervention either in or out of the regular classroom. Students who participate in flexible intervention groups may come from several classrooms as groups are determined by skill, and not by homeroom.

The building principals along with core team members (school psychologists and learning facilitators) oversee the assessment and data collection process, assist the staff in utilizing the data gathered to inform instructional decisions, ensure instructional fidelity, and provide modeling as deemed necessary. Grade level meetings are held on a monthly basis or bi-monthly basis in order to systematically review student-specific and school-wide data trends in academic and behavior performance. The data is utilized to adjust flexible skills-based instructional groups, modify academic interventions, and identify patterns and solutions.

In evaluating student response to intervention, the staff during grade level meetings: (a) examine the development in skills over time, (b) examine the rate of the student's response to the intervention(s), and (c) discuss the amount and intensity of resources that may be necessary to create or sustain a positive response. Data for all students are

stored electronically and the student's response to intervention is reviewed and graphed to allow for determination of each student's performance.

If the response to intervention is questionable, the core team arranges for a Student Support Team (SST) meeting. During the SST meeting the team reviews the progress monitoring data and establishes an intervention plan. The intervention is implemented and students who are deemed as unresponsive to Tier 3 interventions could be considered for a special education evaluation.

Referral for special education and decisions to identify a student for special education services are made based on data and after a plan of intervention has been implemented for a sufficient amount of time and student response has been repeatedly measured. Lack of appropriate instruction is ruled out through the intervention and repeated assessment process, which includes implementation of an instructional intervention as well as observations of routine classroom instruction to ensure instructional and assessment integrity. Decisions to identify a student are made if students are not proficient on Pennsylvania State Standards, have significant skill deficits relative to peers (level), and if they are not showing significant response to scientifically-validated interventions. No single piece of data or score collected directly determines special education eligibility. In all cases, interventions, progress monitoring assessments, and observations are conducted prior to any disability determination and in conjunction with any parent requested evaluation. If a parent requests a school-age evaluation, the school team meets with the family and reviews the data regarding progress that is being made and to discuss next steps in the process (continuation of interventions or continuation of interventions while conducting an evaluation). When considering a student for a specific learning disability, all evaluations carefully consider whether the student's level and rate of learning are the result of sensory disabilities, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency, or lack of exposure to appropriate evidence-based instruction.

This District continues to utilize the Discrepancy model for the identification of Specific Learning Disability in the areas of Math and Written Expression in grades K-6 and in all areas, including literacy, in grades 7-12. That includes obtaining a measure of general cognitive ability for the student and measures of standardized achievement in the academic area being considered. If a discrepancy can be demonstrated between the measure of cognitive ability and the measure of achievement, a Specific Learning Disability is identified. As in evaluations conducted using the RTII model, these evaluations also carefully consider and rule out learning difficulties due to sensory disabilities, mental retardation, emotional disturbance, cultural factors, environmental or economic disadvantage, limited English proficiency or lack of exposure to appropriate evidence-based instruction.

Enrollment

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

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

Warwick School District is not significantly disproportionate in the report.

Non-Resident Students Oversight

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

The School Guidance Counselors, Administrators, and District Office Staff in the Warwick School District locate and identify any student within the district, who is placed in a host home. After students have been located, the district conducts an evaluation (when necessary), and identifies the student as a student with a disability (if information in the Evaluation Report identifies the student as a student with a disability, and in need of Specially Designed Instruction). The district then convenes an Individualized Education Program meeting, to create an appropriate plan that will meet the individualized needs of the student. Utilizing information in the IEP, the team begins to provide FAPE in the Least Restrictive Environment possible.

There are not any problems that exist with meeting the obligations under 1306. The district has a strong team of personnel that work together in identifying students under 1306, and ensuring FAPE is provided in the Least Restrictive Environment possible.

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).

In the event that a student becomes incarcerated, the Warwick School District would receive a record request from the correctional facility educational unit. Warwick would process this request through the Student Services office and appropriate building office. As the LEA, we would continue to support and monitor the child's educational program.

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.

Warwick School District continues to be committed to (1) educating its students within the boundaries of the school district and (2) involving students in the general curriculum/environment for the maximum amount of time appropriate for the individual students. Only after all supports and resources are exhausted does the district consider settings outside of the district. Obviously, this does not include those placements that are made through the judicial or protective service systems. A full continuum of services are available in the district or in conjunction with the intermediate unit and/or surrounding districts. The IEP teams including parents and students (when appropriate) determine services and programs for students with disabilities. The historical data regarding Complaints, Due Process Hearings, and Mediations attest to the planning and parent involvement that occurs in the decision-making process.

There is opportunity at all levels for ongoing collaboration between parents, administrators, students, teachers, and support staff regarding students' needs and successes. When there are needs for assistive technology, related services, instructional accommodations and/or transition services, etc., teams are convened to initiate the process for securing the service needed. The building principals, Director of Students Services, and Secondary Education Consultant are empowered to make decisions regarding fiscal obligations. This continues to minimize the obstacles that can delay the process of planning for students. Additionally, the district employs 69 paraprofessionals, including 34 that function as individual/personal care assistants. These individuals are in place to support students in the least restrictive environments. Decisions involved in placements in residential settings are interagency team decisions. Once a placement is secured, a district representative attends meetings or arranges for telephone conferences. The district representative continues to monitor the progress of the student within the residential setting.

The data shows an increase in the number of students being served in the general education setting. The district has implemented the Response to Intervention model of instruction across all four elementary buildings and has made early intervention with struggling students common practice. As a result, the number of students identified for Special Education services has decreased and the number of students served in general education has increased. There are 7 students being served in a Residential setting. This makes up 1.5% of the total number of student identified for Special Education services. None of these

students were recommended to be placed in residential settings by the school district. Those recommendations were made by community agencies such as Behavioral Health and Disability Services. There are a total of 31 students served in non-residential, out of district, educational placements. This makes up 6.6% of the total number of students identified. 7 of these students are in placements that fulfill their transition plans, such as School To Work programs. The district percentages for students receiving services in a full time, out of district programs is lower than the state average. However, the district did exceed the state percentage in students placed in Special Education for more than 20% but less than 80% of the day. The district will continue to explore increased team teaching or push in educational opportunities that increase partnerships between general education and special education teachers. This will enable more students to be successful in general education settings.

Behavior Support Services

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

The LEA's Positive Behavior Support School Board Policy 113.2 includes all regulatory components. In addition, the district uses state recommended forms and processes when addressing behavioral concerns through behavior support plans. The LEA has policies and procedures in place for students who engage in problematic behaviors including data collection, collaborating with staff members, conducting a Functional Behavior Assessment (FBA), and implementing a positive behavior support plan (PBSP). In collaboration with the IEP team, those students who have behaviors that interfere with their learning have individual Positive Behavior Support Plans as part of their IEPs. The use of restraint is not listed as an intervention in a student's IEP. It may, however, be listed in a crisis plan to be used as a last resort with parent agreement. Restraint is used only as a last resort when a student exhibits aggressive behavior that presents a clear and present danger to the themselves, other students, or staff members and only when less restrictive measures and techniques have proven to be or are less effective. When a student is referred to law enforcement, the IEP team meets to update or develop the functional behavior assessment (FBA), positive behavior support plan (PBSP) and IEP as necessary to address the student's identified needs. In addition, if truancy is a concern for any student, a Truancy Elimination Plan is facilitated by the Home/School Visitor at an IEP meeting.

The LEA maintains and reports all restraints as required by the Secretary. The district uses the state recommended forms and has established procedures in place to meet state reporting guidelines. When a restraint occurs, parents are contacted within one school day through written or phone communication that a restraint has occurred. An IEP team meeting is held within ten (10) school days of the use of restraint occurring. If the parent chooses not to attend the meeting, it is still held with school staff in order to ensure that

additional supports in the IEP are not necessary.

The LEA provides regular professional development and staff training in positive behavior support strategies and intervention to all staff and paraprofessionals. Staff members in each building have been training in the Crisis Prevention Institute Non-Violent Crisis Intervention, which includes a component of verbal de-escalation. This training teaches all participant to use physical restraint only as a last resort. The district also employs a School Security Officer who was previously a police officer who is training in both CPI and emergency response techniques. Staff members are re-certified in CPI every two years as mandated by the program.

School based mental health services are provided by Team Care at both Lititz Elementary and Warwick Middle School. The district originally requested approval to establish school based mental health services through Team Care for all six buildings. There is a hope that the services will be expanded to additional buildings next year, with Warwick High School as the priority for expansion.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The district has been able to develop and locate programs for all students and has not had any issues with locating services for students. The district has access to and would utilize the services of the Interagency Coordinators if needed; however, at this time we have not needed to utilize such services. The district attends meetings of the Interagency Coordinators when appropriate and receives information about regional and state-wide training and attends if it is appropriate to the needs of the district. The district works closely with local agencies. This active collaboration with other agencies helps to prevent "lack of placement" crises. The district also attends CAASP meeting to ensure that the various systems work together on behalf of students and their families. We have not needed to do so within the last few years but certainly would engage in intensive interagency collaboration in order to provide a comprehensive program for students.

The District provides homebound instruction to students confined to home or hospital. The district continually monitors the student's condition while they are receiving homebound instruction. In addition, Instruction in the Home is used for students with IEP's who need this level of support. However, this is the most restrictive placement and the district monitors the student for ongoing placement.

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.

- Warwick School District uses a web-based service that has been created in-house, and individualized to meet the needs of the Warwick School District. It includes a data management tool, as well as a student services database that provides users (administrators, teachers, and psychologists) with the ability to create and manage special education forms, and maintain federally regulated timelines.

- Warwick School District has implemented a response to intervention and instruction framework in K-6 for all four elementary schools, with research-based practices and programs for all students.

- Warwick School District has implemented a reading framework at the secondary level to provide assessments, research-based programs, and progress monitoring in the area of Reading.

- In Warwick School District, psychological services and counseling services are provided to students as needed at each building. Each elementary school has a school psychologist and two learning facilitators. At the middle school, we have a school psychologist and two school counselors. At the high school, we have a school psychologist and four school counselors.

- Warwick School District is committed to meeting the unique needs of individual students. This is evidenced by the low student-staff ratio, the development of individualized programs to meet the needs of students, contracts for private evaluators/consultants when needed, and the involvement of community-based mental health supports in the schools.

- Warwick School District uses scientifically research-based reading curriculums (Reading Mastery, Corrective Reading, Wilson, ALL, Jamestown, and Edmark) in the special education programs to address the different learning styles and when progress is not evident when instructed in the district reading curriculum.

- In Warwick School District, every student with special needs share environments with their non-disabled peers throughout each day. This occurs through academic integration and/or social integration and/or reverse inclusion experiences.

- In Warwick School District, progress in reading and math is assessed through standardized probes (included but not limited to: AimsWeb, Dibels, 4-Sight) in all grades. This continuum of assessment provides constant feedback regarding student progress throughout the district.

- Warwick School District provides time to special education teachers to write reevaluation reports and IEPs by employing substitutes. This option is provided upon request and is based on caseload needs.

- Warwick School District has established common planning periods (regularly scheduled and/or periodically scheduled) for regular/special education teachers who share students.

- Warwick School District uses web grades, an electronic grading program. This allows for continual and up-to-the-minute feedback to parents regarding academic progress.

- Warwick School District employs paraprofessionals to support students in general and special education environments.

- Warwick School District provides training for all paraprofessionals in Crisis Management, CPR, and First Aid.

- Warwick School District has partnered with Team Care to provide School Based Mental Health Services provided at 2 of the 6 buildings.

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
House of His Creation	Nonresident	Warwick School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Camp Hill special School	Approved Private Schools	Life Skills Support	1
Clay Elementary School	Neighboring School Districts	Life Skills Support	2
Community School West	Special Education Centers	Emotional Support	1
Devereaux Kanner Center	Approved Private Schools	Autistic Support	2
Fairland Elementary School	Special Education Centers	Emotinal Support	1
Penn Manor High School	Neighboring School Districts	Autistic Support	1
Pressley Ridge	Approved Private Schools	Autistic Support	1
Reidenbaugh Elementary School	Neighboring School Districts	Multiple Disabilities Support	2
Reidenbaugh Elementary School	Neighboring School Districts	Autistic Support	3
The Vista School	Approved Private Schools	Autistic Support	3
Children's Home of York- Bridges	Special Education Centers	Full Time Emotional Support	2

Special Education Program Profile

Program Position #1

    Operator: School District

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John Beck Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	6 to 9	20	1

		operated					

Program Position #2
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John Beck Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	20	0.8
John Beck Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.2

Program Position #3
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John Beck Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	20	0.8
John Beck Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	6 to 9	2	0.2

Program Position #4
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John R Bonfield	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	20	1

Program Position #5
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John R Bonfield	An Elementary	A building in which General	Itinerant	Learning Support	9 to 12	20	1

	School Building	Education programs are operated					

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John R Bonfield	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 11	10	0.5
John R Bonfield	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 11	5	0.25
John R Bonfield	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	8 to 11	3	0.25

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kissel Hill	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	20	0.8
Kissel Hill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	4	0.2

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kissel Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kissel Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

Program Position #14

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	25	0.5

Program Position #15

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 15	12	1

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

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

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

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

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

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25
Warwick High School	A Senior High School	A building in which General Education	Supplemental (Less Than 80% but More Than	Learning Support	14 to 18	15	0.75

	Building	programs are operated	20%)				

Program Position #20
> *Operator:* School District
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	15	0.75
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	12	0.25

Program Position #21
> *Operator:* School District
> **PROGRAM SEGMENTS**

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

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

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

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	15	0.75
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	12	0.25

Program Position #24
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 21	12	1
Justification: Waivers have been signed							

Program Position #25
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John Beck Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: Instructional grouping with is within the age range							

Program Position #26
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
John R Bonfield Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: The instructional grouping is within the age range							

Program Position #27
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: The instructional grouping is within the age range							

Program Position #28
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Kissel Hill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	65	1
Justification: The instructional grouping within the age range							

Program Position #29
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	32	0.5

Program Position #30
        Operator: Intermediate Unit
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warwick High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 21	32	0.5
Justification: The instructional grouping is within the age range							

Program Position #31
        Operator: School District
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lititz Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	5 to 8	20	1

		operated					

Program Position #32

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	20	1

Program Position #33

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	10	0.5
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 8	6	0.5

Program Position #34

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	10	0.5
Lititz Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	9 to 12	6	0.5

Special Education Support Services

Support Service	Location	Teacher FTE

Director of Student Services	Warwick District Office	1
Secondary Education Consultant	Warwick District Office	1
School Psychologist	John Beck Elementary/John R Bonfield Elementary	1
School Psychologist	Kissel Hill Elementary/Lititz Elementary	1
School Psychologist	Warwick Middle School	1
School Psychologist	Warwick High School	1
School Psychologist	Warwick District Office	1
Home/School Visitor	Warwick District Office	1
Special Needs Assistant	John Beck Elementary	4
Classroom Assistant	John Beck Elementary	4
Special Needs Assistant	John R Bonfield Elementary	4
Classroom Assistant	John R Bonfield Elementary	5
Special Needs Assistant	Lititz Elementary	7
Classroom Assistant	Lititz Elementary	8
Special Needs Assistant	Kissel Hill Elementary	5
Classroom Assistant	Kissel Hill Elementary	3
Special Needs Assistant	Warwick Middle School	8
Classroom Assistant	Warwick Middle School	5
Special Needs Assistant	Warwick High School	6
Classroom Assistant	Warwick High School	9
Administrative Assistant-Director of Student Services	Warwick District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	20 Hours
Physical Therapy	Intermediate Unit	20 Hours
Job Trainer	Intermediate Unit	5 Days
Orientation/Mobility	Intermediate Unit	1 Hours
Homebound Instruction	Outside Contractor	5 Hours
Vision Services	Intermediate Unit	4 Hours
Hearing Services	Intermediate Unit	4 Days

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:
After reviewing school level accomplishments, the following patterns were identified:

- Strong School Performance Profile (SPP) results for all district schools;

- Areas of strength in certain grade levels and subject areas on the PSSA and Keystone Exams student data;

- Structured plan in place to complete standards-aligned curriculum work for all courses and grade level subject areas;

- Effective Induction Program for meeting the needs of new staff members;

- Student attendance rate at all schools (elementary, middle school, high school);

- Effective Title I program at designated schools;

- Internal and external communication system;

- Solid technology infrastructure and comprehensive data management & student information systems;

- Parental involvement in parent-teacher conferences;

- School pride (students and staff);

- Positive relationship between schools and the community;

- Building and district safety measures are in place, including a comprehensive All Hazards Plan; and,

- Involvement of staff in district processes and decision-making (grade level leadership on curriculum teams, K-12 staff involvement on district-wide communities, staff led professional development).

After reviewing school level systemic challenges, the following patterns were identified:

- Need for teacher training on data analysis strategies and how to make instructional adjustments based on student data;

- Need for assessments to be used formatively by teachers and students at the classroom level to provide feedback that is used to adjust ongoing teaching and learning;

- Need for assessment results to be disaggregated by learning targets/skills/concepts in order for teachers to make decisions related to curricular content and instructional practices;

- Need for differentiated instruction in classrooms at all levels (elementary, middle school, high school);

- Need for continued building of interventions for at-risk students;

- Need for completed standards-aligned curriculum with updated scope and sequence charts (with recommended pacing);

- Need for professional development to align with teacher/school/district areas of "need;" professional development to be mapped across a 3 - 5 year span;

- Need to limit professional development to no more than six (6) priorities during a school year;

- Need to monitor classroom practices to assure fidelity of implementation of professional development activities;

- Need to implement specific classroom and school-wide practices to re-engage students who are not actively participating in the learning process; and,

- Need to involve parents more in their student's learning process (informing them of progress/lack of in a timely manner, inviting them to school events, etc.).

District Accomplishments

Accomplishment #1:
Strong School Performance Profile (SPP) scores for all schools in the district.

Accomplishment #2:
Strong sense of pride in the district from students, parents, staff and the community.

Accomplishment #3:
Strong support from families, community, school staff, administration, and the School Board for the district educational programs (including the arts) and extracurricular activities.

Accomplishment #4:

Internal and external communication system, and the comprehensive district Communication Plan.

Accomplishment #5:

Developmental services, including diagnostic and intervention referrals, consultation and coordination services for students.

Accomplishment #6:

Comprehensive All Hazards Plan, with ongoing planning for school and campus safety with school staff and local law enforcement agencies.

Accomplishment #7:

Professional collaboration between grade level and department staff, in planning for building level and district level needs.

District Concerns

Concern #1:

Need for completed standards-aligned curriculum and assessments in place for all grade levels K-12. A process is in place at this time to ensure completion of all curriculum and assessments. The district curriculum development cycle will be revised as part of this process.

Concern #2:

Need for research-based instructional practices to be implemented across all classrooms in every school, including differentiated instruction.

Concern #3:

Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Concern #4:

Need for time to facilitate ongoing professional development for teacher data analysis and use of student data to drive instructional practices.

Concern #5:

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Concern #6:

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Concern #7:

Need for increased access to technology for all students to help build college and career readiness skills.

Concern #8:

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Concern #9:

Need for partnerships with organizations and businesses in the greater community to assist the schools in meeting the growing mental health needs of students.

Concern #10:

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

Prioritized Systemic Challenges

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

> **Aligned Concerns:**
>
> > Need for completed standards-aligned curriculum and assessments in place for all grade levels K-12. A process is in place at this time to ensure completion of all curriculum and assessments. The district curriculum development cycle will be revised as part of this process.
> >
> > Need for research-based instructional practices to be implemented across all classrooms in every school, including differentiated instruction.
> >
> > Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Need for time to facilitate ongoing professional development for teacher data analysis and use of student data to drive instructional practices.

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Need for increased access to technology for all students to help build college and career readiness skills.

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

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

Aligned Concerns:

Need for completed standards-aligned curriculum and assessments in place for all grade levels K-12. A process is in place at this time to ensure completion of all curriculum and assessments. The district curriculum development cycle will be revised as part of this process.

Need for research-based instructional practices to be implemented across all classrooms in every school, including differentiated instruction.

Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Need for time to facilitate ongoing professional development for teacher data analysis and use of student data to drive instructional practices.

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Need for increased access to technology for all students to help build college and career readiness skills.

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

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

Aligned Concerns:

Need for completed standards-aligned curriculum and assessments in place for all grade levels K-12. A process is in place at this time to ensure completion of all curriculum and assessments. The district curriculum development cycle will be revised as part of this process.

Need for research-based instructional practices to be implemented across all classrooms in every school, including differentiated instruction.

Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Need for time to facilitate ongoing professional development for teacher data analysis and use of student data to drive instructional practices.

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Need for increased access to technology for all students to help build college and career readiness skills.

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

Systemic Challenge #4 *(System #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Need for completed standards-aligned curriculum and assessments in place for all grade levels K-12. A process is in place at this time to ensure completion of all curriculum and assessments. The district curriculum development cycle will be revised as part of this process.

Need for research-based instructional practices to be implemented across all classrooms in every school, including differentiated instruction.

Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Need for time to facilitate ongoing professional development for teacher data analysis and use of student data to drive instructional practices.

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Need for increased access to technology for all students to help build college and career readiness skills.

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Need for partnerships with organizations and businesses in the greater community to assist the schools in meeting the growing mental health needs of students.

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

Systemic Challenge #5 *(System #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Need for professional development to be limited in scope to no more than six district and school initiatives per school year.

Need for consistent implementation of fair and accurate grading and assessment practices across the district.

Need to close the achievement gap between students in the Special Education and the Economically Disadvantaged Subgroups and all district students.

Need for increased access to technology for all students to help build college and career readiness skills.

Need for innovative support systems and learning opportunities to help students master the multi-dimensional abilities required of them in the 21st century and beyond.

Need for partnerships with organizations and businesses in the greater community to assist the schools in meeting the growing mental health needs of students.

Need for continued development of district-wide systems that fully ensure students who are academically at-risk are identified early and supported with interventions based on their needs.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Completed curriculum in the district online curriculum mapping tool

Specific Targets: Completed curriculum that is approved by the Board of School Directions, stored in the district online curriculum map

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: Increased percentage of students scoring proficient and advanced in reading, mathematics, writing and science for all designated grade levels of students, students in the individual subgroups, and students in the historically under-performing category on the School Performance Profile (SPP)

Type: Annual

Data Source: Advanced Placement Exams

Specific Targets: Increased percentage of students scoring 3 or higher on Advanced Placement Exams

Type: Annual

Data Source: SAT

Specific Targets: Increased percentage of students achieving the established College Ready Benchmark

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Establish a new district wide curriculum development and review cycle.

Description:

The district will publish a new district wide curriculum development and review cycle that will address the following four curriculum processes: (a) researching and studying, (b) writing, (c) implementing, and (d) and evaluating and refining. Evidence of implementation will include a published curriculum development and review cycle.

Start Date: 10/31/2014   **End Date:** 6/30/2015

Program Area(s): Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Generate a Range of Mastery Chart to accompany district wide curriculum.

Description:

A Range of Mastery Chart will be created outlining expectations of student proficiency/mastery of standards in each content area of the K-12 curriculum. Evidence of implementation will include a published chart to accompany district curriculum.

Start Date: 10/30/2015   **End Date:** 10/31/2018

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: Increased percentage of students who scored proficient and advanced in the areas of reading, mathematics, writing, and science.

Type: Interim

Data Source: Unit assessments/common cornerstone assessments

Specific Targets: Increased percentage of students demonstrating proficiency (75% or higher) on district-created unit assessments and common cornerstone assessments

Type: Annual

Data Source: School attendance rate on the school level and district level School Performance Profiles

Specific Targets: 97% or higher district wide school attendance rate

Type: Annual

Data Source: PSAT

Specific Targets: Increased percentage of students participating in the PSAT

Type: Annual

Data Source: SAT

Specific Targets: Increased percentage of students scoring at the established College Ready Benchmark

Type: Annual

Data Source: Cohort and overall district graduation rate on the School Performance Profile

Specific Targets: Increased cohort and district wide graduation rate

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single

greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact. (Source:http://americaspromise.org/~/media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx)

SAS Alignment: Safe and Supportive Schools

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

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

SAS Alignment: Assessment, Instruction

Dropout Prevention Expansion

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

SAS Alignment: Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Online Learning Opportunities

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

SAS Alignment: Instruction, Materials & Resources

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

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.

pdf ;
http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_pr ograms_hs.pdf ; and
http://www.inacol.org/research/promisingpractices/NACOL_CreditRecov ery_PromisingPractices.pdf)

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence,
http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ;
Differentiated Instruction: Effective classroom practices report,
http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf ;
Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809. pdf Differentiated Instruction Reexamined,
http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,
http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Implementation Steps:

Establish a structured process for increasing the graduation rate through implementation of Dropout Prevention Guidelines.

Description:

A set of guidelines will be developed to serve as action steps for key stakeholders that will systematically address students who express desire to drop out of school. The guidelines will involve the continual review and analysis of the district graduation rate and dropout data. Evidence of implementation will include published Dropout Prevention Guidelines, as well as an increased graduation rate.

Start Date: 10/31/2014   **End Date:** 6/30/2015

Program Area(s): Student Services

Supported Strategies:

- After School Programs

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

- Dropout Prevention Expansion

- Dual Enrollment Opportunities

- Online Learning Opportunities

- Credit Recovery Program

- Differentiating Instruction

Implement the Link Crew program as a freshmen transition program.

Description:

The Link Crew freshmen transition program will be implemented for all incoming 9th graders and new high school students. This program links students with an upper-classman, providing mentorship through numerous planned activities that helps build an effective transition to the high school. Evidence of implementation will include a decreased dropout rate, along with decreased discipline referrals and failure rate.

Start Date: 8/29/2014   **End Date:** 8/31/2017

Program Area(s): Student Services

Supported Strategies:

- Dropout Prevention Expansion

Develop, update, and consistently implement common assessments K-12.

Description:

Common assessments will be developed and consistently implemented district wide in all core and specialty areas. Evidence of implementation

will include completed common assessments in the online curriculum map, and documentation of usage via walkthroughs and observations.

Start Date: 10/31/2014   **End Date:** 10/31/2017

Program Area(s): Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Technology Infrastructure Enhancement/Technology Access and Training Increase

- Curriculum Mapping

Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data

Description:

Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.

Start Date: 10/31/2014   **End Date:** 6/30/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject

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

- Technology Infrastructure Enhancement/Technology Access and Training Increase

- Curriculum Mapping

- Differentiating Instruction

Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth

Description:

Teachers will learn how to implement research-based differentiated instructional practices in the classroom with fidelity. Training will include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.

Start Date: 6/30/2015   **End Date:** 9/29/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Online Learning Opportunities
- Curriculum Mapping
- Differentiating Instruction

Goal #3: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

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.

Indicators of Effectiveness:

Type: Annual

Data Source: Completed Counseling Curriculum in online curriculum map

Specific Targets: School Board-approved Counseling Curriculum for grades K-12

Type: Annual

Data Source: School level perceptual data

Specific Targets: School level perceptual data collected and reviewed annually

Type: Annual

Data Source: Parent attendance rate at Back-to-School Night/Open House and other parent events

Specific Targets: Increased attendance at parent events facilitated throughout the school year

Type: Annual

Data Source: Survey data from parents and community representatives on the School Board Committees

Specific Targets: Perceptual data collected and reviewed annually

Type: Annual

Data Source: District wide Grading and Assessment Guidelines

Specific Targets: Published Grading and Assessment Guidelines that provide a district wide structure for grading that is accurate, fair, specific and timely, and

directly measures student progress in the taught standards-aligned curriculum; guidelines to address homework practices, grading non-academics, extra-credit/enrichment, etc.

Type: Annual

Data Source: Parent Curriculum Summaries/Curriculum Syllabi

Specific Targets: Published Parent Curriculum Summaries/Curriculum Syllabi posted on district website for parent and community review

Type: Annual

Data Source: District School Performance Profile (SPP)

Specific Targets: Increased overall district score

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum

mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

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

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Gather and analyze perceptual and school processes data for the purpose of promoting, enhancing, and sustaining a shared vision of positive school climate and parental involvement in educational programming.

Description:

Strategies will be employed to gather feedback and data from stakeholders via surveys, monitoring attendance at parent-school events, and planning feedback regarding the effectiveness of the counseling curriculum. Evidence of implementation will include perceptual data, attendance records from school events, presentation documents from parent presentations, and a School Board-approved school counseling curriculum.

Start Date: 9/30/2014   **End Date:** 8/31/2017

Program Area(s): Student Services, Educational Technology

Supported Strategies:

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

Develop Parent Curriculum Summaries/Curriculum Syllabi

Description:

District/school teams of teachers will work collaboratively to develop K-12 Parent Curriculum Summaries/Curriculum Syllabi. Evidence of implementation will consist of published documents for posting on the district website.

Start Date: 10/31/2014   **End Date:** 6/30/2017

Program Area(s): Educational Technology

Supported Strategies:

- Common Assessment within Grade/Subject
- Curriculum Mapping

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Dropout Prevention Expansion

Start	End	Title	Description
8/29/2014	8/31/2017	Implement the Link Crew program as a freshmen transition program.	The Link Crew freshmen transition program will be implemented for all incoming 9th graders and new high school students. This program links students with an upper-classman, providing mentorship through numerous planned activities that helps build an effective transition to the high school. Evidence of implementation will include a decreased dropout rate, along with decreased discipline referrals and failure rate.

Person Responsible	SH	S	EP	Provider	Type	App.
High School Administration	6	2	3	Boomerang Project	For Profit Company	Yes

Knowledge	• High School Orientation: Link Leaders and freshmen start building a mentor-mentee relationship, and freshmen receive information about how to be successful in high school; • Academic Follow-Ups: Link Leaders support freshmen academic success and character development through structured classroom visits; • Social Follow-Ups: Link Leaders and freshmen connect outside of the classroom at social events to increase student engagement and promote positive school climate; and,

- <u>Leader Initiated Contacts:</u> Link Leaders connect with their freshmen on a more individual basis.

Supportive Research	ASR 2011 report on Effectiveness of Link Crew Program; ASR 2012 Freshmen Transition Study

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. 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.

Training Format	Series of Workshops School Whole Group Presentation

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

specialists

Follow-up Activities	Creating student-student activities, team-building activities, mentoring leadership workshops	Evaluation Methods	Participant survey

LEA Goals Addressed:	**#1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.**	**Strategy #1: Common Assessment within Grade/Subject** **Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #4: Curriculum Mapping** **Strategy #5: Differentiating Instruction**

Start	End	Title	Description
10/31/2014	6/30/2017	Implement data analysis using various assessment measures, and make instructional adjustments based on student achievement data	Teachers will be trained in how to interpret and analyze data gathered from multiple assessments. Teachers will learn how to use the achievement data to change instructional practices. Trainings will occur at the school level, embedded within the structure of established data teaming. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.
	Person Responsible	SH	S	EP	Provider	Type	App.

Building principals	1.0	25	50	Building Principal	School Entity	No

Knowledge

Teachers will learn how to interpret and analyze data in order to adjust instructional practices to maximize student growth. A framework will be used for facilitating collaborative dialogue and action planning that is focused on improving student performance.

Using Student Achievement Data to Support Instructional Decision Making -- National Association of Elementary School Principals, Best Practice for Better Schools excerpted from Doing What Works, U.S. Department of Education (2011);

B. McNulty and L. Besser (2011). L*eaders Make It Happen! An Administrator's Guide to Data Teams*. The Leadership and Learning Center, Englewood, CO; Lead + Learn Press;

Supportive Research

Kovaleski, J. F., Roble, M., & Agne, M. (n.d.). The RTI Data Analysis Teaming process. Retrieved on May 3, 2011, from http://www.rtinetwork.org/essential/assessment/data-based/teamprocess;

Additional information on Professional Learning Communities (DuFour, Eaker, Many, etc.).

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	School Whole Group Presentation Department Focused Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors 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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed:	#1 Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.	Strategy #1: Common Assessment within Grade/Subject Strategy #2: Online Learning Opportunities Strategy #3: Curriculum Mapping Strategy #4: Differentiating Instruction

Start	End	Title	Description
6/30/2015	9/29/2017	Provide professional development in differentiated instruction and the framework for the management and routines to use to maximize student growth	Teachers will learn how to implement research-based differentiated instructional practices in the classroom with fidelity. Training will include how to build a learning environment and develop classroom routines to maximize student growth while differentiating instruction. Evidence of implementation will include teacher survey data, student common assessment data, and walkthrough and observation data showing differentiated instructional practices.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principal	6.0	6	350	Designated district staff members	School Entity	Yes

Knowledge	Teachers will gain knowledge to assist in the development of a learning environment to support differentiated instruction, including instructional strategies and classroom routines.
Supportive Research	Hilebner, Tracy A. (Feb. 2010) *What Research Says About Differentiated Learning*. Educational Leadership: Vol. 67 Number 5.; and additional research and publications by Carol Ann Tomlinson, Anderson, Allan, Hall, Ellis, Worthington, Vygotsky, etc.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

Participant Roles		**Grade Levels**	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
	School counselors		High (grades 9-12)
	New Staff		
	Other educational specialists		

Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

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

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

Chief School Administrator

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.

Affirmed by Timothy Quinn on 4/29/2014

Board President

Affirmed by April Hershey on 4/28/2014

Chief School Administrator