Warwick SD

# District Level Plan

07/01/2018 - 06/30/2022

# District Profile

## Demographics

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

## Planning Process

The Comprehensive Planning process formally began in January of 2014. In 2014/2015, over 100 members of our school district staff, community and business leaders convened to provide input and feedback for our comprehensive plan. Three years later, a review of the plan was required. This review began in January of 2017. 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. The District Level and School Level Planning Teams engaged in data and systems analysis, goal setting, and action planning. Because we completed a large-scale planning process in 2014, this revision utilized representatives from our school district, but only the required stakeholders in an effort to review progress toward our goals and investigate alignment of our action steps. Although much can change in three years, the district is committed to the investment of stability of our vision and direction.

School board members provided feedback in the winter of 2017 prior to the one year extension timeline. That data was utilized to reprioritize goals and action steps.

School teams worked on their building-level plans throughout the winter, spring and summer of 2017. These optional plans were developed to align building goals, gather stakeholder feedback and inform the district-level plan.

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

| Action Step | Timeline |
|---|---|
| • Identify District and School Level | January, 2017 |

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|---|---|
| Planning Team members & meeting schedule<br><br>• Gather data for team meetings & begin planning structure for meetings | |
| • Participate in small group building-level planning meetings | February, 2017- May, 2017 |
| • School board feedback provided electronically in Google Forms. | February – May, 2017 |
| • District Level Plan reviewed and updated. | March, 2017 – August, 2018 |
| • Present Comprehensive Plan (District and School Level Plans) at Committee of the Whole Meeting | September, 2018 |
| • Share District and School Level Plan goals with all district staff. | September, 2018 |
| • Provide public review of the Comprehensive Plan for at least 28 days | September, 2018 |
| **School Board approval of**<br><br>**District Comprehensive Plan** | **October, 2018** |

## 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 4,200 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. John Beck Elementary School serves approximately 500 students, John R. Bonfield Elementary School approximately 550 students, Kissel Hill Elementary School approximately 550 students, Lititz Elementary School approximately 500 students, Warwick Middle School approximately 620, and Warwick High School approximately 1380 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 4,200 students enrolled in the school district, approximately 25% 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. The district has a robust Counseling Career Plan written by our school counselors to support all students on various career paths.  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. Students who may require alternative education programs have an opporutnity to recieve those supports in the district. 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, 40 building and facilities staff, 36 food services staff, and 17 administrators. The annual budget for the 2018/2019 school year is approximately 70 million, with approximately 57% dedicated to instructional programming, 25% to support services, 2% for non-instructional services, and 17% 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, English language fluency, 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 |
|------|------|
| Ryan Axe | Administrator : Professional Education Schoolwide Plan |
| Stacie Bardell | Administrator : Professional Education Schoolwide Plan |
| Ryan Berardi | Administrator : Professional Education Schoolwide Plan |
| Lisa Bonfield | Administrator : Professional Education Schoolwide Plan |
| Melanie Calender | Administrator : Professional Education Special Education |
| Dr. Ron Hallett | Administrator : Professional Education Schoolwide Plan |
| Michelle Harris | Administrator : Special Education |
| Sydnor Harrison | Administrator |
| Jennifer Murphy | Administrator : Special Education |
| Kristine Szobocsan | Administrator : Professional Education Special Education Schoolwide Plan |
| Steve Szobocsan | Administrator : Professional Education Schoolwide Plan |
| Nathan Wertsch | Administrator |
| Millard Eppig | Board Member |
| Matthew Knouse | Board Member |
| Michael Landis | Board Member |
| Leslie Penkunas | Board Member |
| Nelson Peters | Board Member |
| Todd Rucci | Board Member |
| Benedict Sahd | Board Member |
| Scott Shaub | Board Member |
| Debra Wenger | Board Member |

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| Ken Kauffman | Business Representative : Professional Education |
| Scott Shaub | Business Representative : Professional Education |
| Stacy Geesaman | Community Representative : Professional Education |
| Matthew Huber | Community Representative |
| Lorie Sedlmyer | Community Representative : Professional Education |
| Mark Leidich | Director of Human Resources |
| Susan Shinn-Thomas | Ed Specialist - Home and School Visitor : Professional Education Special Education |
| Kerry Lichty | Ed Specialist - Other : Special Education |
| Rebecca Noon | Ed Specialist - Other : Professional Education |
| Becky Spatz | Ed Specialist - Other : Special Education |
| Marianne Brobst | Ed Specialist - School Counselor : Special Education |
| Colleen Heckman | Ed Specialist - School Counselor : Professional Education |
| Sue Ann Hummel | Ed Specialist - School Nurse : Professional Education |
| Lori Earle | Ed Specialist - School Psychologist |
| Jason Balsbaugh | Elementary School Teacher - Gifted |
| Stacey Bernstein | Elementary School Teacher - Regular Education : Special Education |
| Yvonne Engroff | Elementary School Teacher - Regular Education : Professional Education |
| Chad Felty | Elementary School Teacher - Regular Education : Professional Education |
| Susanna Grubb | Elementary School Teacher - Regular Education : Professional Education |
| Leslie Morgan | Elementary School Teacher - Regular Education : Professional Education |
| Bethany Mueller | Elementary School Teacher - Regular Education : Professional Education |
| Dan Shelly | Elementary School Teacher - Regular Education : Professional Education |
| Jill Sturgis | Elementary School Teacher - Regular Education : Special Education |
| Stephanie Baxter | Elementary School Teacher - Special Education : Special Education |
| Tara George | Elementary School Teacher - Special Education : Special Education |

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| Doug Balmer | High School Teacher - Regular Education : Professional Education |
| Brenda Crosetto | High School Teacher - Regular Education : Professional Education |
| Brittany Keifer | High School Teacher - Regular Education : Special Education |
| Dr. Joanna Lynch | High School Teacher - Regular Education : Professional Education |
| Nate Nixdorf | High School Teacher - Regular Education : Professional Education |
| Kate Rapp | High School Teacher - Regular Education : Professional Education |
| Diane Shirk | High School Teacher - Regular Education : Professional Education |
| Lisa Gleason | High School Teacher - Special Education : Professional Education Special Education |
| Fred Griffiths | Instructional Technology Director/Specialist : Professional Education |
| Fred Griffiths | Instructional Technology Director/Specialist : Professional Education |
| Beth Hartranft | Instructional Technology Director/Specialist : Professional Education Schoolwide Plan |
| Wendy Hoyer | Middle School Teacher - Regular Education : Special Education |
| Jeff Martin | Middle School Teacher - Regular Education : Professional Education |
| Bobby Rhoads | Middle School Teacher - Regular Education : Professional Education |
| Amy Schweigert | Middle School Teacher - Regular Education : Professional Education |
| Kristen Matthew | Middle School Teacher - Special Education : Special Education |
| Stacy Geesaman | Parent : Professional Education |
| Leo Hegarty | Parent : Special Education |
| Tina Hegarty | Parent : Special Education |
| Lorie Sedlmyer | Parent : Professional Education |
| Dr. Melissa Wainman | Parent : Special Education |
| Juliet Ashton | Special Education Director/Specialist : Professional Education Special Education Schoolwide Plan |
| Julia Reedy | Student : Special Education |

| Debra Ulicny | Student Services Director/Specialist : Special Education |
| --- | --- |
| Dr. April Hershey | Superintendent : Professional Education |

# Core Foundations

## Standards

### *Mapping and Alignment*

**Elementary Education-Primary Level**

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

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. We are now setting our sights on reviewing these curricular areas and focusing on alignment/adjustments and assessments.
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 | Accomplished | Accomplished |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Accomplished | Accomplished |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Accomplished | Accomplished |
| PA Core Standards: Mathematics | Accomplished | Accomplished |
| Economics | Accomplished | Accomplished |
| Environment and Ecology | Accomplished | Accomplished |
| Family and Consumer Sciences | Accomplished | Accomplished |
| Geography | Accomplished | Accomplished |
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Accomplished | Accomplished |
| Alternate Academic Content Standards for Math | Developing | Developing |
| Alternate Academic Content Standards for Reading | Developing | Developing |
| American School Counselor Association for Students | Accomplished | Developing |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Developing |
| School Climate | Accomplished | Developing |

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

The elementary (primary and intermediate) level has curriculum established for all content areas. Curriculum cycles have been established and all areas are working towards alignment and adjustments.  Assessments and report cards are areas of focus for the next planning period.

**Middle Level**

| Standards | Mapping | Alignment |
|---|---|---|
| Arts and Humanities | Developing | Developing |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Accomplished | Accomplished |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing | Developing |
| PA Core Standards: Mathematics | Accomplished | Accomplished |
| Economics | Developing | Developing |

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|---|---|---|
| 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 | Accomplished | Accomplished |
| Alternate Academic Content Standards for Math | Developing | Developing |
| Alternate Academic Content Standards for Reading | Developing | Developing |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |
| World Language | Accomplished | Accomplished |

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

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. All areas will be reviewed on a cycle based on our consistent plan.

### High School Level

| Standards | Mapping | Alignment |
|---|---|---|
| Arts and Humanities | Developing | Developing |
| Career Education and Work | Accomplished | Accomplished |
| Civics and Government | Accomplished | Accomplished |
| PA Core Standards: English Language Arts | Accomplished | Accomplished |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Developing | Developing |
| PA 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 | Developing | Developing |
| Alternate Academic Content Standards for Reading | Developing | Developing |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |
| World Language | Accomplished | Accomplished |

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

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. A consistent and purposeful plan exists to update curriculum on a regular basis.

## *Adaptations*

### Elementary Education-Primary Level

*Checked answers*

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

*Unchecked answers*

> *None.*

### Elementary Education-Intermediate Level

*Checked answers*

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

*Unchecked answers*

> *None.*

### Middle Level

*Checked answers*

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

*Unchecked answers*

> *None.*

### High School Level

*Checked answers*

- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

- PA Core Standards: Mathematics
- Health, Safety and Physical Education

*Unchecked answers*

 *None.*

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 is established that ensures an appropriate timeline 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. 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 is established that ensures an appropriate timeline 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 | Developing |

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

Processes used to ensure Accomplishment:

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 is 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 has been established that ensures an appropriate timeline 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 general 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 general education setting. Co-teaching is used in some

content areas in order to provide additional supports within the general education curriculum.

## Instruction

### *Instructional Strategies*

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

*Regular Lesson Plan Review*

   *Checked Answers*
   - Administrators
   - Department Supervisors

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

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

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

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 22/23 | SY 23/24 | SY 24/25 |
|---|---|---|---|
| Total Courses | | | |
| English | | | |
| Mathematics | | | |
| Social Studies | | | |
| Science | | | |
| Physical Education | | | |
| Health | | | |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | | | |
| Electives | | | |
| Minimum % Grade Required for Credit (Numerical Answer) | | | |

## *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*Checked answers*

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

*Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

    V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

    VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing

the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

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

## *Local Assessments*

| Standards | WA | TD | NAT | DA | PSW | Other |
|---|---|---|---|---|---|---|
| Arts and Humanities | | X | | | | |
| Career Education and Work | | X | | | X | |
| Civics and Government | | X | | | | |
| PA Core Standards: English Language Arts | | X | | | | |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | | X | | | | |
| PA Core Standards: Mathematics | | X | | | | |
| 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 | | | | |

## *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 & | X | X | X | X |

| Math | | | | |
|---|---|---|---|---|
| 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 |
| Pre-Reading Skills Survey | | X | | |
| Various Intervention Assessments | X | X | X | |
| GRADE | 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, 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), 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 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 | 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 | X | X |
| State Reported Data (SPP, Future Ready, etc...) | 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.

The district has focused on writing curriculum for each content area and creating elementary level curriculum planning guides for sharing with the community. All major content area curricula has been reviewed and updated, we are now working on a new curriculum cycle to refresh and enhance our curriculum.  Parent guides have been published for all curricular areas for parent access.  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. 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 Understanding with Local Law Enforcement | X | X | X | X |
| School-wide Positive Behavioral Programs | X | X | X | X |

| | | | | |
|---|---|---|---|---|
| Conflict Resolution or Dispute Management | | | | |
| Peer Helper Programs | | | | X |
| Safety and Violence Prevention Curricula | X | X | X | X |
| Student Codes of Conduct | X | X | X | X |
| Comprehensive School Safety and Violence Prevention Plans | X | X | X | X |
| Purchase of Security-related Technology | X | X | X | X |
| Student, Staff and Visitor Identification Systems | X | X | X | X |
| Placement of School Resource Officers | X | X | X | X |
| Student Assistance Program Teams and Training | X | X | X | X |
| Counseling Services Available for all Students | X | X | X | X |
| Internet Web-based System for the Management of Student Discipline | X | X | X | X |

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

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 was trained in Student Assistance Program (SAP). In addition, there are school counselors, psychologists, learning facilitators, and other staff trained in supporting student needs at that level.

## Screening, Evaluating and Programming for Gifted Students

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

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.
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.  All students in 2nd grade are

screened using the OLSAT.

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.

Students who need acceleration do not need to be identified as gifted, but they can be. Parents and school team members can refer a student and the school team will meet with the parent to review the types of acceleration and supports necessary to plan for appropriate acceleration.  These guidelines were developed within the last year of the comprehensive planning process.


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

Students may be identified at any grade level for gifted or other support services. Notifications are posted on our district websites that are public as well as within the resources for staff members to use as reference.  All new staff are trained in district procedures for referral for support services, such as gifted.   All students are screened for gifted supports in grade 2.  In addition, as teams are reviewing school data at every level, conversations occur regarding screening criteria for gifted.  Teachers or parents may make referrals for gifted services.

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

As mentioned above, all students are screened in 2nd grade for gifted eligibility using hte OLSAT.  Eligibility for gifted services are reviewed using a multiple criteria model.  We use a two phase screening process.  Typically school counselors, learning facilitators or psychologists review the first phase of screening.  The screening data reviewed for phase one includes a review of building screening data such as DIBELS and Classroom Diagnostic Tools (CDT) data, academic achievement data as well as a K-BIT screener.  Phase two of the screening, includes a review of teacher checklists, parent checklists, standardized IQ tests, standardized achievement scores and a review of student achievement records.  This layered and multiple-criteria method of screening and evaluation enables our school psychologists to review substantial data of a student to make a best determination of eligibility for gifted services.

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

Students who are identified as gifted receive opportunities for acceleration and enrichment.  The district has established acceleration procedures, including data to review to determine which method of acceleration may be best for the student.  In addition, students have opportunity for enrichment within their general education program, within gifted support services and via their Gifted Individualized Education Program (GIEP). Teams, including school staff members and parents, devise the GIEP to build on the student's strengths and support the areas of need, if required.  This strength-based document drives the program for the student, and can include supports in the general

education environment, those in small group classrooms, or some combination of the two environments.  A full continuum of services is offered to the student as determined by the GIEP team.

## *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/MTSS | 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 | X | X |
| None | | | | |

Explanation of diagnostic, intervention and referral services:

The Student Assistance Program (SAP) program is now 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.  Other after school programs are also available and provide transportation to/from the elementary schools.

After school tutoring is offered by the district when certified staff can be secured.  When offered, 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 | Accomplished |
| A robust supply of high quality aligned instructional materials and resources available | Accomplished |
| Accessibility for students and teachers is effective and efficient | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | 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 | Accomplished |
| A robust supply of high quality aligned instructional materials and | Accomplished |

| | |
|---|---|
| resources available | |
| 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 | Accomplished |
| A robust supply of high quality aligned instructional materials and resources available | Accomplished |
| Accessibility for students and teachers is effective and efficient | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | 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 | Accomplished |
| A robust supply of high quality aligned instructional materials and resources available | Accomplished |
| Accessibility for students and teachers is effective and efficient | Accomplished |
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | 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 | Full Implementation |
| Career Education and Work | Full Implementation |
| Civics and Government | Full Implementation |
| PA Core Standards: English Language Arts | Full Implementation |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Full Implementation |
| PA Core Standards: Mathematics | Full Implementation |
| Economics | Full |

| | |
|---|---|
| | Implementation |
| Environment and Ecology | Full Implementation |
| Family and Consumer Sciences | Full Implementation |
| Geography | Full Implementation |
| Health, Safety and Physical Education | Full Implementation |
| History | Full Implementation |
| Science and Technology and Engineering Education | Full Implementation |
| Alternate Academic Content Standards for Math | Full Implementation |
| Alternate Academic Content Standards for Reading | Full Implementation |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler&rarr;Second Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Full Implementation |
| Interpersonal Skills | Full Implementation |
| School Climate | Full Implementation |

Further explanation for columns selected "

As the elementary 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.  The curriculum cycle will enable us to continue to refine and address areas of weakness as student data becomes available.

**Elementary Education-Intermediate Level**

| Standards | Status |
|---|---|
| Arts and Humanities | Full Implementation |
| Career Education and Work | Full Implementation |
| Civics and Government | Full Implementation |

| | |
|---|---|
| PA Core Standards: English Language Arts | Full Implementation |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Full Implementation |
| PA Core Standards: Mathematics | Full Implementation |
| Economics | Full Implementation |
| Environment and Ecology | Full Implementation |
| Family and Consumer Sciences | Full Implementation |
| Geography | Full Implementation |
| Health, Safety and Physical Education | Full Implementation |
| History | Full Implementation |
| Science and Technology and Engineering Education | Full Implementation |
| Alternate Academic Content Standards for Math | Full Implementation |
| Alternate Academic Content Standards for Reading | Full Implementation |
| American School Counselor Association for Students | Full Implementation |
| English Language Proficiency | Full Implementation |
| Interpersonal Skills | Full Implementation |
| School Climate | Full Implementation |

Further explanation for columns selected "

As the elementary 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.  The curriculum cycle will enable us to continue to refine and address areas of weakness as student data becomes available.

**Middle Level**

| Standards | Status |
|---|---|
| Arts and Humanities | Full Implementation |
| Career Education and Work | Full Implementation |
| Civics and Government | Full |

| | Implementation |
|---|---|
| PA Core Standards: English Language Arts | Full Implementation |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Full Implementation |
| PA Core Standards: Mathematics | Full Implementation |
| Economics | Full Implementation |
| Environment and Ecology | Full Implementation |
| Family and Consumer Sciences | Full Implementation |
| Geography | Full Implementation |
| Health, Safety and Physical Education | Full Implementation |
| History | Full Implementation |
| Science and Technology and Engineering Education | Full Implementation |
| Alternate Academic Content Standards for Math | Full Implementation |
| Alternate Academic Content Standards for Reading | Full Implementation |
| American School Counselor Association for Students | Full Implementation |
| English Language Proficiency | Full Implementation |
| Interpersonal Skills | Full Implementation |
| School Climate | Full Implementation |
| World Language | Full Implementation |

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.  The curriculum cycle will enable us to continue to refine and address areas of weakness as student data becomes available.

**High School Level**

| Standards | Status |
|---|---|
| Arts and Humanities | Full |

|  | Implementation |
|---|---|
| Career Education and Work | Full Implementation |
| Civics and Government | Full Implementation |
| PA Core Standards: English Language Arts | Full Implementation |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Full Implementation |
| PA Core Standards: Mathematics | Full Implementation |
| Economics | Full Implementation |
| Environment and Ecology | Full Implementation |
| Family and Consumer Sciences | Full Implementation |
| Geography | Full Implementation |
| Health, Safety and Physical Education | Full Implementation |
| History | Full Implementation |
| Science and Technology and Engineering Education | Full Implementation |
| Alternate Academic Content Standards for Math | Full Implementation |
| Alternate Academic Content Standards for Reading | Full Implementation |
| American School Counselor Association for Students | Full Implementation |
| English Language Proficiency | Full Implementation |
| Interpersonal Skills | Full Implementation |
| School Climate | Full Implementation |
| World Language | Full Implementation |

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. The curriculum cycle will enable us to continue to refine and address areas of weakness as student data becomes available.

## *Early Warning System*

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

*Not answered*

# Professional Education

## *Characteristics*

| District's Professional Education Characteristics | EEP | EEI | ML | HS |
|---|---|---|---|---|
| Enhances the educator's content knowledge in the area of the educator's certification or assignment. | X | X | X | 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.

## *Educator Discipline Act 126, 71*

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

| Questions |
|---|
| The LEA has conducted the required training on: |
| 2/13/2013 All staff |
| 8/30/2016 Elementary staff |
| 8/30/2017 Secondary and other staff |

| The LEA plans to conduct the required training on approximately: |
|---|
| 8/28/2019 As staff are hired between 8/30/2017 and then, every 3 years. |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 8/31/2016 Annual updates on youth suicide training are offered for staff as well. |
| The LEA plans to conduct the training on approximately: |
| 8/28/2019 |

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

| Questions |
|---|
| The LEA has conducted the training on: |
| 8/31/2016 |
| The LEA plans to conduct the training on approximately: |
| 8/28/2019 |

## Strategies Ensuring Fidelity

*Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

- Professional Education is evaluated to show its impact on teaching practices and student learning.

*Unchecked answers*

> *None.*

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

Professional 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*

*Checked answers*

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

- Inductees will understand 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.

*Unchecked answers*

    *None.*

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 Director of Curriculum, Instruction and Assessment 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*

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Knowledge of successful research-based instructional models.

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

- Videotape of teaching for reflection.

- Observations of five other professionals.

*Unchecked answers*

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

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 a brief explanation for strategies not selected and your 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*

*Checked answers*

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

*Unchecked answers*

> *None.*

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

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 and Evaluating the 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)*Checked answers*

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

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*
*None.*


# Special Education

## *Special Education Students*

Total students identified: **476**

## *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, intellectual disability, 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:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Warwick School District has a goal of serving all students regardless of enrollment differences.  Although the state average is a benchmark to consider, we feel the services that we provide are targetted toward student needs and not based on state data.  However, we do consider areas that are over identified by state average and under-identified and review the data with stakeholders.  We utilize this data to find trends over time.  At Warwick, we have seen a trend in over-identifying students with speech and language disorders.  We have met with our Speech and Language Therapists to devise guidelines and we have also sent the team to training to enhance our supports.  We have also initiated a tiered system of support for Speech and Language to assist with serving students prior to identification.
In addition, we are under-identified in specific learning disability.  We continue to use the RtII method to identify and serve students and monitor the evaluation data of students when they are not making progress.
We will continue to review the data and address needs as trends are revealed.

## *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.
The main barrier that exists and limites the district's ability to meet its obligation is communication.  Warwick staff members work diligently to keep communication lines open.  We also use our administrative, counseling, special education and home/school visitor to intensely support students and families that may be receiving their education in the Warwick School District boundaries. 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 providing for us to locate, identify, evaluate and if deemed eligible, offer a free appropriate public education in the same manner and to the same extent as a student who has been expelled.

## 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, Assistant Superintendent, Coordinator of Elementary Student Services and Coordinator of Secondary Student Services 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 paraprofessionals, including some that function as student support 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 5 students being served in a Residential setting. This makes up 1% 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 45 students served in non-residential, out of district, educational placements. This makes up 9% of the total number of students identified. Six 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

1. Provide a summary of the District policy on behavioral support services including, but not limited to, the school wide positive behavior supports (PBS).
2. Describe training provided to staff in the use of positive behavior supports, de-escalation techniques and responses to behavior that may require immediate intervention.

3. If the district also has School-Based Behavioral Health Services, please discuss it.

The 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, but may be listed under specially designed instruction if the student requires this type of support.  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 Student Attendance Improvement Plan (SAIP) 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 participants to use physical restraint only as a last resort.  The district also employs a School Resource Officer (SRO) who serves as a police officer within our community.  The SRO has had 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 all schools in the Warwick School District.  This partnership assists us with supporting all needs of students, while honoring classroom instructional time to the maximum extent.

## *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. Warwick School 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.

The district provides supports for students through several organizations, schools and agencies including:  Intermediate Unit 13, New Story, River Rock, and Vista School.  We continue to look for partnerships from other educational organizations to ensure appropriate programming for all students.

# Assurances

## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

*No policies or procedures have been identified.*

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

*There are no facilities.*

## Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|---|---|---|---|
| Fairland Elementary School | Special Education Centers | Emotinal Support | 3 |
| The Vista School | Approved Private Schools | Autistic Support | 2 |
| Valley Road Education Center | Special Education Centers | Center-based Emotional Support | 3 |
| Valley Road Education Center | Special Education Centers | Center-based Autistic Support | 2 |
| New Story | Approved Private Schools | Autistic Support | 1 |
| New Story | Approved Private Schools | Emotional Support | 1 |
| Janus School | Approved Private Schools | Learning Support | 1 |
| Lampter-Strasburg Emotional Support | Other | IU Emotional Support | 3 |
| Manheim Central School District | Neighboring School Districts | Transition Program | 1 |
| Columbia High School | Other | IU Emotional Support | 2 |
| Central Dauphin School District | Other | CRR Host Home | 1 |
| Greater Nanticoke School District | Other | CRR Host Home | 1 |
| Youth Intervention Center | Other | Ward of the State | 1 |

| | | | |
|---|---|---|---|
| Elizabethtown High School | Other | IU Autistic Support | 2 |
| Warwick High School | Other | IU MDS Class | 2 |
| IU 13 School to Work Program | Other | IU Transition Program | 4 |
| Elizabethtown Middle School | Other | IU Autistic Support | 2 |
| Willow Valley Work Immersion | Other | Transition Program | 1 |
| Manheim Central High School | Neighboring School Districts | IU Emotional Support | 1 |
| Bald Eagle Wilderness Boys Camp | Other | Therapeutic Camping | 1 |
| IU Autistic Support | Other | IU Autistic Support | 6 |
| Doe Run Elementary | Neighboring School Districts | IU Autistic Support | 1 |
| Mulberry Street | Other | IU 13 Center Based Emotional Support | 1 |
| Hoffman Homes | Other | Residential Treatment Facility | 1 |

## Special Education Program Profile

**Program Position #1 - Proposed Program**

       *Operator:* School District

      **PROPOSED PROGRAM INFORMATION**

          *Type:* Position

          *Implementation Date:* September 6, 2017

      **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 5 to 9 | 50 | 1 |
| Justification: Itinerant support is offered to a larger age range without the need for students to be supported at the same time. | | | | |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #2 - Proposed Program**

       *Operator:* School District

      **PROPOSED PROGRAM INFORMATION**

          *Type:* Class

          *Implementation Date:* September 6, 2017

      **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 8 to 11 | 50 | 1 |

| Locations: | | | | |
|---|---|---|---|---|
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #3 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 10 to 13 | 40 | 0.8 |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 9 to 12 | 2 | 0.05 |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 9 to 12 | 3 | 0.15 |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #4 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 5 to 9 | 50 | 1 |
| Justification: Itinerant services can be provided without crossing the larger age range. | | | | |
| Locations: | | | | |
| John R Bonfield | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 8 to 12 | 50 | 1 |
| Justification: Itinerant support is offered to a larger age range without the need for students to be supported at the same time. | | | | |
| Locations: | | | | |
| John R Bonfield | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #6 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 7 to 10 | 10 | 0.5 |
| Justification: Age variance waiver is completed as necessary. | | | | |
| Locations: | | | | |
| John R Bonfield | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 7 to 11 | 25 | 0.5 |
| Justification: This is a K-6 classroom; students are serviced with an age waiver when appropriate. | | | | |
| Locations: | | | | |
| John R Bonfield | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #7 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 5 to 8 | 50 | 1 |
| Justification: Itinerant support can be provided without crossing larger age spans. | | | | |
| Locations: | | | | |
| Kissel Hill | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #8 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 8 to 11 | 50 | 1 |
| Locations: | | | | |
| Kissel Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #9 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 9 to 12 | 50 | 1 |
| Locations: | | | | |
| Kissel Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 14 | 50 | 1 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 12 to 15 | 30 | 0.6 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 8 | 0.4 |

| | | | | |
|---|---|---|---|---|
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #12 - Proposed Program**
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* September 6, 2017
>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 14 | 45 | 0.9 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 12 to 15 | 5 | 0.1 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #13 - Proposed Program**
>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Position
>>*Implementation Date:* September 5, 2018
>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 8 | 0.4 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 14 | 25 | 0.5 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 14 to 15 | 2 | 0.1 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #14 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 13 to 16 | 5 | 0.5 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 15 | 5 | 0.25 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 14 | 12 | 0.25 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 15 to 19 | 25 | 0.5 |
| Justification: Appropriate age waivers are completed when necessary. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 15 to 18 | 5 | 0.25 |
| Justification: Update in case load.  Appropriate age waivers are acquired when necessary. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 16 to 18 | 12 | 0.25 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

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

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 25 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 10 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #17 - Proposed Program**
 *Operator:* School District
 **PROPOSED PROGRAM INFORMATION**
  *Type:* Position
  *Implementation Date:* September 6, 2017
 **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 25 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 10 | 0.5 |
| Justification: Update in caseload; appropriate age waivers are acquired when necessary. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #18 - Proposed Program**
 *Operator:* School District
 **PROPOSED PROGRAM INFORMATION**
  *Type:* Position
  *Implementation Date:* September 5, 2018
 **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 25 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 10 | 0.5 |
| Justification: Update in caseload; appropriate age waivers are acquired when necessary. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

### Program Position #19 - Proposed Program
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* September 6, 2017
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 6 | 0.3 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 35 | 0.7 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

### Program Position #20 - Proposed Program
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* September 5, 2018
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 10 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 12 | 0.25 |
| Locations: | | | | |

| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |
|---|---|---|---|---|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Learning Support | 18 to 21 | 3 | 0.25 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

### Program Position #21 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 19 | 10 | 0.5 |
| Justification: Adjustments to case load; age waivers acquired when appropriate. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 19 | 20 | 0.4 |
| Justification: Adjustments to case load; age waivers acquired when appropriate. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 18 to 21 | 2 | 0.1 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

### Program Position #22 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 19 | 6 | 0.3 |
| Justification: Adjustments to case load; age waivers acquired when appropriate. | | | | |
| Locations: | | | | |

| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |
|---|---|---|---|---|

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 14 to 18 | 5 | 0.1 |
| Justification: Adjustments to case load; age waivers acquired when appropriate. | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 15 to 18 | 6 | 0.12 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Emotional Support | 17 to 20 | 1 | 0.05 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #23 - Proposed Program**
>> *Operator:* School District
>> **PROPOSED PROGRAM INFORMATION**
>>> *Type:* Position
>>> *Implementation Date:* September 5, 2018
>> **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Life Skills Support | 14 to 20 | 6 | 0.5 |
| Justification: Waivers have been signed | | | | |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 14 to 16 | 8 | 0.4 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 17 | 2 | 0.1 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #24 - Proposed Program**
>Operator: School District
>**PROPOSED PROGRAM INFORMATION**
>>Type: Position
>>Implementation Date: September 5, 2018
>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 12 | 63 | 0.96 |
| Justification: Instructional grouping with is within the age range | | | | |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 11 to 14 | 2 | 0.04 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #25 - Proposed Program**
>Operator: School District
>**PROPOSED PROGRAM INFORMATION**
>>Type: Position
>>Implementation Date: September 5, 2018
>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 12 | 63 | 0.96 |
| Justification: The instructional grouping is within the age range | | | | |
| Locations: | | | | |
| John R Bonfield Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 11 to 14 | 2 | 0.04 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #26 - Proposed Program**
>Operator: School District
>**PROPOSED PROGRAM INFORMATION**
>>Type: Position
>>Implementation Date: September 5, 2018
>**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 12 | 59 | 0.9 |
| Justification: The instructional grouping is within the age range | | | | |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Deaf and Hearing Impaired Support | 7 to 10 | 2 | 0.05 |
| Locations: | | | | |
| Lititz Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 11 to 13 | 2 | 0.05 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #27 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Class
> > *Implementation Date:* September 5, 2018
> **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 5 to 13 | 62 | 0.96 |
| Justification: The instructional grouping within the age range | | | | |
| Locations: | | | | |
| Kissel Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 11 to 14 | 3 | 0.04 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #28 - Proposed Program**
> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* ClassandPosition
> > *Implementation Date:* September 9, 2015
> **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 12 to 15 | 32 | 0.5 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Speech and Language Support | 14 to 18 | 30 | 0.5 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

**Program Position #29 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* Position

        *Implementation Date:* September 6, 2017

    **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 7 to 11 | 50 | 1 |
| Justification: Waivers are acquired if needed. | | | | |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #30 - Proposed Program**

    *Operator:* School District

    **PROPOSED PROGRAM INFORMATION**

        *Type:* ClassandPosition

        *Implementation Date:* September 6, 2017

    **PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 9 to 12 | 45 | 0.9 |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Physical Support | 5 to 7 | 5 | 0.1 |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #31 - Proposed Program**

    *Operator:* School District

**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 5, 2018
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 10 | 6 | 0.3 |
| Justification: Waivers are acquired as necessary. | | | | |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Learning Support | 6 to 12 | 6 | 0.5 |
| Justification: Waivers are acquired as necessary. | | | | |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Multiple Disabilities Support | 7 to 10 | 2 | 0.2 |
| Locations: | | | | |
| Lititz Elementary School | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #32 - Proposed Program**
*Operator:* School District
**PROPOSED PROGRAM INFORMATION**
*Type:* Position
*Implementation Date:* September 6, 2017
**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 10 | 0.5 |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Learning Support | 10 to 12 | 6 | 0.5 |
| Locations: | | | | |
| Lititz Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #33 - Proposed Program**
*Operator:* Intermediate Unit
**PROPOSED PROGRAM INFORMATION**

*Type:* Class
*Implementation Date:* September 9, 2015
*Explain any unchecked boxes for facilities questions:* *This program is not new, but the guidance to report IU programs is new to Warwick.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Deaf and Hearing Impaired Support | 5 to 8 | 8 | 1 |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #34 - Proposed Program
*Operator:* Intermediate Unit
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 9, 2015
*Explain any unchecked boxes for facilities questions:* *This program is not new, but the guidance to report IU programs is new to Warwick.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Deaf and Hearing Impaired Support | 7 to 10 | 8 | 1 |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #36 - Proposed Program
*Operator:* Intermediate Unit
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 9, 2015
*Explain any unchecked boxes for facilities questions:* *This program is not new, but the guidance to report IU programs is new to Warwick.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Deaf and Hearing Impaired Support | 15 to 19 | 15 | 1 |
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

### Program Position #38 - Proposed Program
*Operator:* Intermediate Unit
**PROPOSED PROGRAM INFORMATION**
*Type:* Class
*Implementation Date:* September 9, 2015
*Explain any unchecked boxes for facilities questions:* *This program is not new, but the guidance to report IU programs is new to Warwick.

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Deaf and Hearing Impaired Support | 11 to 15 | 8 | 1 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

### Program Position #39 - Proposed Program

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* September 7, 2016

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Autistic Support | 8 to 12 | 8 | 1 |
| Justification: Waivers are acquired as needed. | | | | |
| Locations: | | | | |
| Kissel Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #40 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 6, 2017

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Multiple Disabilities Support | 5 to 14 | 8 | 1 |
| Justification: The classroom is a K-6 classroom with signed age waivers from all parents. | | | | |
| Locations: | | | | |
| John Beck Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

### Program Position #41 - Proposed Program

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* September 5, 2018

**PROGRAM SEGMENTS**

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Autistic Support | 5 to 11 | 8 | 1 |
| Justification: Age waivers are obtained when necessary. | | | | |
| Locations: | | | | |
| Kissel Hill Elementary | An Elementary School Building | A building in which General Education programs are operated | | |

**Program Position #42 - Proposed Program**
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: September 5, 2018
PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Autistic Support | 12 to 14 | 2 | 0.2 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Supplemental (Less Than 80% but More Than 20%) | Autistic Support | 11 to 17 | 6 | 0.8 |
| Justification: Age waivers are obtained when necessary. | | | | |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #43 - Proposed Program**
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: September 5, 2018
PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Emotional Support | 11 to 13 | 15 | 0.3 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Itinerant | Learning Support | 11 to 14 | 35 | 0.7 |
| Locations: | | | | |
| Warwick Middle School | A Middle School Building | A building in which General Education programs are operated | | |

**Program Position #44 - Proposed Program**
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: September 5, 2018
PROGRAM SEGMENTS

| Type of Support | Level of Support | Age Range | Caseload | FTE |
|---|---|---|---|---|
| Full-Time Special Education Class | Multiple Disabilities Support | 14 to 21 | 8 | 1 |

| Justification: Classroom is 7 - 12. Waivers are obtained when necessary. | | | | |
|---|---|---|---|---|
| Locations: | | | | |
| Warwick High School | A Senior High School Building | A building in which General Education programs are operated | | |

## Special Education Support Services

| Support Service | Location | Teacher FTE |
|---|---|---|
| Coordinator of Elementary Student Services | Warwick District Office | 1 |
| Coordinator of Secondary Student Services | Warwick District Office | 1 |
| School Psychologist | John Beck Elementary | 1 |
| School Psychologist | Kissel Hill Elementary | 1 |
| School Psychologist | Warwick Middle School | 0.75 |
| School Psychologist | Warwick High School | 1.25 |
| School Psychologist | John R. Bonfield | 1 |
| Home/School Visitor | Warwick District Office | 1 |
| Student Support Assistants | John Beck Elementary | 13 |
| Special Program Assistants | John Beck Elementary | 3 |
| Student Support Assistant | John R Bonfield Elementary | 13 |
| Special Program Assistants | John R Bonfield Elementary | 2 |
| Student Support Assistant | Lititz Elementary | 13 |
| Special Programs Assistant | Lititz Elementary | 7 |
| Student Support Assistants | Kissel Hill Elementary | 13 |
| Student Support Assistant | Warwick Middle School | 11 |
| Special Programs Assistants | Warwick Middle School | 3 |
| Student Support Assistant | Warwick High School | 11 |
| Special Program Assistants | Warwick High School | 4 |
| Executive Assistant to the Assistant Superintendent | Warwick District Office | 1 |
| Assistant Superintendent | District Office | 1 |
| School Psychologist | Lititiz Elementary | 1 |

## Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---|---|---|
| Homebound Instruction | Outside Contractor | 5 Hours |

# Needs Assessment

## Record School Patterns

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

What other information do you still need to assess?

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

- Strong performance 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 update 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 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 differentiated instruction in classrooms at all levels (elementary, middle school, high school);

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

- 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 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 sense of pride in the district from students, parents, staff and the community.

### Accomplishment #2:
Strong support from families, community, school staff, administration, and the School Board for the district educational programs (including the arts) and extracurricular activities.

### Accomplishment #3:
Developmental services, including diagnostic and intervention referrals, consultation and coordination services for students.

### Accomplishment #4:
Comprehensive All Hazards Plan, with ongoing planning for school and campus safety with school staff and local law enforcement agencies.

### Accomplishment #5:
Professional collaboration between grade level and department staff, in planning for building level and district level needs.

### Accomplishment #6:

Strong data accomplishments throughout the district, including standardized data, screening data, and perceptual data.

### Accomplishment #7:

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

## District Concerns

### Concern #1:

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

### Concern #2:

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

### Concern #3:

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

### Concern #4:

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 #5:

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

### Concern #6:

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

## Prioritized Systemic Challenges

**Systemic Challenge #1** *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

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

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

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

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

**Systemic Challenge #2** *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

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

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

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

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

**Systemic Challenge #3** *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### Aligned Concerns:

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

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

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

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

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

**Systemic Challenge #4** *(Guiding Question #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 continued development of district-wide systems that fully ensure students who are academically, behaviorally or socially at-risk are identified early and supported with interventions based on their needs.

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

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

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

# District Level Plan

## Action Plans

**Goal #1**: 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: Annual

Data Source: School attendance rate on the school level and district level state performance measures

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

Type: Annual

Data Source: Cohort and overall district graduation rate on the state performance measures

Specific Targets: Increased cohort and district wide graduation rate.

Type: Annual

Data Source: Risk assessments, district partnership data, school-based mental health referrals, SAP referrals

Specific Targets: Increase the number of students accessing mental health supports.

Type: Annual

Data Source: Technology access for students

Specific Targets: Increase the number of devices available for students to access during and after school hours.

## 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.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

**SAS Alignment:** Assessment, Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/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. 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". (Sources: Effective Strategies , 15 Effective Strategies for Dropout Prevention , Dropout prevention programs in nine Mid-Atlantic Region school districts: additions to a dropout prevention database , Dropout Prevention , Career Academies)

**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:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Credit Recovery: Exploring Answers to a National Priority , Credit-Recovery Programs)

**SAS Alignment:** Curriculum Framework, Instruction

## Curriculum Mapping

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)

**SAS Alignment:** Curriculum Framework

## 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 ; 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

## Career and Technical Education Programs

**Description:**

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career , How Career and Technical Education Can Help Students Be College and Career Ready: A Primer)

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

## College in the Classroom

**Description:**

Early College High Schools partner with colleges and universities to provide students with an opportunity to earn an Associate's degree or college credits toward a Bachelor's degree at no or low cost to students. In a recent study, researchers found that attending Early College High Schools improved some high school and post secondary outcomes for students. (Source: Early College, Early Success - Early College High School Initiative Impact Study)

**SAS Alignment:** None selected

## Implementation Steps:

## Review and update the dropout prevention guidelines

**Description:**

The dropout prevention guidelines will be reviewed to 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 a .5% increase in our graduation rate. (Baseline graduation rate is 98% in 2016/2017.)

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

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

- Dropout Prevention Expansion

- Dual Enrollment Opportunities

- Online Learning Opportunities

- Credit Recovery Program

- Differentiating Instruction

*Review data analysis systems to ensure stakeholders are using various assessment measures, and make instructional adjustments based on student achievement data*

**Description:**

Administrators will review data analysis systems at each level to ensure a comprehensive approach is taken with all available data, including early indicators. Staff will continue to be part of data analysis meetings to review data to make instructional adjustments. Evidence of implementation will include meeting agendas and minutes, walkthroughs and observation data, and student achievement data.

A 5% increase in student performance data on state assessments is expected after implementation of instructional adjustments based on student data.

**Start Date:** 7/1/2018     **End Date:** 6/30/2022

**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

## *Develop, update, and consistently implement personal/social curriculum to proactively address rising mental health needs*

**Description:**

Counseling curriculum review and updates K-12 to embed proactive personal social activities.

To evaluate the implemention step, the district will demonstrate an updated personal-social curriculum K-12 and a 10% decrease in student suicide risk assessments. (Baseline 189 assessments in the 17/18 school year.)

**Start Date:** 7/1/2018    **End Date:** 6/30/2022

**Program Area(s):** 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

*Promote and enhance community partnerships to sustain and increase opportunities for student internships*

**Description:**

Continued partnerships with community businesses to sustain and increase opportunities for student internships that align with the Counseling Career Plan. Evidence for this step include partnerships and student internships.

**Start Date:** 7/1/2018     **End Date:** 6/30/2022

**Program Area(s):** Student Services

**Supported Strategies:**

- Career and Technical Education Programs
- College in the Classroom

**Goal #2**: 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 barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Indicators of Effectiveness:**

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, Resilience Series events and other parent activities

Specific Targets: Increased attendance at parent events facilitated throughout the school year, PAYS Survey results

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

## Strategies:

### Family Engagement

**Description:**

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: Family Engagement , Top Five Reasons Schools Need to Engage Parents)

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

## 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.

Student, staff, parent and community survey data will be the evidence of completion, and based on the recommendation, additional practices to implement positive school climate measures will be implemented.

**Start Date:** 7/1/2018      **End Date:** 6/30/2022

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

**Supported Strategies:**

- Family Engagement

**Goal #3**: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: School performance data and district performance data and curriculum cycle

Specific Targets: Increase in student performance data on state and district assessments

## *Strategies:*

### *SAS: Assessments*

**Description:**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: SAS: Assessments)

**SAS Alignment:** Assessment

## Instructional Coaching

**Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Sources: Kansas Coaching Project (KCP) , Improving Student Engagement and Performance... , Instructional Coaching Group (Resources) , The Partnership Principles )

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

## Multi-Tiered Systems of Support (MTSS-RtII)

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: Multi-Tiered Systems of Support (MTSS))

**SAS Alignment:** Instruction

## Implementation Steps:

*Differentiated Instruction*

**Description:**

Increase the impelementation of differentiated practices in classrooms throughout the district, including supports for remediation and enrichment and the incorporation of 21'st century skills of collaboration, criticial thinking, communication and creativity.

**Start Date:** 7/1/2018     **End Date:** 6/30/2022

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

**Supported Strategies:**

- SAS:  Assessments
- Instructional Coaching
- Multi-Tiered Systems of Support (MTSS-RtII)


*Increasing 21st century skills and access to technology for all students*

**Description:**

Students will have an increase in the access to technology and 21st century skills within teacher lessons.  Evidence will be available in lesson plans, technology access data and student feedback.

**Start Date:** 7/1/2018     **End Date:** 6/30/2022

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

**Supported Strategies:**

- SAS:  Assessments
- Instructional Coaching

**Goal #4**: 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: student assessment reviews, teacher feedback, student performance measures, curriculum cycle

Specific Targets: Increase in the use of standards-aligned assessments to monitor and adjust instructional practices

## *Strategies:*

## *SAS: Assessments*

**Description:**

In education, the term assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students - The Glossary of Education Reform. SAS: Assessments offer resources to help educators with assessing students. (Sources: SAS: Assessments)

**SAS Alignment:** Assessment

## *SAS: Curriculum*

**Description:**

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: SAS: Curriculum)

**SAS Alignment:** Curriculum Framework

## *SAS: Instruction*

**Description:**

SAS: Instruction provides educators with resources focused on teacher effectiveness and Student Learning Objectives (SLOs). (Sources: <u>SAS: Instruction</u>)

**SAS Alignment:** Instruction

## *Implementation Steps:*

### *Creating and/or Updating Classroom Assessments to Align with PA Standards*

**Description:**

100% of staff who evaluate on standars will receive professional development on assessment writing and/or be provided with time to review, evaluate and update classroom assessments within the curriculum cycle process.  Evidence will include sign-in sheets, repository of aligned assessments, meeting agendas/notes and evaluations of department time.

Once assessments are completed, the district will demonstrate a 5% increase in student achievement scores on state assessments.

**Start Date:** 7/1/2018     **End Date:** 6/30/2022

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

**Supported Strategies:**

- SAS:  Assessments
- SAS: Curriculum
- SAS: Instruction