

Williamsport Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

2780 West Fourth Street
Williamsport, PA 17701
(570)327-5500
Superintendent: Tim Bowers
Director of Special Education: Sheila Shull

Planning Process

The process used to develop the Comprehensive Plan for the School District involved 6 steps. Those steps are listed below.

Administrative Tasks

The administrative tasks were designed to create a smooth flow for the process. Those tasks were:

- Creation of the Board/Administrator goal setting team
- Discussion of quality members for building level teams with building level administrators
- Setting timelines for school plan development
- Providing time at Instructional Leadership Team (ILT) Meetings to complete building level plans.
- Creation of the board/administrator goal setting team
- Identifying members of the District Level Team
- Reviewing building level plans as part of the District Plan completion
- Deadline for completion of the district level plan

District Comprehensive Planning at Administrative Retreat

The district administrators met at their annual retreat in to develop draft district goals. Those goals were taken to the board/administrator retreat as the basis for establishing the district goals.

Board and Administrator Retreat

The school board and administrators from each level met to establish District Goals. These goals were used as the basis for each individual school to create their individual plans. These goals were

reviewed and modified. Individual school plans were reviewed with respect to the modified district goals.

Initial Analysis for Building Level Plans

The first level of review of District profile, foundation questions, and analyzing data was done at the Instructional Leadership Team meetings by administrators. At this time the process of updating each school's building level plan was reviewed.

Development of Building Level Plans

Each building level lead administrator established a building level team, based on the guidelines established at ILT, to develop the building level plan. Building plans were submitted as part of Federal Program guidelines for School-wide plans.

Development of District Level Plan

Following the board/administrator retreat, the district level team was established. Individual school plans and the district goals were reviewed as part of the creation of the district plan. The district level plan and building plans were submitted to the board of education for review at the first board meeting in October 2018. The plan was submitted to The Pennsylvania Department of Education in November for approval.

Mission Statement

The mission of the Williamsport Area School District (WASD) is to develop responsible citizens through excellence in education.

Vision Statement

The vision of the Williamsport Area School District and the community in which it resides is presented as a series of statements:

1. We value each child as our own. That value is demonstrated by challenging and supporting each child to achieve his/her peak potential.
2. Every stakeholder (e.g., administrators, educators, support staff, parents, students and community) of the educational delivery system is respected.
3. Partnerships in the community expand opportunities and resources, including outreach programs, for our students and their families.
4. The community is proud of the school district, takes ownership of it, feels they are getting value from their investment in it, and views the school district as a collaborative partner.

5. Learning environments are enjoyable, engaging, and promote enthusiasm (the affective side of schooling).
6. Our community is an outstanding and safe place to live, learn, work and play.
7. Every child is engaged with a significant positive role model, in addition to family members.
8. Innovative and diverse learning opportunities are abundant; technological resources are available to support those learning opportunities.
9. Students who are college and career ready are an investment in our community and the future generation of inspirational community leaders.

Shared Values

As a member of the Williamsport Area School District community, we value:

1. the pursuit of excellence
2. a nurturing environment that supports the emotional, physical, intellectual, social and creative (whole) needs of each child
3. communication and collaboration between home, school, and community.
4. teacher leadership, share decision-making and professional development.
5. creating a community of life-long learners and responsible citizens.
6. real world diversity of the population we serve
7. different learning styles, abilities and individual aspirations.
8. extended learning opportunities, such as extra-curricular, college credit dual enrollment, co-curricular enrichment in and outside of the classroom are available to each child
9. the emotional, physical, intellectual, social and creative (whole) child.
10. consistent district curricula across buildings and classrooms (aligned K-12), while recognizing individual needs of all students.
11. inspired efforts of our students, faculty and staff

Educational Community

The Williamsport Area School District is located in north-central Pennsylvania, along the West Branch of the Susquehanna River, and includes six municipalities in Lycoming County. The School District covers an area of approximately 98 square miles and serves a population of approximately 45,000 in the City of Williamsport and Hepburn, Lewis, Lycoming, Old Lycoming, and Woodward Townships. Approximately 70% of the School District population and 64% of the taxable property are in the City of Williamsport.

The economy of the local school district has seen recent growth in the last 5 years, although the district has not seen an increase in student population. Major employers in the area are two local colleges, a major health system, and numerous industries...most of which are located on the southern edge of the school district. In spite of the local economic growth, the poverty rate (as measured by free and reduced lunch rates) of the families of the Williamsport Area School District has continued to creep upward. Approximately 63% percent of students now fall at or below the poverty level. The district educates approximately 5,000 students across four K-3 primary schools, two 4-6 intermediate schools, one 7-8 middle school and one 9-12 high school. The district population is comprised of the following groups: 63% white, 15% black, 16% multi-racial, 4% Hispanic, 1% Asian and 1% other.

The community has numerous resources that support the needs of our community. We have an active YMCA and YWCA that support the needs of students and families within our communities. These needs include child care, recreation, support for women with young children, and numerous other educational and outreach programs. STEP, Inc., a community action agency, provides significant support to every facet of our population through five major pathways: early learning, housing options, workforce development, community collaboration, and independent living. The First Community Foundation Partnership also provides significant support to the community through grants that support specific community needs. HOPE, Inc. is an agency that provides support and care for children and adults, many of whom are disabled. The Community Arts Center, Community Theatre League and Uptown Music Collective are examples of organizations that provide cultural experiences for children and adults in the community. These are just a sampling of the many organizations that make Williamsport a special community for its families.

The school district has many resources that support its families. Our comprehensive high school has a strong blend of academic, career and technical education, extracurricular and co-curricular activities. This includes a strong partnership with The Pennsylvania College of Technology that provides 14 course dual enrollment opportunities at the Williamsport Area High School. The district has also a dynamic and successful Local Educational Foundation that support innovative instructional projects through an annual minigrant process for teachers.

The school district provides supports for all students. This includes special education services that provide opportunities for students with autism, emotional needs, special physical needs, and

specific learning needs. We also provide a wide variety of opportunities for gifted students at all levels through course opportunities and acceleration. The district provides a wide range of professional development opportunities for its staff so they can provide focused and well-planned instruction to students. We provide many opportunities for the fine and performing arts. The community partners with the district through First Friday events, Community Arts Center performances and many other venues to showcase our students' talents.

During the past 5 years it has been exceptionally rewarding to see the collaboration with the local community in the arts, through business and industry connections, through participation in events that exhibit our students' talents and through a general feeling that the school district is an essential piece to the welfare of the community.

Planning Committee

Name	Role
Susie Bigger	Administrator : Professional Education Special Education
Timothy Bowers	Administrator : Professional Education Special Education
Kirk Felix	Administrator : Professional Education Special Education
Stephanie Calder	Business Representative : Professional Education
Jason Fink	Business Representative : Professional Education
Carole Bresticker	Community Representative : Professional Education
Rose-marie Gross	Community Representative : Professional Education
Trish Marty	Community Representative : Professional Education
Keri Nasdeo	Ed Specialist - School Psychologist : Professional Education Special Education
Lisa Nible	Ed Specialist - School Psychologist : Professional Education
Michelle Boyles	Elementary School Teacher - Regular Education : Professional Education
Trevor Enderle	Elementary School Teacher - Regular Education : Special Education
Derreck Lanzer	Elementary School Teacher - Regular Education : Professional Education

Nate Pish	High School Teacher - Regular Education : Professional Education
Dana Schenck-Welshans	High School Teacher - Regular Education : Professional Education
Robert Rook	Middle School Teacher - Regular Education : Professional Education
Jennipher Adams	Middle School Teacher - Special Education : Professional Education Special Education
Carolyn Hawk	Parent : Professional Education
Melissa Johnson	Parent : Special Education
Jennifer Wilson	Parent : Professional Education
Elizabeth Barnhart	Special Education Director/Specialist : Special Education
Sheila Shull	Special Education Director/Specialist : Special Education
Amy Wolfhope-Briggs	Special Education Director/Specialist : Special Education
John Killian	Student Curriculum Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
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	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

With our K-3 primary schools, we are reviewing our current ELA and math alignment and refining our mapping in all areas. We will then begin a focus on NGSS science and social studies. Our focus on data to improve achievement is ongoing.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

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	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

With our intermediate schools, we are also reviewing our current ELA and math alignment and refining our mapping in all areas. We will then begin a focus on NGSS science and social studies. Our focus on data to improve achievement is ongoing.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
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	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished

Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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

We continue to develop more interconnections with curriculum opportunities from Grades 7 through 12, with an eye to College and Career Ready Standards. These opportunities will be very apparent in career education and work, world language, mathematics and science. Our focus on data to improve achievement is ongoing.

High School Level

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

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

The high school continues a focus on career, education and work that extends into all curricular areas. This initiative is also connecting to Grades 7 and 8 at our middle level. With the increased relationship with The Pennsylvania College of Technology through dual enrollment courses, our curriculum is continually realigned. Our Keystone Tested courses have received attention during the last three years so that our students perform well on these state assessments. Our focus on data to improvement achievement is ongoing.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- 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

- Arts and Humanities
- 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

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

Unchecked answers

None.

High School Level

Checked answers

- Arts and Humanities
- Career Education and Work
- 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
- Environment and Ecology
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers**None.*

Explanation for any standards checked:

Arts and Humanities: In the arts and humanities opportunities have been created in the local community for our students, starting at the elementary level, to display their work in public venues. At the middle and high school levels, our music and performing arts programs have multiple opportunities for doing community performances as ensembles and full programs. These include performing with the community orchestra, participating in community theatre and performing in other events such as those sponsored by the First community Foundation.

Career Education and Work: Because of our comprehensive high school, our students have the opportunity to engage in programs that target high priority occupations.

Civics and Government: Through opportunities with local universities, our students have the opportunity to participate in Constitutional Convention and Model United Nations competitions.

English Language Arts: Our students have the opportunity to participate in dual enrollment courses with the Pennsylvania College of Technology.

Literacy in History/Social Studies, Science and Technical Subjects: We have a John Collins writing initiative at Grades 7 through 12 which is focused at improving literacy across all subject areas.

Mathematics: Our students have the opportunity to participate in dual enrollment courses with the Pennsylvania College of Technology.

Science Technology and Engineering Education: At the high school we have introduced an engineering course and are connected with dual enrollment courses (e.g., plastics course) to The Pennsylvania College of Technology. We also have begun a STEM initiative at our middle school with Project "Lead the Way."

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Significant work has gone into the mapping and alignment of instruction to the PA Core Academic Standards. At the primary level, there are defined core programs in English Language Arts, Mathematics, and Science with a focus on supporting students' mastery of academic standards and achievement. There are defined assessments for each core program, a number of universal assessments and diagnostic tools to assist teachers in measuring mastery. The primary schools also use a standards-based report card system , 4 times a year to report out progress of mastery.

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

NA

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

As written about the Primary level. duplicative work has occurred at the Intermediate Level. Significant work has gone into the mapping and alignment of instruction to the PA Core Academic Standards. At the intermediate level, there are defined core programs in English Language Arts, Mathematics, and Science with a focus on supporting students' mastery of academic standards and achievement. There are defined assessments for each core program, a number of universal assessments and diagnostic tools to assist teachers in measuring mastery. The primary schools also use a standards-based report card system , 4 times a year to report out progress of mastery.

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

N/A

Middle Level

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

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

Processes used to ensure Accomplishment:

Of the stated "Curriculum Characteristics" at the Middle Level, extensive curriculum writing has occurred in English Language Arts, Mathematics, Social Studies and developing in Science. Common assessment is a goal for every department and are being written across subject areas.

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

NA

High School Level

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

Of the stated "Curriculum Characteristics" at the High School Level, curriculum work has focused on alignment to PA Core Standards and Keystone Assessment expectations needed for graduation. The high school continues to develop and enhance college preparation courses through dual enrollment, improving career and technical education opportunities and advanced placement courses.

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

NA

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 district actively pursues a tailored education for all students by reinforcing the expectations of differentiated instructional practices and accommodations for all students.

This philosophy extends to the needs of all mentally and physically challenged students to facilitate their achievement and success with the general education curriculum.

The Williamsport Area School District embraces the principle of providing for a free appropriate public education (FAPE) in the Least Restrictive Environment and commits to educating all students in general education to the maximum extent appropriate utilizing Supplementary Aids and Services. The District assures that all students have access to the general education curriculum while providing a continuum of services to meet individualized needs.

Only after the IEP team has determined that success in the regular education environment is not possible, given supplementary aids and services, will placement in a more restrictive environment be discussed.

Under these circumstances, the district is committed to providing alternative opportunities for students to interact with non-disabled peers to the maximum extent appropriate.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

Regular Lesson Plan Review

Checked Answers

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

Unchecked Answers

- Not Reviewed

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

Formal Classroom Observations Focused on Instruction - Formal classroom observations are done a minimum of twice a year with Instructional I teachers. We often do these in teams (e.g., principal/assistant principal, principal/supervisor). Instructional II teachers are on a four-year rotation with formal observations in our differentiated supervision

model.

Walkthroughs Targeted on Instruction - Our walkthrough tool has been redesigned for consistency across all grade levels. There are a few elements on each version that are specific to the level taught. We are developing a walkthrough protocol that establishes procedures and frequency of visits.

Annual Instructional Evaluations - These are done for Instructional I teachers on a semi-annual basis. These are done for Instructional II teachers on an annual basis. Instructional evaluations are done in conjunction with a goal discussion with each teacher.

Instructional Coaching - Instructional coaches in language arts are available from Grades K-6. Instructional coaches in mathematics/science are available from Grades 4-8. Coaches at all levels support teachers with the implementation of instructional strategies and planning for instruction. Coaches all take a lead in curriculum development.

Regular Lesson Plan Review

Administrators and Supervisors - We are working on consistency of practice in this area.

The expectation will be that when doing walkthroughs and observations, administrators/supervisors will be reviewing lesson plans.

Department Supervisors - The individuals that serve in this capacity are lead teachers. They assist teachers in lesson plan development through joint planning and assist in consistent planning at each level.

Instructional Coaches - Instructional coaches provide a high level of support in lesson planning for individuals and in grade level or subject area teams.

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

NA

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

Structured grouping practices are used by all teachers. This is used by all teachers in language arts and most teachers in the area of mathematics.

Flexible instructional time is used, especially in creating additional instructional

opportunities through Tier II interventions.

Differentiated instruction is used and has been encouraged by co-teaching. This is very visible in our language arts practices and is evident in our design of special instruction for students with disabilities.

Gifted students have GIEPs that define special instruction to be provided. This instruction is guided by gifted teachers who also provide support for non-gifted advanced students in the regular education classroom. Gifted students are clustered to provide opportunities for structured grouping and differentiated instruction.

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

Structured grouping practices are used by all teachers. This is used by all teachers in language arts and most teachers in the area of mathematics. A mathematics coach is available this year to provide greater support in mathematics.

Flexible instructional time is used, especially in creating additional instructional opportunities through Tier II interventions and a specific Rtii time scheduled into each day. Differentiated instruction is used and has been encouraged by co-teaching. This is very visible in our language arts practices and is evident in our design of special instruction for students with disabilities.

Gifted students have GIEP's that define special instruction to be provided. This instruction is guided by gifted teachers who also provide support for non-gifted advanced students in the regular education classroom. Gifted students are clustered to provide opportunities for structured grouping and differentiated instruction.

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	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
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If necessary, provide further explanation. (Required explanation if column selected was

Structured grouping practices are evident in many classrooms, but not all. Structured grouping, coupled with differentiated instruction is a focus for our instructional coaches. Differentiated instruction has developed extensively through co-teaching to support specifically designed instruction for disabled students.

Gifted students at the middle level are clustered in classes that have an advanced curriculum. This is evident in the selection of materials used in those classes.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Structured grouping practices are used to meet student needs. This is becoming more visible as we enter our hybrid learning initiative.

Flexible instructional time is available through time before "official" school starts, during bank period and through time scheduled for Keystone exam remediation. Additional time may become available through an after-school program grant.

Specific training has occurred with regard to differentiated instruction. This process has been assisted by co-teachers in many classrooms.

Gifted students are accommodated through a rich set of honors and AP courses, dual enrollment courses with a local college and on-line course opportunities.

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.

1. Recruitment - For many years we have recruited special education teachers who are also certified in another subject area. This has assisted us in having teachers who are very good at differentiation and also have strong content knowledge. We actively recruit across most of Pennsylvania, attend job fairs and network with universities and professional organizations to identify highly proficient teachers. Our interview protocol contains questions that focus on differentiation and working with students of all ability levels. Interviews are conducted by teams with the assistant superintendent as the lead in interviews so that consistency is maintained.

2. Assignment - Each year our principals and supervisors meet to create class lists and assign teachers so that specific skills of teachers are matched with needs of students. For our Title I schools, we carefully follow all guidance on teacher equity and comparability so that we have experienced teachers in our highest poverty schools. Co-teaching pairs are created based on their ability to support collectively student instruction.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	24.50	24.50	24.50
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.50	3.50	3.50
Science	3.50	3.50	3.50
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	4.50	4.50	4.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated

Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school,

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X				
Career Education and Work		X				X
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X				X
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
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	E EI	ML	HS
PSSA and/or Keystone Exams	X	X	X	X
Commercial curriculum based assessments	X	X	X	X
Teacher created common assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
4-Sight Assessments			X	
DIBELs Next	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher created assessments	X	X	X	X
Collected samples of student work/writing	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
Classroom Diagnostic Tools (CDT)	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

District assessments are reviewed at multiple levels before implementation. Core based programs with standardized assessments are chosen with administrative and teacher input. Classroom assessments are reviewed by grade level teams, subject teams, and across content teams. Principals are active members in these groups. The district administrative team annually reviews and plans for their implementation universal assessments such as; PSSA, 4-SIGHT, Keystones, CDT, GRADE and DIBELS. All of these assessments undergo significant review, analysis, and action planning with results.

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.

Local assessments, even if teacher designed, undergo both a peer and administrator review.

Collection and Dissemination

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

It is not enough that a district merely collects data. The true beneficial relationship between assessment and instruction will only occur if data is collected, shared, analyzed, and changes made based on the data. The district uses an assessment cycle that defines the steps of; starting with assessment, analysis, interpretation, adjustment of instruction, reflect and monitor the progress of individuals and groups. At the center of that process is the sharing of reports with students, teachers, parents and other school stakeholders. The district's full embrace, implementation, and use of data inspection has truly created a data-driven decision making process at every building. Our approach to data analysis in schools is systematic, systemic, and takes on a continuous improvement approach. These three crucial elements; systematic, systemic, and continuous improvement are essential to the district's data teaming process of three layers of data teaming in the district; School Data Team/School Improvement Team, Grade Level Data Teams, and Response to Instruction and Intervention (RtII) Data Teams

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.

Each year, central office conducts School Data Team meetings with every building made-up of principals and teacher representatives, inclusive of instructional coaches to discuss the use of data, actual assessment results, implementation of RtII process, support and intervention of at-risk and accelerated students, and goals of improvement. This annual process sets into motion a series of underlying actions at each building that involves and requires the entire school community to look at and analyze data. The School Data team holds the "big picture" of building success toward increasing achievement and school improvement and communicates it to the entire school. Big Picture data such as district-wide DIBELS or PSSA are discussed and processed by the School Data Team, communicated to the entire building, and building level suggestions of focus, instructional priorities, and ways to improve are facilitated by the principal and school team

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	X	X
Specific PA assessment anchors, eligible content or	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

The district sees a direct benefit in improving data driven assessment practices to improved school achievement.

Multiple data points are collected, analyzed and then action plans are created using the data.

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

NA

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

All principals participate on bi-monthly Instructional Leadership Team meetings. At these meetings the dissemination of data and distribution to stakeholders is discussed. Different communication opportunities are used but with a focus on digital and technology applications. However, if we feel this pathway is restricted for our families, print resources of letters, handbooks, newsletters are also part of the plan. The district is fortunate to have a full-time Director of Data and Assessment as well as a Public Relations Director. Both positions take a lead on dissemination data to the public through meaningful channels.

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

We use strategies that we think best meet our community needs taking into consideration what resources may be available in homes.

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.

Each year, School Data Teams are established at each school. The school data teams are comprised of principals and teacher representatives, inclusive of instructional coaches. A series of meetings is established to discuss the use of data, actual assessment results, implementation of the RtII process, support and intervention of at-risk and accelerated students, and goals of improvement.

This annual process sets into motion a series of underlying actions at each school that involves and requires the entire school community to look at and analyze data. The School Data Team holds the "big picture" of building success toward increasing achievement and school improvement and communicates it to the entire school.

Big Picture data reports are discussed and processed by the School Data Team, then communicated to all teachers serving the school. The principal of each school serves as a discussion facilitator for the process. Discussions are held regarding instructional priorities, professional development, and other needs that target student achievement. From those discussions, the teams develop a plan to improve student achievement in their schools.

Following the development of the building level plan, the superintendent, assistant superintendent, and curriculum administrators participate with each school's data team to review the plan. From this review, necessary support in the forms of professional development, curriculum development and budgeted resources are identified and built into a plan at the district level.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEl	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X

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

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

The district's administrative lead, Director of Student Services, includes all building administrators in planning for safe and supportive schools. Beyond the Memorandum of Understanding with all Local Law Enforcement Agencies, the District holds monthly Incident Management Planning Group meetings that include police, fire, emergency management and other professionals to bolster and refine safe school plans. The district uses three fully comprehensive programs, School-Wide Positive Behavior Interventions and Supports, Second Step (self awareness and problem-solving), and The Olweus Bullying Prevention Program to improve climate and school culture. The only area not included in the list above was the strategy of Peer Helper Programs, which is not a stand alone concept; the tenets of peer helper programs are included in the three initiatives just named.

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.)

As a district, we use multiple media outlets to inform the public about our gifted education services and programs. We hold parent events throughout the year to showcase the work of our students, which are shared on social media.

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

Teachers are surveyed regarding their awareness of students exhibiting attributes that suggest gifted abilities. The Student Support Team in each building reviews survey results to quantify indicators and identify those who are candidates for a gifted screening process undertaken by the school psychologists following the receipt of parental permission. The screening combines grades, classroom and standardized assessments in all areas, and perceived strength in intangibles. The Parents of students who score as superior in the screening receive a permission to evaluate in order to begin a formal multidisciplinary team

assessment of qualification as gifted students. Parent requests for gifted evaluation are also accepted.

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

Following the same guidelines as for all special education students, gifted students are referred for a multi disciplinary team evaluation to determine identification. Student data, teacher and parent input, and psychoeducational testing are all done to determine the need for identification and provision of 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.

WASD's gifted program includes several curricular and instructional options. Options selected are determined by students' needs.

Options include:

- Differentiation of instruction in the regular classroom;
- Extension and enrichment of grade level curricula, allowing for student choice of projects and interest areas...facilitated at the elementary level by two gifted education instructors;
- Curriculum compaction, where gifted students can be accelerated and master curriculum objectives at a faster rate of pace than peers;
- Acceleration options of participating in a higher grade level for math instruction;
- Participation in advanced course options such as Enrichment at the middle level and Advanced Placement at the high school level;
- Additional options (e.g., college-level courses) when the high school curriculum offerings have been exhausted.

Developmental Services

Developmental Services	EEP	E EI	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	
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	
Compliance with Health Requirements -i.e.,	X	X	X	X

Immunization				
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
Student Support Team meetings	X	X	X	X

Explanation of developmental services:

The Student Support Team is a multidisciplinary group designed to assist students whose issues do not rise to the level of student assistance program referral or consideration of formal evaluation. The teams are follow-up functionaries to RTII processes at all levels. The district fully integrates developmental programs and services with an interest in educating the whole child. Resources are comprehensive and far-ranging at WASD, which serves the needs of students.

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
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

The Williamsport Area School District recognizes that every student has unique learning needs. Procedural guidelines are developed and implemented to identify students who may be in need of special education and/or gifted education in order to develop meaningful educational programs based on individual strengths and needs. This process can be initiated by a written request from either school staff or parents and will be completed by specially trained personnel. The Williamsport Area School District is committed to

providing opportunities for all students to assist them in achieving their maximum potential. Thus, we provide a continuum of services to accommodate each individual.

Parents who have concerns about their child contact the building principal to request a screening/evaluation. Screening activities are ongoing and include observations, group testing, vision and hearing screenings, speech/language screenings, review of cumulative records, report cards, and/or fine and gross motor skills. Screening may lead to intervention through the District's Response to Instruction and Intervention process (RTII). If a student does not demonstrate progress with the interventions recommended through the Response to Instruction and Intervention (RTII) process, parents will be asked to give their written consent for the district to conduct a multidisciplinary evaluation. No evaluation may be conducted without written parental consent. Once written parental consent is received, the District will proceed with the evaluation process.

Evaluations are conducted by a multi-disciplinary team (MDT) to determine the child's learning ability, behavior patterns, physical abilities, communication skills, and achievement levels. Results of the evaluation are reviewed by the team to determine if the child is eligible for and in need of special/gifted education services. If special/gifted education services are recommended, the parents are expected to be a part of the team that determines the exceptionality and develops the Individual Education Program (IEP/GIEP) for the child.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	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)				
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems				
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				
System Support				
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district through the Student Services Office does significant collaboration and co-planning with many community based agencies. Student Services systematically addresses the coordination of anti-violence efforts between schools and community organizations and the development of

programs to combat school violence. In addition, it provides students with research-based supports that ensure meaningful access to the general education curriculum.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & Test-related Websites				
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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

All schools have a defined RtII process. Classroom teachers provide Tier I interventions and coordinate their instruction with other teachers who are delivering supplemental instruction. At the primary, intermediate, and middle school level, RtII planning and collaboration occur daily.

Coaches, teachers, coteachers, and principals collaborate around multiple data sets to discuss strengths, progress, and adjustments of instruction. Students at-risk for academic or behavioral failure are identified and instructional and behavioral plans are developed to meet the needs of students at risk. Assessment and benchmarking are completed for individual students to ensure continued growth with Tier I and Tier II interventions. Title I teachers, Special Education teachers, and Instructional Coaches are important members of the team. They offer suggestions with regard to appropriate interventions, provide support for those interventions, and assist with progress monitoring. These teams also discuss and adjust core reading instruction across the grade level.

Grade level teams (which are inclusive of the individuals named above) can identify students at risk for academic difficulties based on classroom and district assessments. The RtII Data Team is responsible for the identification and implementation of Tier 3 interventions that are needed beyond the Tier I and Tier II interventions. As part of this identification process, there is a defined RtII checklist that a teacher is required to complete. A flowchart visually demonstrates the process for teachers. This includes the use of assessments and the role of the instructional coach. The RtII Data Team also takes the form of a Student Support Team when necessary. This occurs when additional testing is under consideration. Instructional coaches, as literacy experts, are a foundational member of this team and are always present to offer additional strategies and instructional support to teachers.

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

Coordination with the Child Care Services of the River Valley YMCA, the area's largest child care provider, includes the use of District buildings to house before and after school care locations operated by the YMCA. Coordination of planning and sharing of resources is undertaken with volunteer groups who provide elementary after school programs and similar cooperative efforts support summer reading programs. The Career and Technical Education Advisory Council, made up of local industry and business professionals, participates in the planning and development of courses and course pathways that prepare students for employment both after additional, post-secondary preparation or directly from high school. The unique perspective of this group, who are intimately knowledgeable of employment opportunity trends in the region, is vitally important to the accuracy of our workforce development planning.

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.

Each spring the school psychologists coordinate transition meetings with Intermediate Unit Early Intervention program staff, service providers, and parents. This process considers services that have been provided to address individual student needs prior to entering kindergarten, assesses continuing needs, and arranges multidisciplinary evaluations for those whose disabilities may require school-age services in order to be successful.

All parents are urged via multiple media and coordination with Head Start to register children eligible to enter kindergarten in the fall during the kindergarten screening week in the spring. Children's vision, hearing, and other health status is assessed by health services staff on hand during the registration process in an effort to identify any disabilities or challenges in advance of beginning school so that planning for services can take place. Head Start is the school district's primary preschool partner, with approximately 48% of all incoming kindergarten students participating in either an Early Start or Head Start program. The district actively participates with Head Start as a policy council member and the assistant superintendent is a Head Start Advisory Board member.

Head Start is invited with their students and parents to tour their child's future Kindergarten school the Spring prior to them starting school. Head Start is receptive to WASH kindergarten teachers visiting Head Start, and attending professional development led by the district.

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.

District teachers and students are direct benefactors of several funding sources that provide a large amount and wide variety of institutional resources through both local and grant funds. Classrooms are well equipped with student and teaching materials. Whenever a core program is purchased across all subjects, there is a co-purchase of materials for all intervention groups including; special education, Title I, ESL, etc.

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

NA

Elementary Education-Intermediate Level

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

The district is constantly assessing and reassessing the alignment of curriculum materials to the PA Core. Most recently, significant resources were purchased through grant funding in the core areas of Reading and Math.

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

NA

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district is constantly assessing and reassessing the alignment of curriculum materials to the PA Core. Most recently, significant resources were purchased through grant funding in the core areas of English Language Arts, Math, and Science.

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

NA

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

WAHS for the past 3 years have strengthened curricular resources extensively in English Language Arts, Science, Math, and Social Studies. In addition to print materials, technology and web-based applications are now in full use

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

NA

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Level of

	Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Not all standard areas listed above have aligned SAS materials or resources for the primary level

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

Not all SAS standard areas are addressed at the elementary level or the district chooses to introduce at middle school

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	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	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

Standard areas of Economics and Family Consumer Science are addressed at the high school

High School Level

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

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	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

Alternate academic content for students is an area that continues to be developed at the high school

Early Warning System

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

No, we have another early warning system that we are currently utilizing.

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		
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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,	X	X	X	X

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

Administrators in the district participate in twice a month instructional leadership team meetings, 2 administrative retreats, and a Board and Administrator retreat per year. These activities are organized and led by the Superintendent and Assistant Superintendent, which explore the administrative topics as listed above; curriculum leadership, instructional leadership, alignment to PA Core Standards, team building, data-driven systems, leading student support systems, and building management of resources.

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

NA

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:
8/28/2015 Utilizing University of Pittsburgh course, ongoing and monitored internally
The LEA plans to conduct the required training on approximately:
1/15/2018 The district began requiring Act 126 training during the 2015-16 school year. A continual cycle of Act 126 training has been provided to all staff in WASD. The training is monitored internally by the district to ensure every employee is trained. A new training widow will begin in January 2018 with a 3 year cycle training all staff across the district. Our own staff who are trained as trainers will provide the course through the PA Family Support Alliance approved curriculum.

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:
8/28/2015 The district began its Act 71 training cycle during the 2015-16 School year. Our suicide protocol and referral form were developed and provided to all teachers starting in August 2015.
8/24/2017 On August 25th and 26th 2017, we provided all K-12 teachers with the research based Question, Persuade, Refer (QPR) suicide prevention training.
The LEA plans to conduct the training on approximately:
8/25/2021 We will utilize the QPR training again to continue the cycle.

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:
8/26/2016 Second Step Child Protection Unit taught in grades K, 2, and 4. Second Step online training module utilized for professional development
The LEA plans to conduct the training on approximately:
8/25/2021 The district will use the Child Protection Unit resources at opening inservice to meet requirements.

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.
- 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

- 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.

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

First and foremost, professional development is based on student data to prioritize needs. In the spring, a detailed faculty survey was collected and analyzed to determine curricular, instructional, and resource needs. The district has more than adequate number of distributed professional development days throughout the school year, with 9 days being earmarked as structured in-service days. Additionally, each level uses Professional Learning Communities (PLC) to job embed daily, opportunities for professional development. Administrators are integral to the planning of professional development and are often the lead trainers of these opportunities. The district uses a comprehensive teacher evaluation process that is systematic and uses both walkthrough and classroom observations. Teacher surveys of needs will be on-going as well as student data that includes universal screening tools, PSSA, Keystone, DIBELS, and DIBELSmath.

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

The district needs to work on a more systematic process to evaluate their implementation of professional development, the quality of providers and whether that the executed professional development is having an effect on improving student achievement.

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 know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

- Inductees will effectively navigate the Standards Aligned System website.

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

The district conducts an annual Induction Class that has on-going meetings and activities throughout the year. Each inductee is issued an Induction Manual and matched to a mentor. The induction class meets 1 a month with a full agenda which includes; teacher evaluation, classroom management, curricular resources (SAS), LEA policies and practices, networking with other colleagues, student data analysis, lesson design, and instruction within a standards-aligned system. New and evolving topics are continuously reflected in the Induction planning process, which ensures accuracy and timely attention to new developments in the state.

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

The Induction Plan by month allows for "special topics" to be included, the tools of SAS and PA Core Standards will be addressed through these special topic agendas.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

Unchecked answers

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

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

District administrators use a Teacher Evaluation system that includes walkthroughs, observations, and opportunities for peer coaching. Inductees, like all other teachers are observed and coached through a differentiated supervision model that includes working with a coach/mentor, sharing lesson plans, review of student work, and support of instructional models.

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

The district will formalize the induction feedback process to use as a program evaluation.

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.

Mentor selection process is conducted by the administrative team. The selection of the mentor is based on availability, willingness of mentor to participate in induction and quality

indicators such as; work record, teacher reflection, compatible schedules, knowledge and application of district policies and procedures

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

NA

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

If necessary, provide further explanation.

The Induction plan allows for several "special topic" meetings starting in February through April as needed by induction group or desired by the administrative team. Throughout the year, the agenda is flexible based on teacher needs and questions raised by the group.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At the close of the Induction year, the district holds an Induction Evaluation Meeting in May. At this meeting, the district collects feedback on process, topics, and strengths and adjustments to the program. The feedback is used as critical evaluative input to strengthen the Induction program for future participants.

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.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers

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

Special Education

Special Education Students

Total students identified: **745**

Identification Method

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

The Williamsport Area School District recognizes that every student has unique learning needs. Identification activities are implemented to identify students who may be in need of special education and/or gifted education and to develop meaningful educational programs based on individual strengths and needs. This process can be initiated by a written request from either school staff or parents and will be completed by specially trained personnel. The Williamsport Area School District is committed to providing opportunities to all students to assist them in achieving their maximum potential. Thus, we provide a continuum of services to accommodate each individual.

Referral/Screening and Evaluation

Parents who have concerns about their child should contact the building principal to request a screening/evaluation. Screening activities are ongoing and include observations, group testing, vision and hearing screenings, speech/language screenings, review of cumulative records, report cards, and/or fine and gross motor skills. No evaluation may be conducted without written parental consent. Once written parental consent is received, the District will proceed with the evaluation process.

Evaluations are conducted by a multi-disciplinary team (MDT) to determine the child's learning ability, behavior patterns, physical abilities, communication skills, and achievement levels. Results of the evaluation are reviewed by the team to determine if the child is eligible for and in need of special/gifted education services. If special/gifted education services are recommended, the parents are expected to be a part of the team that determines the exceptionality and develops the Individual Education Program (IEP) for the child.

Although IDEA and Chapter 14 regulations permit the utilization of RTII data as a means of identifying students with Specific Learning Disabilities, the Williamsport Area School District continues to utilize an aptitude-achievement discrepancy model in its identification process. When evaluating students with possible learning disabilities, the district completes a comprehensive multidisciplinary evaluation and addresses the following four critical factors:

1. Adequate Achievement - Does the child achieve adequately for the child's age or meet state approved grade level standards?
2. SLD Discrepancy Analysis - Does child demonstrate a severe discrepancy between intellectual ability and achievement?
3. Rule Out - Are the child's difficulties the result of a number of identified sensory, cognitive, emotional, or environmental issues?
4. Rule Out Lack of Instruction - Did the child receive appropriate instruction by qualified personnel?

The MDE team will determine if a student meets a set of inclusion criteria that form the components of specific learning disability, while simultaneously ruling out exclusionary factors that prohibit a diagnosis of specific learning disability. To qualify as a student with a specific learning disability, the student must meet the criteria within each of the factors of the SLD definition. Inclusionary factors (#1 and #2 above) examine student achievement factors related to oral expression, listening comprehension, written expression, basic reading skill, reading fluency, reading comprehension, mathematics calculation, or mathematics problem solving. In determining this, districts may choose either a RTII approach or a more traditional ability-achievement discrepancy analysis. Regulations address exclusionary factors (#3 and #4 above) by requiring districts to document that a student's presenting academic and/or performance problems are not the result of lack of instruction or other disabilities or environmental variables.

As WASD continues to enhance its implementation of Response to Instruction and Intervention at all levels, the district will examine its current identification practices on an annual basis. If the district determines that RTII should be utilized as an approach to the identification of specific learning disability, the district would complete the necessary proposal to the state for consideration and modify its special education plan to reflect the change.

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>

Speech and Language Impairment

The district at 20.7% is 6% higher in their enrollment difference, than the state average (state 14.7%) in this category. The district plans to address this disproportion by: The district has changed the system of screening during the Kindergarten registration process to allow students the opportunity to developmentally grow and access the general education curriculum before assuming without formal referral students they are in need of services. Additionally, the district has added the daily teaching of oral language skills embedded within their core reading program, which supports and provides significant language acquisition support to primary children, the same students most likely to receive direct speech services. Through universal screening tools such as DIBELS Next, used comprehensively across the district K-3, students are assessed and progress monitored more frequently on their ability to produce, isolate, and segment sounds. Through this type of daily teaching, on-going assessment, and targeted interventions; we are able to provide both Tier I and Tier 2 type instruction in a more defined RtII process, all before a formal speech referral process. As a result of this on-going instruction and progress monitoring, students are making progress and are more likely to exit speech by achieving their targeted goals. Finally, through this work, the district is already beginning to see a reduction in the number of referrals and students in need of direct speech services.

Intellectual Disabilities

The district at 15.7% is 9.2% higher in their enrollment difference than the state average in this category (state 6.5%). The district plans to address this disproportion by: The disproportionate number of intellectual disability students is a multi-prong issue within the district. The special education planning team has identified several root causes that need to be addressed.

1. Historically the district has exceeded the state average of students identified with intellectual disabilities. The district is within a city that offers resources for a variety of economically varied groups. These resources attract students and families that move into the district already identified as having an intellectual disability.
2. The district has established a through researched based MTSS model to address academic and behavior deficiencies. Plans are created and implemented for a minimum of a 45 day period where progress monitoring occurs prior to students being brought to student support for possible evaluation.

With these root causes, the district has identified a more defined RtII process, student support checklist, required interventions and parent contacts that must be completed before a student would be referred by the teacher for evaluation. To improve our instructional practices, at the classroom level, teachers and co-teachers receive job embedded professional development through the use of instructional coaches, their peer Professional Learning Communities, Title I services, and defined action planning at the consult level of Student Support. Finally, we have bi-weekly special education department meetings where we review caseloads and data across the district to monitor multiple school support processes.

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 Williamsport Area School District strives to include all stakeholders involved in every student's education. The district works collaboratively with foster homes, foster agencies, and educational facilities located outside their own home district. The Williamsport Area School District does not have any barriers to address that limit the Williamsport Area School District ability to serve these students. The district currently has one residential program, Lasaquick, located within the district. This is a court appointed program for juvenile offenders. The district serves as the LEA for this program and the special education supervisor or school psychologist attends all the meetings for the students. At this time, the IEP team reviews all information and discusses the student's educational program and determines appropriate placement within the LRE. The district communicates with the student's resident district regarding educational programming. At times, it can be challenging to obtain all necessary information regarding the student's educational record. While the district assumes primary responsibility for all host LEA obligations including FAPE, the district contracts with BLAST IU17 for the provision of educational services. Ongoing communication with the student's resident district and IU17 is critical in ensuring that the district meet its obligations under Section 1306.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The Lycoming County Prison is located in the Williamsport Area School District. The district works collaboratively with the Lycoming County Prison to provide appropriate educational programs to incarcerated youth. This program operates under the guidance of the Director of Student Services. The district provides highly qualified Math, English, Science, Social Studies, and Special Education teachers to the prison on a weekly basis. Comprehensive referral and identification procedures have been developed to insure that all eligible students are provided with FAPE. The WASD school psychologist works collaboratively with the special education teacher regarding the identification of eligible

students while the special education teacher assumes responsibility for insuring that appropriate IEPs are developed for students.

The WASD works in collaboration with the Pennsylvania Correction Education Records Center to locate eligible students and obtain the appropriate supporting documentation. The Bureau of Special Education and PA Department of Education work with the district to monitor the educational program and provide technical support and assistance for the program.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Williamsport Area School District embraces the principle of providing FAPE in the Least Restrictive Environment and commits to educating all students in general education to the maximum extent appropriate utilizing Supplementary Aids and Services. The District assures that all students have access to the general education curriculum while providing a continuum of services to meet individualized needs. Only after the IEP team has determined that success in the regular education environment is not possible, given supplementary aids and services, will placement in a more restrictive environment be discussed. Under these circumstances, the district is committed to providing alternative opportunities for students to interact with non-disabled peers to the maximum extent appropriate.

At the elementary level, the majority of students receive grade level instruction within the Common Core Curriculum with a focus on Tiered Interventions as required based upon Individualized Education Plans that include appropriate IEP Goals and Objectives. Additional opportunities for inclusion with non-disabled peers include art, music, physical education, lunch and recess for all students. Bi-weekly progress monitoring checks allow the IEP case manager to make determinations of whether the IEP team should reconvene to discuss additional supports or interventions. Teams meet as frequently as needed in order to review and revise the IEP to promote academic achievement.

At the middle school level, the majority of students receive grade level instruction within

the Common Core Curriculum with a focus on co-teaching. A small number of students receive core instruction in a self contained Language Arts or Math classroom. Additional opportunities for inclusion with non-disabled peers include art, music, physical education, lunch for all students. Bi-weekly progress monitoring checks allow the IEP case manager to make determinations of whether the IEP team should reconvene to discuss additional supports or interventions. Teams meet as frequently as needed in order to review and revise the IEP to promote academic achievement.

At the high school level, the majority of students receive grade level instruction within the Common Core Curriculum with a focus on co-teaching. A small number of students receive core instruction in a self contained Language Arts or Math classroom. Additional opportunities for inclusion with non-disabled peers include art, music, physical education, lunch for all students. The School to Work Program provides opportunities to increase employability skills within the community. Students are referred by the IEP team to enroll in this program in order to support both academic and transition goals. Bi-weekly progress monitoring checks allow the IEP case manager to make determinations of whether the IEP team should reconvene to discuss additional supports or interventions. Teams meet as frequently as needed in order to review and revise the IEP in order to promote academic achievement.

Educational needs for students placed outside of the LEA are determined by the IEP team in order to ensure adequate programming and opportunities for instruction with non-disabled peers. An IEP case manager tracks all students enrolled in placements outside of the district in order to ensure educational benefit. IEP teams are reconvened as needed in order to provide appropriate supports based upon progress monitoring data.

Data teams are in place at all levels and meet on a weekly basis. These opportunities provide collaboration time with core team members to discuss instructional practices and interventions. WASD staff are encouraged to attend professional development opportunities offered through PDE, PaTTAN, IU17 and the WASD in order to enhance their knowledge and ability to support the inclusion of children with disabilities within the general education environment. In addition, the Special Education Director, and Special Education Secondary and Elementary Supervisors attend on-going professional development throughout the course of the year, including the Annual PDE Conference. According to SPP targets and the district's percentage in the Indicator 5 section Educational Environments, students currently receiving instruction inside the regular education classroom 80% or more is 70.8% (LEA) versus 62.4% (State). Instruction 40% or less in the general education classroom 7.7% (LEA) versus 9.0% (State) and SE in other settings 1.8% (LEA) versus 4.9 (State). The LEA is committed to IEP teams making data driven decisions in order to meet placement needs of all students within the LRE, including students who currently receive instruction outside of the district.

The WASD is committed to providing on-going professional development, continuous quality improvement, and the necessary resources to ensure successful inclusive practices.

Behavior Support Services

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

The district utilizes a school wide positive behavior support program from K-12. This system has three levels of service, primary, secondary, and tertiary.

At the primary tier, the district has behavioral expectations defined, behavioral expectations taught, a reward system for appropriate behavior, a continuum of consequences for problem behavior, and continuous collection and use of data for decision-making. The district collects and utilizes the data to ensure that 80% or more of all students are showing success in our schools with this system in place.

At the secondary tier, the district has universal screening, progress monitoring for at risk students, system for increasing structure and predictability, system for increasing contingent adult feedback, system for linking academic and behavioral performance, system for increasing home/school communication, and collection and use of data for decision-making. The district utilizes the check in/check out program to help students that need services beyond the tier one level in the district.

At the tertiary tier, the district works through a functional Behavioral Assessment with students; a team-based comprehensive assessment that links academic and behavior supports, individualized intervention based on assessment information focusing on (a) prevention of problem contexts, (b) instruction on functionally equivalent skills, and instruction on desired performance skills, (c) strategies for placing problem behavior on extinction, (d) strategies for enhancing contingency reward of desired behavior, and (e) use of negative or safety consequences if needed, and collection and use of data for decision-making. The district utilizes the ReNew program as a formal tier three program.

The district has a PBIS team set up in each of the eight buildings in the district. There is an internal district level coach, an internal building level coach, and an external coach that is an IU 17 employee. Each building holds monthly internal meetings and then the internal coaches get together once a month at the district service center for a PBIS monthly district wide meeting. The district also sends a team to the state sponsored PBIS Forum in May of each year. The team is asked to bring back best practices from the training and find ways to utilize these strategies in the school setting.

The district has selected Quality Behavior Solutions (QBS) as its primary de-escalation technique. Every administrator in the district has participated in the QBS training. Classroom teachers and paraprofessionals in positions where de-escalation strategies are needed participate in the training also. Support staff also participate in annual professional development training regarding the implementation of positive behavior support practices. Positive measures form the basis for all behavior support plans and more restrictive interventions such as suspension are only utilized when less restrictive interventions are successful or the student poses a danger to the safety of others.

The district values collaborative working relationships with a variety of community

agencies who support students within the school setting. The district contracts with Universal Community Behavioral Health services as well as Friendship House for school based behavioral health services. Students that would typically participate in counseling outside of the school building now have the ability to receive their counseling during the school day. The district values these relationships and recognizes the ongoing need for support and services these agencies provide.

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 Williamsport Area School District is committed to educating all students within the Least Restrictive Environment and always attempts to place students within their neighborhood school within the local school district. The district utilizes supplementary aids and services to allow for student to succeed in the regular education classroom while simultaneously offering a continuum of service options for students. The availability of these services within the district ensures that the majority of students are educated within the boundaries of the school they would attend if non-exceptional. The district also contracts with IU17 for the provision of services that cannot be support by our internal resources, most often students with Multiple Disabilities.

The district works collaboratively with the IEP team and local community agencies utilizing an interagency approach to determine appropriate supports and services for difficult to place students. The district also works collaboratively with PaTTAN regarding difficult to place students. Parents, along with assistance from school staff, may be referred to outside agencies for additional services such as TSS, mobile therapy, MH/ID support, partial hospitalization, or residential treatment which will assist our students to achieve success. The district is committed to working with these agencies to insure that students who are difficult to place are provided with appropriate educational programs.

The district will continue to foster a collaborative working relationship with community agencies to develop appropriate programs and provide support for students who demonstrate significant needs. The district will continue to monitor our local needs regarding the provision of appropriate educational programs.

Strengths and Highlights

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

The Williamsport Area School District is committed to educating all students in the Least Restrictive Environment with Supplementary Aids and Services while offering a continuum of programming and services to enhance student achievement. Administration, faculty and staff are dedicated to this vision and continue to expand their knowledge base of best practices through professional development opportunities offered at the district level, through BLaST IU17, PDE and PaTTAN. In addition, many faculty members and administrators are enrolled in graduate level courses to enhance their educational and/or leadership practices an added and direct benefit to the school district. School Board members are also actively engaged in professional development opportunities including the district's induction program and board member workshops.

The District is committed to the implementation of the RTII process through student support teams to remedial and support students with and without disabilities. The district has created an RTII checklist and implementation guide to assist administrators and teams with the process of implementing RTII practices effectively.

Interagency:

The District collaborates with BLaST IU17 and PaTTAN to provide assistance with programming and professional development needs. Additional community agencies providing support include, OVR, Hope Enterprises, The Center for Independent Living, MH/ID, CareerLink, Partial Hospitalization Programs, UCBH and Community Based Health.

Community/Parental Involvement:

The Williamsport community is fully dedicated to the district initiatives in educating today's youth. The District offers dinners and presentations to assist students and families with district level transitions, opportunities to show case programs and open houses to visit newly constructed/renovated buildings. Many volunteers support district classrooms to assist with enhancing literacy, providing nutritional snacks offered through grant funding as well as fund-raising to enhance educational practices. The special education supervisors have committed to work collaboratively with BLaST IU17 to enhance the involvement of parents through the local task force.

Parents are vital members of the IEP team and are continually kept abreast of academic achievement through District level report cards and progress monitoring data. IEP teams are reconvened as frequently as required in order to address both academic concerns and behavior that may impede learning, as well as other related services issues that need to be addressed.

Child Find:

The Williamsport Area School District has developed policies in accordance with federal

and state regulations and guidelines to ensure the provision of FAPE to all school-aged children, including those with disabilities. The District provides appropriate special education programs, related services, and early intervention programs that are:

- Provided at no cost to parents
- Provided under the authority of a school entity, directly by referral or by contact
- Individualized to meet the educational or early intervention needs of the child
- Reasonably calculated to yield meaningful educational or early education benefits and progress
- Designed to conform to an Individualized Education Plan

There are procedures to identify children needing special education, including screening and evaluation. All students entering kindergarten are screened for potential learning, vision and speech concerns. If a disability is suspected, teachers and other school personnel or parents may refer a child for further screening or evaluation. Parents suspecting that a child may have a disability and needs special education or early intervention services can request a screening or an evaluation by contacting the building administrator or the licensed school psychologist. Screening of children using immediately available data sources such as health records, cumulative records, enrollment records and report cards is conducted for hearing, vision, motor skills and speech and language. Screening may lead to intervention by the Student Support Team.

Staff and Paraprofessionals:

Special education teachers employed by the Williamsport Area School District are highly qualified and/or hold dual certifications. These teachers continue to acquire ACT 48 credits that relate to their assignments in order to remain up to date on the newest and most effective evidence based instructional practices. Many teachers are also enrolled in college level courses in order to advance their instructional practices and/or leadership skills. On-going professional development opportunities are offered by the district to ensure best practices.

All paraprofessionals are required to participate in professional development opportunities to retain their highly qualified status. The district is committed to offering a variety of in-service training topics to enhance the required skills for paraprofessionals to support teachers and students within district classrooms.

Professional development topics are centered around but limited to, literacy, numeracy, data, instructional practices, CPR/First Aid and QBS. Trainings are provided on site through the District, PDE, PaTTAN and IU17.

Intervention Programs:

Various programs are available for students prior to referral for possible special education services. Programs include Title1 Reading Interventions, RTII (Scheduled time throughout

the course of the day for tiered interventions), SWPBS are also in place district wide. Grade level data teams are established and meet weekly to discuss instruction and targeted interventions. A Bank time is offered at the high school which allows teachers additional instructional time with students who require additional supports to grasp a content or make up incomplete course work. The Student Support Team is in place district wide to bring children to team who are not making adequate progress. This time is utilized to create an instructional and/or behavioral plan for teacher implementation within the classroom environment.

Grants/Additional Funding Sources:

The Williamsport Area School district participated in Quality Indicators of Emotional Support services and programs pilot program at Lycoming Valley Intermediate school. The program was facilitated by PATTAN in collaboration with IU 17. The school based team consisted of building principal, special education supervisor, school psychologist, social worker, guidance counselor, emotional support teacher, and classroom teacher. The District also continues to receive funding through ACCESS billing. Additional grants are provided through the Education Foundation and local charity organizations that teachers can reach out to for funding of technology, specific programming needs and/or educational field trips.

Identification Process:

Referral to the Student Support Team may occur when the teacher feels that additional interventions may be required in order for the student to successfully access the general education curriculum. Concerns for referral may be academic or behavioral in nature. The child is brought to team and a decision is made if a plan should be developed/implemented for a period of 45 days to allow for improvement and/or growth. If a student still is not making adequate gains after the implementation of various interventions, a further evaluation is conducted to consider the need for special education services.

No evaluation may be conducted without written parental consent. Once written parental consent is received, the District will proceed with the evaluation process.

Evaluations are conducted by a multi-disciplinary team (MDT) to determine the child's learning ability, behavior patterns, physical abilities, communication skills, and achievement levels. The team is comprised of the parents, teacher, principal, school psychologist, and others as appropriate. Methods used in the evaluation may include review of records, observation, and individual/group assessment. Information will be gathered from school personnel, medical personnel, and parents.

Results of the evaluation are reviewed by the team to determine if the child is eligible for and in need of special/gifted education services. If special/gifted education services are recommended, the parents are expected to be a part of the team that determines the exceptionality and develops the Individual Education Program (IEP) for the child.

Services/Programs:

The Williamsport Area School District along with the School Board of Directors,

Superintendent, Principals, Supervisors, Teachers and Support Staff are dedicated to educating students with disabilities within the district and in the majority of cases, within their neighborhood schools. The District provides educational programming for 717 identified students. These programs consist of Learning Support, Life Skills Support, Autistic Support, Emotional Support, Hearing Support and Speech and Language Support. All programs are district programs and the majority of students receive instruction in the LRE in the neighborhood schools. The MDS and Visually Impaired population are serviced through contracted services through BLaST IU17.

Transition:

Transition Planning, assessment, and goal development as it relates to post secondary education and training, employment, and independent living. Through early intervention transition planning, we determine continuation of services by accepting and implementing the current IEP w/ revisions or completing a comprehensive evaluation.

Staff training is provided in conjunction with BLaST IU17.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
LasaQuick	Nonresident	The Williamsport Area SD supervises all special education students at LasaQuick. Educational services are provided by BLaST IU17.	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Behavior Specialist Inc	Approved Private Schools	Behavioral Support	3
Childs Home	Instruction in the Home	Instruction in the Home	6
Lycoming Day Treatment	Approved Private Schools	Behavioral Support	8
PA Treatment and Healing	Approved Private Schools	Behavioral Support	3
Western Pennsylvania School for the Deaf (WPSD)	Approved Private Schools	Hearing Support	2
Abraxis Foundation Inc.	Other	Behavioral Support	1
BLAST Academy South	Special Education Centers	Special Education Support	13
Loyalsock Valley Elementary	Neighboring School Districts	Multiple Disability Support	2
Youth Service Agency	Approved Private Schools	Learning Support	1
New Story	Approved Private Schools	Emotional Support	1
Crossroads	Approved Private Schools	Behavioral Support	2
Avis Elementary	Neighboring School Districts	Multiple Disability Support	1
George Junior Republic	Other	Behavioral Support	4
Justice Works Youth Care	Approved Private Schools	Behavioral Support	6
Beacon Light Behavioral	Approved Private Schools	Behavior	1
Devereux Leo Kanner Learning	Approved Private Schools	Behavior	1
Hoffman Homes	Approved Private Schools	Behavior	1
Pottsgrove School District	Approved Private Schools	Multiple Disabilites	1

Chester Co. IU 24	Approved Private Schools	Behavior	1
Abraxas Youth Center	Other	Correctional Facility/Alternative Education	1
VLN WASD Cyber	Other	Virtual Learning	8

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	11	1
Locations:				
Cochran Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	13	1
Locations:				
Cochran Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 9	14	1
Locations:				
Cochran Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	64	1
Justification: Although the speech therapist's caseload goes beyond the allotted age range, students are seen in individual/small group sessions and no students who exceed the age range are seen together				
Locations:				

Cochran Primary School	An Elementary School Building	A building in which General Education programs are operated		
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Program Position #6*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 9	9	1
Locations:				
Hepburn Lycoming Primary School	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:* July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 9	2	0.5
Locations:				
Hepburn Lycoming Primary 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	Deaf and Hearing Impaired Support	5 to 8	1	0.1
Locations:				
Cochran Primary	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	10 to 12	1	0.1
Locations:				
Curtin Intermediate	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	15 to 18	2	0.3
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #8*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	48	1
Justification: Although the speech therapist's caseload goes beyond the allotted age range, student are seen in individual/small group sessions and no students who exceed the age range are seen together.				
Locations:				
Hepburn Lycoming Primary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	7 to 9	10	1
Locations:				
Jackson Primary School	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:* Class*Implementation Date:* March 31, 2017

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	10	1
Locations:				
Jackson Primary School	An Elementary 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:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 10	25	0.5
Justification: Although the speech therapist carries students on her caseload that exceed the allowable age range, she works with students on an individual/small group basis and does not see students together who exceed the age range.				
Locations:				
Jackson Primary 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	5 to 9	21	0.5
Justification: Although S&L therapists have students on their caseloads that cross grade levels they do not see students at the same time.				
Locations:				
Jackson Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

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

Program Position #14 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* June 1, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	8	1
Locations:				
Stevens Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 9	8	1
Justification: The district's current configuration at the primary level is grades K-3.				
Locations:				
Stevens Primary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	35	1
Justification: Although the speech therapist carries students on her caseload that exceed the allowable age range, she works with students on an individual/small group level and does not see students who exceed the age range together.				
Locations:				
Stevens Primary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	6	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	1
Locations:				
Curtin Intermediate	An Elementary School	A building in which General Education		

School	Building	programs are operated		
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Program Position #20*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	6	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	7	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	7	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #24 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	8	1
Locations:				
Curtin Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	10 to 12	12	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	10 to 12	3	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	48	1
Locations:				
Curtin Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	9	1
Locations:				
Lycoming Valley	An Elementary School	A building in which General Education		

Intermediate School	Building	programs are operated		
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Program Position #29*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 11	8	1
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #30*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	5	1
Locations:				
Lycoming Valley Intermediate School	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:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	9	1
Locations:				
Lycoming Valley Intermediate 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:* Class*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	9 to 12	7	0.8
Locations:				

Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	12 to 15	1	0.2
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #33*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	5	1
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #34*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	9 to 12	9	1
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2018*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	6	1
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	22	0.5
Justification: Although the speech therapist has students on her caseload who exceed the age range restrictions, she works with students in individual/small groups and does not see students who exceed the allotted age range together.				
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	22	0.5
Locations:				
Lycoming Valley Intermediate School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #38

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	10	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #39

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #40

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	7	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #41*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	1
Locations:				
Williamsport Area Middle School	A Middle 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:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	9	1
Locations:				
Williamsport Area 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:* ClassandPosition*Implementation Date:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	8	1
Locations:				
Williamsport Area 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:* August 29, 2016*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	6	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #45*Operator: School District***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	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #46*Operator: School District***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	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 15	10	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	3	1
Locations:				
Williamsport Area School District	A Middle School Building	A building in which General Education programs are operated		

Program Position #51*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	5	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #52*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	12 to 16	7	1
Locations:				
Williamsport Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #53 - Proposed Program*Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 15	19	0.5
Locations:				
Williamsport Area 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	15 to 19	17	0.5
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	8	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #55*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	9	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #56*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	10	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #57*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	11	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #58*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	13	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #59 - Proposed Program*Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: July 1, 2018*

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80%	Learning Support	16 to 19	15	1

but More Than 20%)				
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #60*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	14	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #61*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	13	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #62*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	7	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #63*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 19	11	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #64*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 19	13	1
Justification: This teacher provides support for students who are in a variety of alternative placements, including alternative education, partial hospitalization, and behavior support programs. She does not work with any students who exceed the allotted age range together.				

Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #65 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	16	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #66 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 29, 2016

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 18	14	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #67

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #68

Operator: School District

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	14	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #69*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	12	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #72*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	12	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #73 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* July 1, 2018

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	7	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #74*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	13	1
Locations:				

Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		
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Program Position #75*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	17 to 21	14	1
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #76*Operator:* School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	16 to 21	7	1
Justification: Low incidence classroom - limited number of students who need this level of support. Exception to age range is documented within students' IEPs.				
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #79*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	13 to 21	7	1
Justification: This is an IU operated MDS classroom. There are only 7 students in the room. The age range exception is documented in the student's IEP.				
Locations:				
Williamsport Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #80 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 9	6	1
Justification: The current district's configuration at the primary level includes grade K-3. Students are included at their grade level when appropriate.				
Locations:				
Hepburn Lycoming	An Elementary School	A building in which General Education		

Primary School	Building	programs are operated		
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Program Position #81 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 12	12	1
Locations:				
Lycoming Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #82 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 23, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	9 to 12	8	1
Locations:				
Lycoming Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	District Service Center	1
Elementary Special Education Supervisor	District Service Center	1
Middle and Secondary Special Education Supervisor	District Service Center	1
School Psychologists	District Service Center	3
Social Workers	District Service Center	3
Full Time Paraprofessionals	Williamsport Area Middle School	5
Part Time Paraprofessionals	Williamsport Area Middle School	7
Part Time Paraprofessionals	Williamsport Area High School	12
Full Time Paraprofessionals	Williamsport Area High School	8
Part Time Paraprofessionals	Lycoming Valley Intermediate School	8
Part Time Paraprofessionals	Curtin Intermediate School	9

Full Time Paraprofessionals	Jackson Primary School	1
Part Time Paraprofessionals	Jackson Primary School	3
Part Time Paraprofessionals	Hepburn Lycoming Primary School	2
Part Time Paraprofessionals	Cochran Primary School	6
Part Time Paraprofessionals	Stevens	2
Hearing Interpreters	Hepburn Primary School	1
Hearing Interpreters	Lycoming Valley Intermediate School	3
Full Time Paraprofessionals	Hepburn Lycoming Primary	3
Hearing Interpreter	Williamsport Middle School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	3 Days
Occupational Therapy	Outside Contractor	5 Days
Orientation and Mobility	Intermediate Unit	0.25 Days
Audiology	Intermediate Unit	0.5 Days
Vision	Intermediate Unit	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

School patterns of priorities at all levels, were common within 6 areas:

1. Establish a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
2. Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students
3. Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms
4. Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching
5. Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

District Accomplishments

Accomplishment #1:

Smart Start in a Nurturing Foundation: Family-like neighborhood primary schools starting with all day kindergarten, providing a full, immersive learning experience.

Accomplishment #2:

College and Career Ready Graduates: Students are prepared for careers and college through comprehensive academic and career pathways; Career and Technical Education (CTE), Advanced Placement, Academic Excellence, STEM and Dual Enrollment. Children are introduced to many different careers beginning in primary schools.

Accomplishment #3:

Expansive Student Opportunities: All students can find their interest and passion through expansive curricular and co-curricular opportunities - no matter their interest or aptitude, we will foster it.

Accomplishment #4:

World-Class Arts and Music Programs: Celebrating the joy and exceptional talents of students within a vibrant arts community, the arts can assist in learning, as well as developing opportunities for self-expression and self-esteem.

Accomplishment #5:

Community Support and Giving: Williamsport Area Education Foundation creates powerful classrooms and inspires futures by funding the enhancement of educational programming and opportunities.

District Concerns

Concern #1:

Historical view of grades 3-4-5-6 data indicates that student achievement had either regressed or stayed static. A focus on realignment of the math and reading curriculum and instructional practices with an intentional focus to the PA Core math standards and testing expectations is needed. Core instructional practices need to improve to ensure a higher level of student proficiency.

Concern #2:

With the changing shifts in PA Core standard and aligned state assessments, all teachers need to become more knowledgeable about assessment expectations and making changes in their instruction to meet the more rigorous curricular demands.

Concern #3:

Many service structures ie. Title I, RtII, Learning Support etc are overwhelmed with too many students in need of interventions beyond Tier 1. Stronger core classroom instructional practices for all students are needed to meet the 80% target of success

Concern #4:

The district believes that student achievement is the Number #1 Priority, however, SPP scores indicate most of our schools are performing below an 80% proficiency minimum achievement expectation. SPP results of schools below a "green" designation have a negative effect on the school community

Prioritized Systemic Challenges

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

Aligned Concerns:

Historical view of grades 3-4-5-6 data indicates that student achievement had either regressed or stayed static. A focus on realignment of the math and reading curriculum and instructional practices with an intentional focus to the PA Core math standards and testing expectations is needed. Core instructional practices need to improve to ensure a higher level of student proficiency.

With the changing shifts in PA Core standard and aligned state assessments, all teachers need to become more knowledgeable about assessment expectations and making changes in their instruction to meet the more rigorous curricular demands.

The district believes that student achievement is the Number #1 Priority, however, SPP scores indicate most of our schools are performing below an 80% proficiency minimum achievement expectation. SPP results of schools below a "green" designation have a negative effect on the school community

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

Aligned Concerns:

Historical view of grades 3-4-5-6 data indicates that student achievement had either regressed or stayed static. A focus on realignment of the math and reading curriculum and instructional practices with an intentional focus to the PA Core math standards and testing expectations is needed. Core instructional practices need to improve to ensure a higher level of student proficiency.

With the changing shifts in PA Core standard and aligned state assessments, all teachers need to become more knowledgeable about assessment expectations and making changes in their instruction to meet the more rigorous curricular demands.

Many service structures ie. Title I, RtI, Learning Support etc are overwhelmed with too many students in need of interventions beyond Tier 1. Stronger core classroom instructional practices for all students are needed to meet the 80% target of success

The district believes that student achievement is the Number #1 Priority, however, SPP scores indicate most of our schools are performing below an 80% proficiency minimum achievement expectation. SPP results of schools below a "green" designation have a negative effect on the school community

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

Aligned Concerns:

Historical view of grades 3-4-5-6 data indicates that student achievement had either regressed or stayed static. A focus on realignment of the math and reading curriculum and instructional practices with an intentional focus to the PA Core math standards and testing expectations is needed. Core instructional practices need to improve to ensure a higher level of student proficiency.

With the changing shifts in PA Core standard and aligned state assessments, all teachers need to become more knowledgeable about assessment expectations and making changes in their instruction to meet the more rigorous curricular demands.

The district believes that student achievement is the Number #1 Priority, however, SPP scores indicate most of our schools are performing below an 80% proficiency minimum achievement expectation. SPP results of schools below a "green" designation have a negative effect on the school community

Systemic Challenge #4 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Many service structures ie. Title I, RtI, Learning Support etc are overwhelmed with too many students in need of interventions beyond Tier 1. Stronger core classroom instructional practices for all students are needed to meet the 80% target of success

The district believes that student achievement is the Number #1 Priority, however, SPP scores indicate most of our schools are performing below an 80% proficiency minimum achievement expectation. SPP results of schools below a "green" designation have a negative effect on the school community

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Annual assessments; PSSA, Keystones, 4-Sight, CDT, & DIBELS, and analysis of student grading systems give summative reporting on outcomes

Specific Targets: The district's stated goal is that all students should achieve a minimum of 80% proficiency or higher on PSSA and Keystone Exams

Type: Interim

Data Source: Interim assessments: 4-Sight, CDT, DIBELS, and teacher made assessment provide predictive feedback on students meeting stated annual goals

Specific Targets: Each interim assessment has its own benchmark of achievement scales

Strategies:

Instructional Coaching: The Principles of Partnership

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. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Common Assessments/Screening-Classroom Based and Universal Screening

Description:

The district and school has implemented a common data protocol and set of data targets and indicators for grades K-6. What Works Clearinghouse 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.

SAS Alignment: Assessment

Data Analysis Procedures

Description:

Teachers meet in grade level teams to analyze data and discuss appropriate instructional strategies to support students in both reading and in math. Teams meet weekly to review assessment data. Building principals attend meetings on a rotation basis. Data will be collected through curriculum based assessments and standardized assessments.

SAS Alignment: Standards, Assessment, Instruction

RtII

Description:

RtII time is built into the master schedule. Grade levels, teacher and coach teams review data and design interventions. Teachers are responding to the instructional needs that are shown through various student achievement data, both universal screens (DIBELS, CDTs and classroom based (weekly and unit testing in core programs)).

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation of core Reading and Math Program based on Common Core Standards

Description:

District and Building level implementation of research-based, common-core centered CORE reading program, Wonders, will lead to consistent and pervasive standards based delivery at all grade levels and classrooms. Weekly assessments are collected and analyzed for growth within grade level teams.

District and Building level implementation of research-based, common core centered CORE math program, GoMath! will lead to consistent and pervasive standards based delivery at all grade levels and classroom. Unit assessments are collected and analyzed for growth within grade level teams.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

Implementation of Core Reading and Math Program

Description:

The district and schools have instructional requirements for both the math and reading program. These required components for the core math reading program should be visible in daily lesson plans, schedules created for each classroom and seen through administrative walk throughs. The effectiveness of the action step will be monitored and evaluated by monitoring student results on weekly assessments, unit assessments, standards-aligned report card-quarterly, and PSSA analysis. Grade level teacher teams meet weekly to co-plan and discuss implementation of both core programs. A weekly PLC schedule is required and an agenda reported. All elementary schools updated and aligned the rubric scored report card

to the core programs. Therefore, quarterly data is available to see students progress on standards and the core through the report card. The school, as indicated in their RtII plan, expect that 80% of their students will be successful in Tier I core instruction. Therefore, an 80% proficiency level is expected in both math and reading PSSA results and is their indicator of effectiveness.

Start Date: 7/1/2018 **End Date:** 6/30/2020

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

Supported Strategies:

- Implementation of core Reading and Math Program based on Common Core Standards

Planning and professional development time for grade level and curricular teams

Description:

Team time will be held daily to allow department-based and grade level meetings for the purpose of monitoring instruction of eligible content and reviewing and maintenance of student data.

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development

Instructional Coaching

Description:

Coaching sessions within grade level teams will occur at least 2 days a week, sometimes 3. Sessions will be based on teacher needs that are determined by teachers and administration. Monthly faculty meetings will also focus on a different instructional strategy, each month. Coaching

effectiveness is determined by coaching logs, coaching surveys, and faculty use and be compared to PSSA data for trends of where instructional support is needed. Coach will work with grade levels that indicate weaknesses in PSSA data. Improvement will be improved PSSA scores in particular targeted area of special education.

Start Date: 8/28/2018 **End Date:** 6/6/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development
- Implementation of core Reading and Math Program based on Common Core Standards

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Student performance on summative state assessments of PSSA and Keystone Exams

Specific Targets: The stated district goal is that 80% or more of all students will succeed to the level of proficiency

Type: Interim

Data Source: Teacher observations and walkthroughs

Specific Targets: Positive feedback using district evaluation and walkthrough tools by supervisors

Strategies:

Substantial Professional Development

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

SAS Alignment: Instruction

Instructional Coaching

Description:

The schools' instructional coach will work with grade level teams in mapping standards, analyzing data, designing tiered interventions and guiding instructional strategies for our most at-risk learners. The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement.

SAS Alignment: Standards, Instruction

Administrative Walk throughs

Description:

Administrators conduct frequent walk throughs followed by professional reflective conversations.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

Implementation Steps:

Curriculum Mapping of Core Math and Reading standards

Description:

A significant professional development focus is on the mapping of Pa Core reading and math standards within the school ELA and math programs. All grades, K-6 will spend in-service and release time with Curriculum

Supervisor and principals on mapping and alignment. Curriculum maps will be produced for all Math and Reading units. Teachers identify standards weekly through lesson plans, which are monitored by administration.

Start Date: 8/21/2018 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Substantial Professional Development
- Instructional Coaching

Classroom Observations and Walkthroughs

Description:

Using the school district observation tool, online walkthrough tool, along with reflective conversations, teachers will receive feedback on their instruction. All observations and walktroughs are electronically documented.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Substantial Professional Development
- Administrative Walk throughs

Instructional Coaching

Description:

The primary building-level coaches will present PD sessions on best practices and components of the new core reading program in both group sessions and in classroom model. The instructional coach will also lead data analysis and matching interventions with students who are at-risk of not meeting proficiency. The coach maintains a weekly schedule and log of coaching contacts. Indicators of effectiveness will be student data of

DIBELS, and PSSA, looking for growth in formative assessments (CBA and DIBELS) moving students to core and summative improvement on the PSSA.

Start Date: 8/27/2018 **End Date:** 6/6/2019

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

Supported Strategies:

- Instructional Coaching

Goal #3: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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: PSSA and Keystone Exams are end of year indicators of growth and achievement

Specific Targets: The stated district goal is it is expected 80% or higher of all students will be proficient

Type: Interim

Data Source: RtII progress monitoring assessments determine by teams

Specific Targets: Each building team defines specific progress monitoring tools

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

Develop common formative assessments to better identify what students do not know and establish a stronger framework for differentiated instruction.

Description:

This process will increase likelihood of more students learning standard objectives through differentiation.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

RTII

Description:

Implement an RTII ongoing data work team to review summative and formative data and implement an RTII tiered intervention process. The timeline for monitoring this implementation is the full length of the comprehensive plan 8/27/2018 to 6/30/2022

Start Date: 8/27/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Develop common formative assessments to better identify what students do not know and establish a stronger framework for differentiated instruction.

*Tier II interventions***Description:**

Students that require more time and instruction to show academic progress will participate in small group instruction with smaller teacher to student ratio targeting their specific subject/skill deficit. The double dose may be a preview of content or a remediation of past skills that were not yet acquired. This has been taught by special education teachers, title I teachers and classroom teachers.

Start Date: 8/27/2018 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

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

Instructional Coaching

Description:

The building level coach will present PD sessions on best practices and components of the new core reading program both group sessions and in classroom model. The instructional coach will also lead data analysis and matching interventions with students who are at-risk of not meeting proficiency. The coach maintains a weekly schedule and log of coaching contacts. Indicators of effectiveness will be student data of DIBELS, and PSSA, looking for growth in formative assessments (CBAs and DIBELS) moving students to core and summative improvement on the PSSA.

Start Date: 8/27/2018 **End Date:** 6/6/2019

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

Supported Strategies:

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

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: Interim

Data Source: Walk Through Tool in PaEtep

Specific Targets: Administration will be using a common, custom form to define the implementation of common assessments.

Strategies:

Administrative Walk throughs

Description:

Administrators conduct frequent walk throughs followed by professional reflective conversations.

SAS Alignment: Standards, Assessment, Instruction, Materials & Resources

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

Implementation Steps:*Classroom Observations and Walkthroughs***Description:**

Using the school district observation tool, online walkthrough tool, along with reflective conversations, teachers will receive feedback on their instruction. All observations and walktroughs are electronically documented.

Start Date: 9/4/2018 **End Date:** 6/30/2022

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Administrative Walk throughs

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Strategy #1: Implementation of core Reading and Math Program based on Common Core Standards

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2018	6/30/2020	Implementation of Core Reading and Math Program	The district and schools have instructional requirements for both the math and reading program. These required components for the core math reading program should be visible in daily lesson plans, schedules created for each classroom and seen through administrative walk throughs. The effectiveness of the action step will be monitored and evaluated by monitoring student results on weekly assessments, unit assessments, standards-aligned report card-quarterly, and PSSA analysis. Grade level teacher teams meet weekly to co-plan and discuss implementation of both core programs. A weekly PLC schedule is required and an agenda reported. All elementary schools updated and aligned the rubric scored report card to the core programs. Therefore, quarterly data is available to see students progress on standards and the core through the report card. The school, as indicated in their RtII plan, expect that 80% of their students will be successful in Tier I core instruction. Therefore, an 80% proficiency level is expected in both math and reading PSSA results and is their indicator of effectiveness.	Administration	3	4	25	McGraw Hill	For Profit Company	No

Knowledge

Successful implementation of a core reading program

Supportive Research

Research based on current literacy understandings

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Series of Workshops

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with involvement of administrator and/or peers

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Instructional Coaching**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/27/2018	6/6/2019	Instructional Coaching	The primary building-level coaches will present PD sessions on best practices and components of the new core reading program in both group sessions and in classroom model. The instructional coach will also lead data analysis and matching interventions with students who are at-risk of not meeting proficiency. The coach maintains a weekly schedule and log of coaching contacts. Indicators of effectiveness will be student data of DIBELS, and PSSA, looking for growth in formative assessments (CBA and DIBELS) moving students to core and summative improvement on the PSSA.							

Adminstration

0.5

9

33

coach

School
Entity

Yes

Knowledge

Coach will work with grade level teams to improve implementation of best instructional practices, data analysis and instructional alignment to the common core

**Supportive
Research**

Coaching is a recognized best practice, as well as the use of data analysis using the Bernhardt model and the implementation of common assessment to inform the school's RtII process.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Professional Learning Communities

Participant Roles	<p>Classroom teachers New Staff Other educational specialists Parents</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data</p>

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description					
8/27/2018	6/6/2019	Instructional Coaching	The building level coach will present PD sessions on best practices and components of the new core reading program both group sessions and in classroom model. The instructional coach will also lead data analysis and matching interventions with students who are at-risk of not meeting proficiency. The coach maintains a weekly schedule and log of coaching contacts. Indicators of effectiveness will be student data of DIBELS, and PSSA, looking for growth in formative assessments (CBAs and DIBELS) moving students to core and summative improvement on the PSSA.					
		Person Responsible	SH	S	EP	Provider	Type	App.
		Administration	0.5	9	33	coach	School Entity	Yes

Knowledge

Coach will work with grade level teams to improve implementation of best instructional practices, data analysis and instructional alignment to the common core

Supportive Research

Coaching is a recognized best practice, as well as the use of data analysis using the Bernhardt model and the implementation of common assessment to inform the school's RtII process.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

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

- roles:
- academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results.

Professional Learning Communities

Training Format

Participant Roles	<p>Classroom teachers New Staff Other educational specialists Parents</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

District Level Affirmations

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

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

Affirmed by lori baer on 7/7/2017

Board President

Affirmed by Tim Bowers on 7/7/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

Affirmed by Lori Baer on 5/1/2018

Board President

Affirmed by Tim Bowers on 5/1/2018

Superintendent/Chief Executive Officer