

Wattsburg Area SD

**District Level Plan**

07/01/2021 - 06/30/2024

# District Profile

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## Demographics

10782 Wattsburg Road  
Erie, PA 16509  
(814)824-4145  
Superintendent: Kenneth Berlin  
Director of Special Education: MerriBeth Knappenberger

## Planning Process

Administration will be scheduling meetings to review the information contained in the current comprehensive plan and will determine what changes are needed to reflect the direction that the district is moving toward. The district level team has been established, to include board representation, district administration, faculty, parents, and community members. Once a draft of the comprehensive plan has been completed the draft will be reviewed by the planning committee and recommended changes will be completed. Upon completion the comprehensive plan will be posted on the website for community review, after community review it will be submitted to the school board for approval, and once approved by the board it will be submitted to PDE for final approval.

## Mission Statement

The mission statement of the Wattsburg Area School District is as follows, "The Wattsburg Area School District challenges all students with rigorous, differentiated instruction provided by a caring staff." The purpose of our organization is to ensure that all students in grades K-12 receive an education that best supports them in achieving their personal potential. This education is delivered by qualified teachers who use research-based best practices and make data-driven instructional decisions. As we continue to align our curricula with PA Common Core State Standards, we are cognizant of our obligation to ensure that graduates of our school district are college and career ready.

## Vision Statement

The Wattsburg Area School District is dedicated to all of our students. We envision schools that provide the foundation for life-long learning, with a clear, collaborative focus on education. We see a district where the community works hand-in-hand to help all students excel academically and socially. We will accomplish this vision through a diverse and challenging curriculum, presented in a rigorous fashion, by a dedicated staff. As we continue to provide individualized instruction and the latest technology, we see our students benefiting from an education that excites as well as encourages success. We will proudly promote our accomplishments and be recognized as educational leaders, not only within, but also beyond our community. We visualize schools with

outstanding, inviting, safe facilities, where everyone will grow and develop as valued members of an ever-changing, global society.

## Shared Values

- We believe that each student is unique and will learn when given support, appropriate challenge and daily opportunities to grow.
- We believe that instruction is a collaborative process and that learning takes place at all levels of our organization.
- We believe that schools and families who work together create students who have a positive self-concept and who realize their full potential.
- We believe that an expert, caring, professional staff will continually improve the educational experience of our students.

## Educational Community

The Wattsburg Area School District is located in a rural setting with four townships (Amity, Greene, Greenfield, Venango) and one borough, Wattsburg, covering 143 square miles. The top employer in the district is the Wattsburg Area School District with approximately 200 employees. The top tax revenue generating businesses are Lake Erie Speedway and Auto Express. The median income in The Wattsburg Area School District is \$55,000. Approximately 28% of district residents have a bachelor's degree or higher. Our free and reduced lunch rate is 37%. Community resources include four hospitals within a 45 minute drive and access to five colleges/universities.

Organizational resources include the Lions and Lioness Club, YMCA, Air Force JROTC Program, ArtsErie, Mercyhurst University, PTO, WAMSAG, Sports Boosters, Music Boosters, Wattsburg Area SD Foundation, Congressional Medal of Honor Foundation, Boy Scouts of America, and Girl Scouts of America.

The Wattsburg Area School District serves approximately 1400 students. Wattsburg Elementary Center enrolls approximately 500, Wattsburg Area Middle School enrolls 400, and Seneca High School enrolls 500. We serve regular education students, gifted students, and special education students. We house an IU5 run autistic support programs at the high school. District run Life Skills programs is at the elementary and high school serving WASD students and students from other local school districts. We have emotional support programs in each building, serving students from Kindergarten through 12th grade. Gifted students are provided enriched instruction at the elementary center and the middle school. Gifted students at the high school are encouraged to enroll in honors and AP classes and have the option to enroll in college classes through a variety of dual-

enrollment options. At the high school level, 13.6% of our students received vocational training through the Erie County Technical School and attend classes for half days at Seneca High School, their home school.

The community offers 13 churches with many of them having youth organizations. The community provides Wattsburg Area Little League, Wattsburg Area Wrestling Club, and Wattsburg Area Little Gridders Football. The Leo Club for 7th through 12th graders encourages students to participate in community service. YMCA provides pre-school and before and after school care for students.

The Wattsburg Area SD offers extracurricular activities in all 3 buildings. The community views the school district as the hub of the community because the district is rural and is spread out geographically without a traditional town available.

## Planning Committee

Name	Role
Hillary Barboni	Administrator : Professional Education
Vicki Bendig	Administrator : Professional Education Special Education
Kenneth Berlin	Administrator : Professional Education Special Education
Audrey Coletta	Administrator : Special Education
Leslee Hutchinson	Administrator : Professional Education Special Education
Keith Miller	Administrator : Professional Education Special Education
Christopher Paris	Administrator : Professional Education Special Education
Dr. Andrew Pushchak	Board Member : Professional Education Special Education
Jeff Gifford	Business Representative : Professional Education
Joshua Paris	Business Representative : Professional Education
Joshua Paris	Community Representative : Professional Education
Kathy Schreiber	Community Representative : Special Education
Cindy Widdowson	Community Representative : Professional Education Special Education
Guy White	Ed Specialist - Instructional Technology : Professional Education
Julie Myers	Ed Specialist - Other : Special Education
Meredith Gourley	Ed Specialist - School Psychologist : Professional

	Education Special Education
Megan Baltes	Elementary School Teacher - Regular Education : Professional Education Special Education
Michelle Pisano	Elementary School Teacher - Special Education : Professional Education
Sue Nolan	High School Teacher - Regular Education : Professional Education
Emily Manino	High School Teacher - Special Education : Professional Education Special Education
Pam Carson	Middle School Teacher - Regular Education : Professional Education Special Education
Jennifer Turner	Middle School Teacher - Regular Education : Professional Education
Shelley Ochterski	Parent : Special Education
Joshua Paris	Parent : Professional Education
Andrew Pushchak	Parent : Professional Education
MerriBeth Knappenberger	Special Education Director/Specialist : Professional Education Special Education

# Core Foundations

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

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

- English Language Proficiency - the local intermediate unit assumes responsibility for these standards.
- American School Counselor Association for Students - Programs exist that address these issues but no formal curriculum map has been created.

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

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

- English Language Proficiency - the local intermediate unit assumes responsibility for these standards.
- American School Counselor Association for Students - Programs exist that address these issues but no formal curriculum map has been created.

### Middle Level

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

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

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

- English Language Proficiency - the local intermediate unit assumes responsibility for these standards.
- American School Counselor Association for Students - Programs exist that address these issues but no formal curriculum map has been created.
- World Language - Not currently offered at the middle level.

### High School Level

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



History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

- English Language Proficiency - the local intermediate unit assumes responsibility for these standards.
- American School Counselor Association for Students - Programs exist that address these issues but no formal curriculum map has been created.

## *Adaptations*

### **Elementary Education-Primary Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Elementary Education-Intermediate Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

## High School Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

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

Beginning in August of 2014, teams of teachers and administrators began the process of revising the curriculum maps for mathematics. The process continued during the 2015-2016 school year as new math curriculum was implemented and English Language Arts and Social Studies curriculum was revised. Curriculum maps were moved to an online tool that allows for collaboration across the school district. An annual revision process has been developed for all district curriculum. Continued attention to the alignment, content, and assessment of all curriculum will be a part of this annual review. A greater emphasis on infusing technology resources and curriculum into the primary grades will be a part of our next cycle.

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Beginning in August of 2014, teams of teachers and administrators began the process of revising the curriculum maps for mathematics. The process continued during the 2015-2016 school year as new math curriculum was implemented and English Language Arts and Social Studies curriculum was revised. Curriculum maps were moved to an online tool that allows for collaboration across the school district. An annual revision process has been developed for all district curriculum. Continued attention to the alignment, content, and assessment of all curriculum will be a part of this annual review. A greater emphasis on infusing technology resources and curriculum into the intermediate grades will be a part of our next cycle.

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

*This narrative is empty.*

### **Middle Level**

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

Processes used to ensure Accomplishment:

Beginning in August of 2014, teams of teachers and administrators began the process of revising the curriculum maps for mathematics. The process continued during the 2015-2016 school year as new math curriculum was implemented and English Language Arts and Social Studies curriculum was revised. Curriculum maps were moved to an online tool that allows for collaboration across the school district. An annual revision process has been developed for all district curriculum. Continued attention to the alignment, content, and assessment of all curriculum will be a part of this annual review. A greater emphasis on

infusing technology resources and instruction into all curricular areas at the middle school will be a part of our next cycle.

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

*This narrative is empty.*

### High School Level

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

Beginning in August of 2014, teams of teachers and administrators began the process of revising the curriculum maps for mathematics. The process continued during the 2015-2016 school year as new math curriculum was implemented and English Language Arts and Social Studies curriculum was revised. Curriculum maps were moved to an online tool that allows for collaboration across the school district. An annual revision process has been developed for all district curriculum. Continued attention to the alignment, content, and assessment of all curriculum will be a part of this annual review. A greater emphasis on infusing technology resources and instruction into all curricular areas at the high school will be a part of our next cycle.

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

*This narrative is empty.*

### **Modification and Accommodations**

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

WASD provides adaptations and curricular modifications for students with disabilities as defined within a student's IEP. These modifications and adaptations are based on each student's individual needs, the IEP team decisions, and are implemented as outlined in the

IEP within the regular education environment. Professional development in meeting the needs of students in special education is on-going based on faculty needs and/or requests for more training/information.

## 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

##### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The Wattsburg Area School District's Professional Growth Plan, which was developed by a team of teachers and administrators, summarizes and outlines processes for annual instructional evaluations, informal classroom walkthroughs, and formal classroom observations. We presently employ the Pennsylvania Educator Effectiveness system as the basis for evaluation. District administrators have participated in a variety of professional development sessions focused on Pennsylvania's Educator Effectiveness model. Teachers have also received professional development around the model. A recently added position of technology integrator will assist teachers with incorporating technology curriculum and resources into their daily instruction.

Current plans call for teachers to share practice with one another through collaborative team meetings. These meetings will be held during common planning time and during district professional development days. Technology resources will be used to support collaboration between teachers and our overall evaluative processes.

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

Developing structures for peers to share feedback with one another by visiting classrooms is a future goal for our staff, and it is expected to be an outgrowth of the collaborate team meetings we will be implementing during the coming school year. However, peer evaluation is not in place at this time.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

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

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

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

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

*This narrative is empty.*

### Middle Level

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

## Recruitment

Describe the process you implement to recruit and assign the most effective and highly qualified teachers in order to meet the learning needs of students who are below proficiency or are at risk of not graduating.

The Wattsburg Area School District has developed a process for screening applicants for teaching positions and conducting initial interviews and performance interviews for candidates. Initially administrators review all applications and focus on academic ability, prior teaching experiences, written communication skills, letters of recommendation, and participation in educational experiences relevant to the open position. A team of administrators and teachers meet to develop a series of questions to be asked at the initial interview as well as a rubric for scoring responses. Discussion is held among team members at the conclusion of each 45 minute interview. Finalists for a position are asked to participate in a performance interview designed to showcase their ability to relate to students in the appropriate age group, effectively deliver a standards based lesson, explain the assessment of the lesson, and any adaptations they would make to the lesson. All finalists are provided with the same instructions for the performance interview and are provided the same amount of time to prepare. This practice has resulted in the recruitment of highly qualified teachers for the district. Assignment of teachers to meet the learning needs of students occurs at administrative discretion. This practice occurs more frequently K-6 because the broadness of an elementary certification allows more flexibility in assigning teachers. In grades 7-12, the district is more limited in its ability to reassign teachers due to its size and contractual obligations. Our special education students who are below proficiency are serviced by 11 special education teachers throughout the district and Title services in reading and math are offered in grades K-4.

## Assessments

### Local Graduation Requirements

Course Completion	SY 21/22	SY 22/23	SY 23/24
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00



### *Graduation Requirement Specifics*

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

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

#### *Unchecked answers*

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

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

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Chapter Tests, Unit Tests, PSSA	X	X	X	X
Keystone Exams			X	X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Developmental Reading Assessment (DRA)	X	X		
Developmental Reading Assessment (DRA)	X	X		

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
See SAS site for a comprehensive list of activities.	X	X	X	X
Curriculum Based Assessments	X	X	X	
Teacher-Created Assessments (ex. exit tickets)	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools		X	X	X

### ***Validation of Implemented Assessments***

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

Provide brief explanation of your process for reviewing assessments.

The current process for reviewing assessments is the following: the building and district administrators review the assessment data, the data is disseminated to the department supervisors and to the building and/or content specific data teams. The assessment data is reviewed and discussed at each grade level span to ensure that the assessments are standards-aligned and that multiple measures of evaluation are used.

### ***Development and Validation of Local Assessments***

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

Not applicable.

### *Collection and Dissemination*

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

The district has formed data teams comprised of teachers and administrators at each building level. These data teams have received ongoing training on the various strategies of data analysis and interpretation. After determining areas of focus, data related to student achievement is disseminated to instructional teams who then determine appropriate instructional strategies for use in the classroom based on the review of the information provided. In addition to our data teams, all teachers meet in various configurations (department, grade level, etc.) to review student work, achievement data, growth data, and other types of data in order to understand current levels of student performance. Collaborative work is increasingly accomplished through the use of technology, allowing a much larger number of staff members to be involved with conversations around data.

### *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.

The district uses benchmark and diagnostic assessments (Study Island, CDT, DRA) as tools to identify individual student's strengths and weaknesses on grade level appropriate standards, anchors, and eligible content. The data is then used to differentiate and drive instruction in the classroom and to identify students who would benefit from remediation during enrichment/tutorial times. The results PSSA and Keystone summative assessments are reviewed, and student not attaining proficiency are provided targeted remediation. In the case of Keystones, students have the opportunity to retake the Keystone exam to achieve proficiency. Collaborative work is increasingly accomplished through the use of technology, allowing a much larger number of staff members to be involved with conversations around data. Staff is also able to utilize technology to better meet the needs of all students, including those not yet meeting proficiency standards.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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 standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district has established data teams at each building level that examine student achievement data and determine standards, anchors, and eligible content that need to be remediated for particular groups of students. The conclusions of the building level data teams are shared with the teachers, usually during a faculty meeting, and discussion is held on the best practices to be employed to provide support to these students. The professional development committee makes note of these suggestions and often professional development centers on these needs during the planning of our Act 80 days.

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

Not Applicable.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

The district disseminates the results of the summative assessments to the public in the following formats: the Board of Education is apprised of the results through curriculum committee meetings, in which the results are presented and discussed by district administrators; the results are disseminated to the parents via letters home and individual meetings; the district's School Performance Profile information is reported in the district newsletter, the local newspaper, and on the district and state website.

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

The district does not have a community newspaper that would report the data to district stakeholders through press releases or local media reports. The elementary and middle schools do not have planned course guides.

## 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.

The first step is a thorough examination of the data at the district and school levels in order to identify school-wide areas of weakness and identify specific struggling subgroups and demographic groups. Following this determination, committees are formed in the appropriate targeted areas in order to develop specific strategies for remediating the academic deficiencies. The information from these committees is then disseminated to appropriate classroom teachers.

Student Assistance programs exist in each school to help identify environmental (both in and out of school) issues that may be affecting district, school, or individual student academic achievement.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X

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

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

*This narrative is empty.*

### ***Screening, Evaluating and Programming for Gifted Students***

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

The Wattsburg Area School District has established these procedures regarding identification of gifted children. The focus of the law, called Chapter 16, is to ensure that students are not identified as mentally gifted based on a single test score. Gifted notices are posted on the website and included in the student handbooks.

The district conducts ongoing screening activities to nominate potential candidates. Children may be referred by parents or teachers. Parents who feel strongly that their child may be gifted should contact the school guidance counselor to initiate gifted screening on behalf of their son or daughter. The gifted screening process will include a review of the student's record, past test scores, report card grades, and input from those familiar with the student's learning strengths and needs.

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

The district conducts ongoing screening activities to nominate potential candidates. Children may be referred by parents or teachers. Parents who feel strongly that their child may be gifted should contact the school guidance counselor to initiate gifted screening on behalf of their son or daughter. The gifted screening process will include a review of the student's record, past test scores, report card grades, and input from those familiar with the student's learning strengths and needs.

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

Identification of a student eligible for gifted services is based on:

1. Full scale or composite IQ score of 130 or higher on an individually administered IQ test.

***or any combination of the following criteria:***

1. A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas.
2. As observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability.
3. Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
4. Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude or technology expertise.
5. Documented, observed, validated or assessed evidence that intervening factors such as English as a Second Language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities.

**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 provides for both enrichment and acceleration, based on the individual needs of each student. High school students are afforded the option of taking college-level courses, Advanced Placement Courses, or online courses as needed.

***Developmental Services***

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X



Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X

Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

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

### ***Communication of Student Health Needs***

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Quarterly

#### **Elementary Education - Intermediate Level**

- Quarterly

#### **Middle Level**

- Quarterly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

At the elementary school, student assistance teams meet every three weeks to discuss academic and behavioral needs of individual students. Educational staff meets every two weeks to analyze data in order to make instructional decisions and develop behavioral plans. As deemed necessary, teachers may consult with school counselors and the school psychologist.

At the middle school and high schools, student assistance program teams meet weekly and building level teams meet every three weeks, to discuss academic and behavioral needs of individual students. As deemed necessary, teachers may consult with school counselors and the school psychologist.

### *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

At the elementary center, there is a preschool transition program promoting communication between the local caregivers and kindergarten staff. There are biannual meetings to discuss the most current topics in early childhood education. A representative from district participates in Erie Together, an early childhood education council. There is a

before and after school program (YMCA) housed in the elementary center.

At the high school level, students are able to participate in the Workforce Investment Act Program of Northwestern Pa. This program encourages work opportunities for students who meet the eligibility requirements.

Any student with a disability who meets eligibility requirements for mental health/cognitive disabilities is referred to the county system that provides case management services, as appropriate to the student's needs. At the high school level, students with disabilities are referred in the junior year to the Office of Vocational Rehabilitation as appropriate for the student.

### ***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.

Wattsburg Area School District coordinates with the Northwest Tri County Intermediate Unit #5 (IU5), the local MAWA, for early intervention and preschool services and programs. The IU5 early intervention and preschool teams provide monthly updates to the school district via uploaded information on the IU portal that Wattsburg special education department can access. In January, the district attends a preschool transition meeting with IU5 personnel, at which time the district is given a list of preschool children with disabilities that are transitioning to kindergarten the following school year. Wattsburg Area School District invites the parents of the preschool children in for a transition meeting in February to discuss the parents' Intent to Register the child for kindergarten the following school year. A WASD team with the parents, determines if the preschoolers will need special education services and programs upon entrance into public school. Service and program needs are addressed prior to the children entering the public school through the development of an IEP.

## **Materials and Resources**

### ***Description of Materials and Resources***

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The Wattsburg Area Elementary Center has continued to purchase materials in an effort to enhance and support Tier I (classroom) instruction. WAEC has purchased the following materials and resources: the Leveled Literacy Intervention for kindergarten through 2nd grade; listening centers and manipulatives; and teacher resource books for the areas of reading and math. The elementary center has also developed a Total Learning Center Classroom (TLC), which contains resources for reading and math. WEAC continues to purchase technology such as Elmos, projectors and Smart Boards. WAEC administration has worked to ensure that each classroom has a robust amount of instructional resources in their classrooms such as dry erase boards, easels, reading and math manipulatives, science materials, and center materials.

The district continues to align standards, curriculum, resources, and assessment and sees this work as ongoing and continuous. The teachers work in grade level and vertical/department teams to continually revise curriculum based upon the Pennsylvania standards. The vertical teams will identify curriculum and resource gaps to make informed decisions for grade levels K through 12 on how the content will be distributed across grade levels.

The professional development for the faculty includes an emphasis on delivering effective instruction rooted in a relevant, rigorous curriculum. It also includes opportunities for staff members to collaborate around problems of practice so as to maximize student learning. By utilization a variety of resources and teaching at their instructional level, the teacher can build a student's confidence which will ultimately lead to motivating them to engage in the learning.

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

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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
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Provide explanation for processes used to ensure Accomplishment.

The Wattsburg Area Elementary Center has continued to purchase materials in an effort to enhance and support Tier I (classroom) instruction. WAEC has purchased the following materials and resources: the Leveled Literacy Intervention for grades 3 and 4; listening centers and manipulatives; and teacher resource books for the areas of reading and math. The elementary center has also developed a Total Learning Center Classroom (TLC), which contains resources for reading and math. WEAC continues to purchase technology such as Elmos, projectors and Smart Boards. WAEC administration has worked to ensure that each classroom has a robust amount or instructional resources in their classrooms such as dry erase boards, easels, reading and math manipulatives, science materials, and center materials.

The district continues to align standards, curriculum, resources, and assessment and sees this work as ongoing and continuous. The teachers work in grade level and vertical/department teams to continually revise curriculum based upon the Pennsylvania standards. The vertical teams will identify curriculum and resource gaps to make informed decisions for grade levels K through 12 on how the content will be distributed across grade levels.

The professional development for the faculty includes an emphasis on delivering effective instruction rooted in a relevant, rigorous curriculum. It also includes opportunities for staff members to collaborate around problems of practice so as to maximize student learning. By utilization a variety of resources and teaching at their instructional level, the teacher can build a student's confidence which will ultimately lead to motivating them to engage in the learning.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

During the past two school years, our school and district staff have worked to realign our core curriculum so that it is closely tied to the PA Core Standards. Curriculum materials have been purchased to support this revised curriculum. There is a wealth of text material

(fiction and informational) available to students both in print and in electronic formats. Manipulatives for mathematics and equipment for science have been added. We continue to add resources to improve the electronic resources available to teachers and students. Professional development sessions occur that address standards aligned curriculum and to support staff as they implement this curriculum. Resources such as the SAS website have been used to aid in mapping our core curricula. Teachers will continue to work collaboratively to design assessments, track student progress, improve classroom instructional practices, and revise curriculum.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

During the past two school years, our school and district staff have worked to realign our core curriculum so that it is closely tied to the PA Core Standards. Curriculum materials have been purchased to support this revised curriculum. There is a wealth of text material (fiction and informational) available to students both in print and in electronic formats. Manipulatives for mathematics and equipment for science have been added. We continue to add resources to improve the electronic resources available to teachers and students. Professional development sessions occur that address standards aligned curriculum and to support staff as they implement this curriculum. Resources such as the SAS website have been used to aid in mapping our core curricula. Teachers will continue to work collaboratively to design assessments, track student progress, improve classroom instructional practices, and revise curriculum.

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

*This narrative is empty.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation



	is Unknown
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Presently we have provided professional development on the resources available on the SAS site to the majority of our teachers. However, given the rapid changes in PA standards, the SAS site is often in a state of being updated. We anticipate better use of the resource when it is more complete.

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Level of Implementation is Unknown
Career Education and Work	Level of Implementation is Unknown
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
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 less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
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	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "

Presently we have provided professional development on the resources available on the SAS site to the majority of our teachers. However, given the rapid changes in PA standards, the SAS site is often in a state of being updated. We anticipate better use of the resource when it is more complete.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in less than 50% 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	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% 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	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	Level of Implementation is Unknown
English Language Proficiency	Level of Implementation is Unknown
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

Further explanation for columns selected "

Presently we have provided professional development on the resources available on the SAS site to the majority of our teachers. However, given the rapid changes in PA standards, the SAS site is often in a state of being updated. We anticipate better use of the resource when it is more complete.

### High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% 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	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of

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

	classrooms
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Further explanation for columns selected "

Presently we have provided professional development on the resources available on the SAS site to the majority of our teachers. However, given the rapid changes in PA standards, the SAS site is often in a state of being updated. We anticipate better use of the resource when it is more complete.

### *Early Warning System*

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

*Not answered*

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

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

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

The district supports professional development through the use of faculty meetings, Act 80 days, Inservice days, and attendance at various local and state conferences that inform teacher leaders on the latest trends and information from PDE. The district's professional development growth plan was recently revised to reflect the requirements of Act 82. The district has a professional development committee that includes administrators and teacher representatives from all buildings who work collaboratively to determine the needed professional development every school year.

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

*This narrative is empty.*

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/24/2014
8/25/2015
8/25/2016
The LEA plans to conduct the required training on approximately:
8/28/2017
8/27/2018
8/26/2019

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.

<b>Questions</b>
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The LEA plans to conduct the training on approximately:
8/28/2017
8/27/2018
8/26/2019

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

Questions
The LEA plans to conduct the training on approximately:
8/28/2017
8/27/2018
8/26/2019

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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



The district has a detailed professional growth plan in place to address the perpetuation of all of the above characteristics. The district uses a teacher led inservice committee to determine professional development needs, teacher surveys to focus training needs, and provide data to our local intermediate unit to aid in determining future professional development plans.

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

*This narrative is empty.*

### ***Induction Program***

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

#### *Unchecked answers*

*None.*

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

The district will continue to utilize its WAVE (We All Value Education) new teacher induction program. This program trains our incoming teachers on district initiative and goals, and also familiarizes them with district expectations and routines.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by 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.
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

#### *Unchecked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Knowledge of successful research-based instructional models.
- 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.

The district will continue to utilize the existing new teacher induction program.

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

The district will reevaluate the existing new teacher induction program to determine feasibility of incorporating the assessment tools not currently being implemented.

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.

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

*Unchecked answers*

*None.*

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

The district will continue to implement its existing new teacher induction program.

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

*This narrative is empty.*

### *Induction Program Timeline*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

The topics addressed above are main components of the induction program and are addressed continuously during the school year.

## *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

WASD monitors and evaluates the Induction Program annually to determine the effectiveness of the program for new teachers.

## *Recording Process*

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

*Unchecked answers*

*None.*

## **Special Education**

### *Special Education Students*

Total students identified: **278**

### *Identification Method*

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

Wattsburg Area School District utilizes the discrepancy model for identifying students with specific learning disabilities. The school psychologist assesses the students who are thought to have a specific learning disability using a standardized intelligence test, individual achievement test, and other standardized tests as needed. Using the results of the assessment, the school psychologist determines if a significant discrepancy exists, then during the multi-disciplinary team meeting, the results are shared and the determination of eligibility is determined by the team.

Eligibility determination is based on three criteria. First, the team must determine if a

significant discrepancy exists. To determine if a significant discrepancy exists, one must compare a student's expected achievement based on cognitive testing with his or her actual achievement according to an individually administered test of achievement. Expected achievement is estimated based on measured intelligence using a linear regression approach. Expected achievement levels are reported in standard score terms using a 1.5 standard error of estimates. Actual achievement scores must be found to be statistically discrepant from expected achievement levels in order to qualify as a learning disability according to this definition. The second criteria is that a student must be performing below grade or age-level standards and determined by standardized assessments, local and state testing, classroom-based measures, and teacher input. Lastly, the multidisciplinary team must determine if the student requires specially designed instruction in order to make adequate progress in the curriculum. Outside factors, as outlined on the specific learning disability worksheet on the evaluation and re-evaluation reports, much be ruled out as primary reasons for learning difficulties.

### *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>

At this time, Wattsburg Area School District does not have any significant disproportionalities within the population of students with disabilities.

### *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?

Wattsburg Area School District is not a host district at this time, however the following are the steps in the process for Section 1306 students in the event that WASD becomes a host district:

1. WASD would be in communication with the facility as new students were placed in the facility, the district would work collaboratively with the facility to enroll new students and gather student educational records within one business day of placement.
2. WASD business department would issue a PDE 4605 to the student's district of residence.
3. If the student were identified as eligible for special education programs and services,

WASD would convene an IEP team meeting to consider the most appropriate educational placement for the student in the least restrictive environment with the needed supplementary aides and services to meet their needs including offering attendance to the public school.

4. WASD will work collaboratively with the facility in order to provide a free appropriate public education to any and all of the students in the facility, including conducting child find activities, reporting progress for the students, appointing a surrogate as needed, and communicating with the home school district of the student.

### *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 Wattsburg Area School District receives notification form 4605 from the correctional institution when a student is incarcerated. The district will provide all educational information to the institution and would offer to participate in the evaluation, re-evaluation, IEP, and discharge planning for any Wattsburg student who is incarcerated

### *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 Wattsburg Area School District is dedicated to providing their students with an educational placement in the Least Restrictive Environment. The Multi-Disciplinary Team considers the regular education classroom with supplementary aid and services first, however, in order to meet all students' needs the district must review the continuum of program and service options. The majority of special education students receive programs and services within their home school with varying levels of supplementary aids and

supports. Students receiving instruction in special education classrooms are integrated into regular education classrooms with their non-disabled peers to the maximum extent possible meeting their individual needs. If the IEP team determines that a student's needs cannot be met in the home school, the district will provide appropriate programs for their students in a neighboring school district, an approved private school, or through an Intermediate Unit program, as close to the student's home as possible. .

WASD has laptops available for students who need assistive technology support and have Kurzweil, JAWS, and utilize audio textbooks for students. Additionally, WASD has digital recorders available for students who are in need of recording lectures and / or recording their responses for assignments, projects, and tests. All teachers in the district have participated training on how to adapt materials, resources, and instructional strategies for students. Special education teachers work to develop IEP goals that are aligned with the general education curriculum and reflect the individual student's needs in the regular education classroom. Students who exhibit challenging behaviors have positive behavior support plans that are given to the regular education teachers, which includes all of the needed information related to the student's specific needs and adaptations. WASD has a mental health supervisor for the school district who is involved with students who may need additional counseling support and we have an outpatient clinic in the district that provides individual and small group therapy to students who are need of additional mental health support. WASD provides 1:1 paraprofessional support for students with disabilities who are in need of more intensive support to be able to access the regular education environment to fullest extent possible.

WASD utilizes a variety of research based practices to ensure that students with disabilities are included within the regular education curriculum in the least restrictive environment as much as possible. In the special education program we use the SRA Corrective Reading Program beginning in 3rd grade through 12th grade for students with significant reading problems. Throughout the entire school district we provide a variety of level of support for students with disabilities, we have special education pull-out services for students who need intensive instruction in the areas of reading, writing, and mathematics. Additionally, we provide inclusion support with special education teachers co-teaching within the regular education classrooms and special education paraprofessionals that are scheduled in the regular education classrooms to support students in special education in the regular education environment.

### *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.

Wattsburg Area School District has a school board approved positive behavioral support policy as of 2009. The district recognizes the need for positive behavioral supports to be implemented for all students who exhibit challenging behaviors. The positive interventions include providing appropriate training and support to faculty and staff who work with students who may exhibit challenging behaviors. A variety of positive intervention and de-escalation techniques must be utilized with students who exhibit challenging behaviors. The use of safe physical management is only allowed if a student is harming themselves or others, must be a last resort, and conducted by certified personnel. Positive behavior support plans are developed and implemented for any student who demonstrates challenging behaviors.

WASD provides training to teachers for CPI and/or Handle with Care, writing PBSPs, and working with challenging students. We discuss various interventions and techniques at special education faculty meetings and building level team meetings for working with ES students and students that demonstrate the most challenging behaviors.

WASD has building level teams at each building that meeting every three weeks, the team includes special education personnel, regular education personnel, guidance counselors, building administrators, and our district mental health supervisor. District wide we have a mental health supervisor who works with any student and family who needs support for mental health, behavioral health services, and other services (filing for MA, financial needs, medical needs). This position is the Student Assistance Liaison for the high school and middle school. WASD has developed a team approach for working with students who have mental health issues and /or challenging behaviors. WASD works collaboratively with all of the agencies that provide our students with school-based mental health services, we have an out patient clinic within the district for our students and families, and we have the availability to offer specific services to families or connect them to the outside agencies who provide the service.

### *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.

Wattsburg Area School District has a district wide emotional support program for their students who need an emotional support classroom, kindergarten through 12th grade. Additionally, an IU run high school level Autistic support classroom at Seneca High School to support students who are identified with autism and a district operated Kindergarten through age 21 Life Skills program.



In the event that WASD would have a student who is difficult to find an appropriate educational placement, WASD would contact the IU5 consultant, the PATTAN consultant and/or the Interagency Team Coordinator for the county case management services, to provide us with additional support to ensure FAPE for every student in the school district. WASD is continuing to develop the assistive technology support available to students with disabilities. There has been an increase in technology purchases including laptops for student use and software programs such as Kurzweil and JAWS to support students in their academic courses

WASD recognizes that we do have a gap in the continuum of programs for students who demonstrate extremely challenging behaviors in grades K-6. Regionally we are limited to the availability of programs for the age range, we have a partial hospitalization program that students can be referred to and an approved private emotional support program, however we have no other options for students in this grade range who demonstrate extreme behaviors. WASD has been in discussion with other districts as to how to service this age range with challenging behaviors.

### *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 Wattsburg Area School District (WASD) is dedicated to providing special education students with a quality education in the Least Restrictive Environment possible to meet all of their unique needs. In order to meet all of our student's individual needs, WASD utilizes and/or has access to a full continuum of special education programs and services. The majority of the special education students receive their programs and services in their home school with varying levels of support. If the IEP team determines that a student's needs cannot be met within their home school, the district can provide appropriate program and service options for their students in neighboring school districts, approved private schools and/or Intermediate Unit 5.

WASD has learning support, emotional support, and life skills programs and services at every building in the district and hosts Autistic Support Classrooms at the high school. Each building has building level teams consisting of administrators, school psychologist, mental health providers, teachers, special education supervisor, emotional support teacher, and guidance counselor(s).

WASD implements a blended model of pull-out programming for intensive instruction, inclusion, and co-teaching options for students on IEPs. The IEP team reviews assessment results and considers supplementary aids and services to determine each student's most appropriate educational program in the least restrictive environment.

WASD works closely with Early Intervention staff to provide for a smooth transition for students entering into the school age program. A team works collaboratively with the EI staff and parents of preschool students who are entering into the school age program.

Special education teachers are the case managers for the students on their caseload. They oversee all of the student's classes and work collaboratively with the regular education teachers in order to facilitate the success of all students on IEPs. WASD has a new Student Information System, Sapphire, which is used to develop all of the required special education paperwork, including IEPs. Once a child has been identified and an IEP developed, all teachers who have the student in class can access the IEP through an icon in the system. This SIS has provided instant access to the IEP and the ability to create a summary sheet at the beginning of the IEP which provides the teachers a quick view of the student's SDIs. Special education and regular education teachers work collaboratively with each other, through meetings and on-going communication about the students, to ensure that the students' needs are being met within the regular education environment.

WASD provides training for faculty and staff throughout the school year. Training topics include: confidentiality, de-escalation and safe physical management techniques (CPI and/or Handle with Care), First Aid/CPR, and other special education areas including changes in regulations and requirements. Parents are provided information throughout the school year, via email and information sent home. WASD works closely with other school districts and the IU5 parent consultant to provide as many opportunities for training as possible for our parents.

# Assurances

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## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

*No policies or procedures have been identified.*

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Barber National Institute	Approved Private Schools	Life Skills Support	2
Community Country Day School	Approved Private Schools	Emotional Support	1
Sarah A Reed Children's Center Partial Hospitalization Program	Other	Emotional Support	2
Career Alternative Education Program	Other	Learning Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* July 1, 2015

*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
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Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	14	1
Justification: This program obtains parent permission for students to be outside of the age range requirements.				
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #2 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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%)	Autistic Support	15 to 19	8	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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 15	20	0.5
Justification: Students are provided speech language therapy individually or in small groups, when in small groups students are within the 3 year age range requirement.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 29, 2016

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Speech and Language Support	5 to 15	37	1
Justification: Students receive speech and language therapy individually or in small groups, when they are in small groups they will be within the 3 year age requirement.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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	5 to 9	17	1
Justification: The age range for this position is outside of the age range for the case load only, students are seen by grade level instructionally.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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	8 to 10	17	1
Locations:				
Wattsburg Area Elementary Center	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:* Class

*Implementation Date:* February 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%)	Emotional Support	5 to 10	11	1
Justification: The age range outside of the required range is due to the case load of the teacher, instructionally students are grouped within the 3 year age range as required.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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	11 to 13	18	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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 14	15	1
Locations:				
Wattsburg Area Middle School	A Middle 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:* February 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	20	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #11 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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	Emotional Support	11 to 14	16	1
Locations:				
Wattsburg Area Middle School	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #12 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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 19	36	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #13 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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
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Itinerant	Learning Support	15 to 19	28	1
Locations:				
Seneca High School	A Senior High 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:* February 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	15 to 19	16	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #15 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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%)	Emotional Support	15 to 19	18	1
Locations:				
Seneca High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #16 - Proposed Program

*Operator:* Intermediate Unit

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* February 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	5 to 15	3	0.1



	Support			
Justification: This is an Itinerant position and the age range is due to case load assignment, students are seen individually.				
Locations:				
District Wide	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* February 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	Blind or Visually Impaired Support	19 to 19	1	0.03
Locations:				
District Wide	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 26, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	20	1
Justification: Justification: WASD parents want their students to remain in the district as much as possible, the IEP team will determine if the program meets the child's needs and document the age range difference through their IEP, with a description as to why the program is appropriate for the student.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* July 1, 2015**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 21	20	1

Justification: This is a Life Skills classroom that will provide service to students that are outside of the age range, with an IEP team determination of appropriate services and programs and with parental consent.				
Locations:				
Seneca High School/ Wattsburg Area Middle School	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #20 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 25, 2014

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 10	20	1
Justification: The IEP team and parent determine the appropriateness of the placement, even if the student is outside of the age range for this age level. Students are provided instruction grouped within the 3 year range.				
Locations:				
Wattsburg Area Elementary Center	An Elementary School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Director	District Wide	1
School Pyschologist	District Wide	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special Education Aide	Wattsburg Area Elementary Center	0.75
Special Education Aide	Wattsburg Area Elementary Center	0.75
Special Education Aide	Wattsburg Area Elementary Center	1
Special Education Aide/ Personal Care Attendant	Wattsburg Area Elementary Center	1
Special Education Aide	Wattsburg Area Elementary Center	1
Special education Aide	Wattsburg Area Middle School	1
Special Education Aide/ Personal Care Attendant	Wattsburg Area Middle School	0.75
Special Education Aide	Seneca High School	1
Special Education Aide	Seneca High School	1
Special Education Aide	Seneca High School	1

Special Education Aide	Seneca High School	1
Personal Care Aide/Special Education Aide	Seneca High School	1
Medical Assitant/LPN	District Wide	0.75

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Assistive Technology	Intermediate Unit	2.75 Hours
Physical Therapy	Intermediate Unit	5 Hours
Occupational Therapy	Intermediate Unit	6 Hours

# Needs Assessment

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## 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:

The common area of concern across the district is:

Establish a system within the school that fully ensures school staff members use standards aligned assessments to monitor student achievement and adjust instructional practices.

Areas that still need addressed:

1. Currently the district needs to finalize the alignment of the curriculum with the PA Core Standards.
2. Universal assessments throughout the district for reading and math.
3. The development of common assessments in core content areas that are aligned to PA Core Standards.

## District Accomplishments

### Accomplishment #1:

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Our district continues to show increased achievement and growth in science across all schools.

### Accomplishment #2:

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Our district has made great progress in aligning curriculum and materials to PA Core Standards.

## District Concerns

### Concern #1:

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Instructional practices across the district are uneven. Evidence from administrative observations and walkthroughs indicates that more work needs to be done to ensure effective instruction in all district classrooms.

**Concern #2:**


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Our district needs to collect data through classroom observation and student assessments to determine whether or not topics of professional development are implemented in classrooms and that they benefit students.

**Concern #3:**


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Given the large amount of new curriculum, materials, and technology added during the past three years, our district needs to ensure that all of these resources are utilized appropriately and consistently by all staff in all classrooms.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

Instructional practices across the district are uneven. Evidence from administrative observations and walkthroughs indicates that more work needs to be done to ensure effective instruction in all district classrooms.

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Our district needs to collect data through classroom observation and student assessments to determine whether or not topics of professional development are implemented in classrooms and that they benefit students.

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Given the large amount of new curriculum, materials, and technology added during the past three years, our district needs to ensure that all of these resources are utilized appropriately and consistently by all staff in all classrooms.

**Systemic Challenge #2** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Instructional practices across the district are uneven. Evidence from administrative observations and walkthroughs indicates that more work needs to be done to ensure effective instruction in all district classrooms.

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Our district needs to collect data through classroom observation and student assessments to determine whether or not topics of professional development are implemented in classrooms and that they benefit students.

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Given the large amount of new curriculum, materials, and technology added during the past three years, our district needs to ensure that all of these resources are utilized appropriately and consistently by all staff in all classrooms.

**Systemic Challenge #3** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

Given the large amount of new curriculum, materials, and technology added during the past three years, our district needs to ensure that all of these resources are utilized appropriately and consistently by all staff in all classrooms.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Related Challenges:

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Interim

Data Source: Professional development evaluations; teacher observations and walk-throughs.

Specific Targets: 1. All teachers need to accurately and honestly evaluate all professional development activities.

2. Administrators will conduct formal observations of all faculty needing observed within the first semester of the school year. The administrators will then identify areas of need for the focused walk-throughs, including areas that have been addressed in professional development.

Type: Annual

Data Source: Professional development evaluations; teacher observations and walk-throughs; Student achievement results on State Standards Aligned assessments.

Specific Targets: 1. Teachers may provide information to their representative on the professional development committee for the next school year's professional development.

2. Administrators will conduct formal observations of all faculty needing observed and report walk-through results from the year.

3. Student achievement results on State Assessments should demonstrate growth in all assessed areas and with all student subgroups.

**Strategies:*****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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

***Instructional (Distributed) Leadership Capacity Building***

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf), and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

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

**Description:**

1. Ensure that professional development topics are being implemented effectively and consistently in all district classrooms.
2. Review student achievement data with the data teams to facilitate effective use of the data in instructional decision making.

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

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

**Supported Strategies:**

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



- Instructional (Distributed) Leadership Capacity Building

**Goal #2:** WASD will establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Related Challenges:**

- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Evaluation results from professional development; teacher observations and walk-throughs; student achievement data

Specific Targets: 1. Teachers will be implemented strategies and techniques learned from professional development.

2. Student achievement will increase across all state assessed content areas.

**Strategies:**

*Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: [http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf) , and <http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

*Increased Quality Instructional Time*

**Description:** Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of

instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time> )

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Implementation Steps:***

*WASD will establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.*

#### **Description:**

1. WASD administrators will meet with the professional development team to identify areas of needs for professional development.
2. WASD administrators will conduct observations and walk-throughs to gather data to determine if the strategies and techniques from the professional development are being implemented within the classroom and to ensure fidelity of implementation of the strategies and techniques.
3. WASD administrative team will meet to review and analyze walk-through data related to professional development throughout the duration of the comprehensive plan. The team will determine the effectiveness of the professional development based on the results of the data and adjust future professional development trainings as needed.

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

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

#### **Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

**Goal #3:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: The completed curricula is aligned with the PA Core Standards.

Specific Targets: Increase of student performance on the state assessments.

The SPP for the district will demonstrate gains in both achievement and growth in student academic performance.

**Strategies:***Curriculum Mapping*

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

**SAS Alignment:** Curriculum Framework

**Implementation Steps:**

*Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students*

**Description:**

1. WASD will provide professional development designed to facilitate curricular mapping for all faculty.

a. Building level professional development will be offered to all faculty, throughout the professional development faculty will be given examples of curricular mapping as needed, and time to begin their mapping at the end of the professional development. Building administrators will review the faculty's completed curricular component and surveys from the professional development.

2. WASD will provide time for faculty to align and map their curriculum with the PA Core Standards.

a. Building administrators' will designate time for faculty to work on their curriculum mapping. The faculty will provide the building administrator with their progress at the end of each curricular mapping session.

3. WASD administrative team will develop an internal curriculum audit process to ensure that all curricula are aligned with the PA Core Standards.

a. The administrative team will provide the superintendent the finalized process and timeline for implementation.

**Start Date:** 1/27/2014      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Curriculum Mapping

# Appendix: Professional Development Implementation Step Details

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**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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #2: Instructional (Distributed) Leadership Capacity Building**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2021	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school	1. Ensure that professional development topics are being implemented effectively and consistently in all district classrooms.  2. Review student achievement data with the data teams to facilitate effective use of the data in instructional decision making.	Assistant to the Superintendent	6.0	3	110	WASD	School Entity	No

**Knowledge**

Effective instructional practices and utilization of data for instructional decision making.

**Supportive Research**

The district will utilize outside support of the IU and PATTAN to develop and implement the professional development. Research-based strategies and techniques will be used for the professional development.

**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.

**Training Format**

Series of Workshops  
 School Whole Group Presentation  
 Department Focused Presentation

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors

**Grade Levels**

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

**Follow-up Activities**

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

**Evaluation Methods**

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

Creating lessons to meet varied student learning styles  
 Peer-to-peer lesson discussion  
 Joint planning period activities  
 New educator effectiveness evaluation model

data other than the PSSA

**LEA Goals Addressed:** **WASD will establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.** **Strategy #1: Instructional (Distributed) Leadership Capacity Building**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2017	6/30/2021	WASD will establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	1. WASD administrators will meet with the professional development team to identify areas of needs for professional development.  2. WASD administrators will conduct observations and walk-throughs to gather data to determine if the strategies and techniques from the professional development are being implemented within the classroom and to ensure fidelity of implementation of the strategies and techniques.  3. WASD administrative team will meet to review and analyze walk-through data related to professional development throughout the duration of the comprehensive plan. The team will determine the effectiveness of the professional development based on the results of the data and adjust future professional development trainings as needed.							

Superintendent      6.0      6      110      WASD      School Entity      No

**Knowledge**

Teachers will gain knowledge and skills of research-based instructional strategies and techniques that will increase student achievement.

**Supportive Research**

All instructional strategies and techniques on which WASD will provide professional development will be research-based and/or identified as best practice.

**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**

LEA Whole Group Presentation



Series of Workshops  
 School Whole Group Presentation

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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 Participant survey New educator effectiveness evaluation system	

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

**Strategy #1: Curriculum Mapping**

**Start                      End                      Title                      Description**

1/27/2014	6/30/2016	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students	<p>1. WASD will provide professional development designed to facilitate curricular mapping for all faculty.</p> <p>a. Building level professional development will be offered to all faculty, throughout the professional development faculty will be given examples of curricular mapping as needed, and time to begin their mapping at the end of the professional development. Building administrators will review the faculty's completed curricular component and surveys from the professional development.</p> <p>2. WASD will provide time for faculty to align and map their curriculum with the PA Core Standards.</p> <p>a. Building administrators' will designate time for faculty to work on their curriculum mapping. The faculty will provide the building administrator with their progress at the end of each curricular mapping session.</p> <p>3. WASD administrative team will develop an internal curriculum audit process to ensure that all curricula are aligned with the PA Core Standards.</p> <p>a. The administrative team will provide the superintendent the finalized process and timeline for implementation.</p>	<b>Person Responsible</b> Superintendent	<b>SH</b> 2.0	<b>S</b> 3	<b>EP</b> 50	<b>Provider</b> WASD	<b>Type</b> School Entity	<b>App.</b> No
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**Knowledge**

Faculty will gain knowledge in curriculum mapping and methods for aligning the curriculum to the PA Core Standards.

**Supportive Research**

Professional development will be utilizing the SAS system and the recommended format from PDE for curriculum mapping.

**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.

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.

School Whole Group Presentation

**Training Format**

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Faculty will be given time to map their curriculum, administrators will evaluate/monitor progress.		<b>Evaluation Methods</b>	Participant survey Review of written reports summarizing instructional activity

# District Level Affirmations

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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.

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*