
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Student Services Report **Tuesday, March 15, 2011** **(Last Approved: Monday, March 24, 2008)**

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Educational Community

ORGANIZATIONAL STRUCTURE

Located in the southwestern part of Cambria County's 692 square miles, the Westmont Hilltop School District services a fifteen square mile residential population. The Greater Johnstown area provides employment to many district residents, with a large segment of the district population employed in various professional capacities. With a median income above the county median, the community enjoys many "quality of life" indicators. Residents value the sense of safety and security characterizing community life. The proximity to several institutions of higher education and the accessibility of health care and recreational facilities prove to be appealing attributes that enhance the attractiveness of our community.

The Westmont Hilltop School District serves approximately 1,700-1,750 students in grades K-12. The structure of the school district includes grade levels clustered as primary, middle school, and high school. The grade level configuration for the three buildings comprising the district include Elementary, K-4, Middle School, 5-8, and High School, 9-12. The organization includes time allocations of 900 hours of instruction for elementary grade clusters, 990 hours for middle and secondary school grade levels, and arrangements for Vocational-Technical Education and Special Education. The relationship between the existing organizational structure and the mission, goals, and Academic Standards is outlined in the following Chart.

Organizational Structure Feature	Relationship to Mission and Goals	Relationship to Academic Standards
Organization of grade levels: Elementary K-4 Middle School 5-8 High School 9-12	The mission will be addressed at all levels within the existing organizational structure. Each goal will be addressed at all levels.	The Academic Standards and benchmarks defining expectations for grades 3, 4, 5, 6, 7, 8, and 11 apply to all students.
Time Allocation for Instruction: 180 instructional days 900 hours of instruction at the elementary level 990 hours of instruction at the middle school 990 hours at the high school within a 4-block structure	Our current structures are considered supportive of our mission and goals in several ways, including teacher collaboration time, redesigning curriculum for integration, and extended problem-solving time for students.	The Academic Standards can be adequately addressed within the time allocations. The school district has restructured time at the high school to a block schedule, providing time for intensive study and more flexibility in helping students achieve through access to teachers for individual help throughout the day. We have adjusted the block to a hybrid of the original 4x4 plan by adding year-long English and Mathematics sections.
Time Allocation for Professional Development	Whole-staff training is addressed during in-service days, summer workshops, and a variety of after-school and Saturday offerings and opportunities through which teachers may receive Act	With the contractual addition of two forty-five minute faculty meetings and common planning time, the allocation is supportive of our current initiatives. Currently, we

	48 credit.	are exploring ways to increase allocated time for professional development during the school day.
Differentiated Supervision Model	<p>A differentiated supervision model is in effect as approved by the Board of Directors.</p> <p>The mission and goals are a core element in the supervisory process, as all differentiated supervision initiatives are consistent with the organizational mission and goals.</p>	<p>The differentiated supervision model is an essential supportive structure and process in addressing Academic Standards.</p> <p>The process of Differentiated Supervision provides opportunities for teachers to become involved in a variety of organizational leadership roles to help address the mission, goals and Academic Standards.</p>
Student Grouping Patterns	<p>The mission and goals can be addressed within the present structure, which emphasizes appropriately differentiated instruction.</p> <p>The intent of the mission is recognition that all students learn with different rates and styles. The District commits to differentiated instructional practices in support of our mission and goals.</p>	<p>Academic standards are addressed through the current student grouping patterns, with an emphasis on appropriately differentiated instruction to meet students' varying needs.</p>
<p>Research, Library, Technology Facilities</p> <p>The high school, middle school, and elementary school libraries are equipped with updated computers and ACCESS PA software.</p>	<p>The mission and goals, especially in regard to preparing students for a changing and competitive global society, will be supported by, and accomplished through, the district's continued commitment to technology. The Strategic Plan provides for updating of the Planned Courses through which we will integrate technology into all subjects and update the scope and sequence of technology skills.</p>	<p>Academic Standards can be achieved with continued support for technology and library facilities. Students have formal instruction in basic use of research tools, technology integration, distance learning, and other options made possible through technology. The Action Plans for Curriculum and Technology make provisions for support of academic standards through technology integration and application.</p>
Physical Plant	<p>The mission and goals can be addressed at all levels.</p>	<p>The upgrading of grounds and facilities is current and ongoing.</p>

DESCRIPTION OF FACILITIES

The Westmont Hilltop School District operates all K-4 classrooms in one elementary building, 5-8 classrooms in one middle school building, and 9-12 classrooms in one high school building. While existing facilities adequately serve current needs as well as those derived from projected enrollment figures, a feasibility study has been underway in the district during the 2009/2010 school year to determine the future of the district's three building/campus alignment. The physical plants, while deemed adequate and sufficient to achieve the district's mission and goals and to support our plans for the accomplishment of the Academic Standards, do not provide the recommended classroom sizes and instructional areas of today's modern schools. A decision regarding any renovation or new building projects is expected within the next three to five year period.

Elementary

Originally constructed in 1953, renovation and major maintenance and improvement occurred in 1957, 1980, and 1994. In addition to the twenty-seven classrooms, building facilities provide the following:

1. Special rooms accommodate art, music, gym, speech, and library activities. A large group instruction room serves, when needed, as a small auditorium.

2. One computer lab

3. One library

4. Offices, including an administrative suite, nurse/health suite, guidance office, technology office, TV studio, Instructional Support office, and Title I office

5. A team planning resource room

6. Two faculty rooms

Middle School

Originally constructed in 1917, renovation and major maintenance and improvement occurred in 1925, 1939, 1951, 1975-1978, and 1994. In addition to the thirty-six classrooms, building facilities provide the following:

1. Special rooms to accommodate art, music, gym, speech, library, industrial arts, and an auditorium
2. Three computer labs
3. One library
4. One faculty room and two team planning rooms
5. Offices, including an administrative suite, nurse/health room, and guidance suite

High School

Originally constructed in 1961, major renovation of the high school took place in March of 1995 through August of 1996. The building contains thirty-two classrooms and the following:

1. Special rooms to accommodate art, physical education, an auxiliary gym, a music suite, a home economics suite, a technology education lab, and an auditorium
2. Five computer labs and three 30-computer portable labs
3. One library
4. One faculty room
5. Two group or IEP planning rooms
6. Offices, including an administrative suite, guidance suite, and nurse/health room suite

Note: Work was completed in 1994 to comply with the American Disabilities Act in all facilities. Because of needs resulting from the impact of technology advances, all three buildings have required major updating of wiring to accommodate and provide for a technological environment. During 1994, both elementary and middle school buildings were wired for internal and external networking and to provide access to the Internet. The need was accommodated at the high school during the renovation project in 1995-1996. During the 2000-2001 school year, the wiring infrastructure was evaluated and upgraded to accommodate a faster and more capable network. In 2002, updates were required to accommodate a higher-speed wide area network (WAN). CFF money provided the high school with the opportunity to expand its wireless capabilities with the addition of thirty-five contact points as well as three thirty-computer wireless labs.

PROFESSIONAL PERSONNEL AND ADDITIONAL RESOURCES

The professional staff of the Westmont Hilltop School District is considered the most valued resource of the organization. The district is committed to seeking individuals based upon criteria of high standards and expectations that are aligned with its mission and goals as described in this Strategic Plan.

NUMBER OF PROFESSIONAL EMPLOYEES							
	SCHOOLS				Central Admin	Tech.	Total
	Elem	Middle	High	Multi			
Teachers	37	33	35	5	.	.	110
Counselors	1	1	2	.	.	.	4
Nurses	1	.5	.5	.	.	.	2
Librarians	.5	.5	1	.	.	.	2
Administrators	1	2	2	.	2	1	8
Business Manager	.	.	.	.	1	.	1
Totals	40.5	37	40.5	5	3	1	127

RESEARCH AND LIBRARY FACILITIES

Library and research resources, recently upgraded with computers, adequately serve district needs at all levels. With the ever-growing expansion of the technological environment, library facilities represent an integral part of the planning process. Libraries and research labs serve as information centers to be accessed by students and teachers in classrooms throughout the district.

RESEARCH AND LIBRARY RESOURCES			
	Elementary School	Middle School	High School
Computer Labs	1	3	8
Total number of lab computers	28	90	203
Classrooms with Internet Access	37	39	45
Library Internet Access	Yes	Yes	Yes
Library Computers	6	30	30

Computers per building	90	170	374
Books	10881	7836	9,645
Magazines	14	17	21
Newspapers	0	0	1
ACCESS PA	Yes	Yes	Yes
Other Equipment	35 Promethean Boards, 35 Projectors	37 Promethean Boards, 37 Projectors	40 Promethean Boards, 40 Projectors

EDUCATION OF THE PROFESSIONAL STAFF						
	BS or BS+	Masters Equiv or MQ+	Masters	Masters Plus	Doctorate	Totals
TEACHERS						
Elementary	19	4	6	8	0	37
Middle	13	4	9	7	·	33
Sr. High	12	2	9	11	1	35
Multi-Building	3	0	1	1	·	5
Totals	47	10	25	27	1	110
COUNSELORS	0					
	0		0			
	0		0	1		
Elementary	0	0	0	1	0	1
Middle		0	0	0	0	1
Sr. High		2		2	0	2
Total		2			0	4
NURSES	1	0	0	0	0	1
Elementary	0	0	0	.5	0	.5

Middle School	0	0	0	.5	0	.5
Sr. High	1	0	0	1	0	2
Total						
LIBRARIANS	0	0	0	.5	0	.5
Elementary	0	0	0	.5	0	.5
Middle School	0	0	1	0	0	1
Sr. High	0	0	1	1	0	2
Totals						
ADMINISTRATORS					0	
Elementary	0	0	0	1	0	1
Middle	0	0	1	2	0	2
Sr. High	0	0	0	1	1	2
District (K-12)	0	0	0	5		2
Totals	0		1			7
OTHERS	.	.	.		.
Business Manager	.	.	1	.	.	1
Technology Coordinator	.	.	.	1	.	1
Total			1	1		2
Totals	48	12	28	37	2	127
Percent	38	9	22	29	2	100

YEARS OF EXPERIENCE OF THE PROFESSIONAL STAFF

(as of May, 2010)

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	0-5	6-10	11-15	16-20	21-25	26-30	31-35	35+
TEACHERS								
Elementary	13	5	5	4	3	4	5	0
Middle	7	5	3	10	1	3	2	0
Sr. High	3	11	7	6	3	2	3	0
Multi-building	1	0	2	2	0	0	0	0
Totals	24	21	17	22	7	9	10	110
COUNSELORS								
Elementary	0	0	0	0	0	0	0	0
Middle	0	2	0	0	0	1	0	0
Sr. High	0	3	0	0	0	0	0	0
Totals				0	0	1	0	0
NURSES								
Elementary	.	.	1	.	.	.	.	.
Middle School	.	.	.	.5	.	.	.	.
Sr. High	.	.	1	.5	.	.	.	.
Totals	.	.	.	1	.	.	.	.
LIBRARIANS								
Elementary	.5	.	.	.	.	.	.	.
Middle School	.	.	.	.	.	.	.	.
Sr. High	1	0	.	.	.	0	1	.
Total			0	0	0	0	1	
ADMINISTRATOR								
Elementary	0	0	1	0	0	0	0	
Middle	.	0	1	1	.	.	.	

Sr. High	.	1	1	.	.	.	.
District (K-12)	.	.	.	.	1	1	.	
Totals	0	1	3	1	1	1	.	
OTHERS								
Business Manager	.	.	.	.	.	1	.	1
Technology Coord.	.	.	.	.	.	.	.	1
	.	.	1	.	.	1	.	2
Totals	0	0	1	0	0		.	
Totals	25	25	22	24	8	12	11	127
Percent	20	20	17	19	6	9	9	100

Mission

The mission of the WHSD, in partnership with our community, is to prepare each student to be an informed, ethical, responsible adult in a changing and competitive global society through high expectations and a challenging educational program offering knowledge and skills within a safe, nurturing environment.

Vision

The vision of the Westmont Hilltop School District is that graduates will be prepared for productive and fulfilling citizenship in a global society through acquisition of the knowledge, skills, and attributes that ultimately enhance interpersonal functioning.

Collectively, we envision a district . . .

- where all students learn in a healthy, safe, and nurturing environment and where students are equipped with the knowledge that healthy lifestyle choices are essential in reaching their optimal learning potential.
- where educators deliver the highest standards of teaching to maximize opportunities for student success.
- where all stakeholders become increasingly aware of educational processes as well as both the protective factors and the risk factors inherent in the home, neighborhood, and school environments.
- where students receive a well-rounded experience through involvement in the academics, the arts, and extracurricular experiences.
- where students learn evaluative skills and develop increasing capacity to draw their own conclusions through effective application of higher order thinking and the development of problem-solving skills.

- where all students assume a responsibility to learn, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention.
- where all teachers have a responsibility to differentiate instruction based on the varying needs of their students.
- where a culture of continuous learning and improvement is fostered through quality leadership.
- that values and models all aspects of lifelong learning, professional growth, continual improvement, and a commitment to researching and implementing best practice in our schools.
- that encourages and rewards community service by providing a wide range of opportunities and recognizes students for their efforts in pro-social involvement and community service.
- that provides mentoring and shadowing experiences via community partnerships that will enhance career exploration and through which students become aware of the high value that employers place on a strong work ethic, accountability, and ownership in the organization as a whole.
- that prepares all students for successful integration into the global society through acquisition of technological competencies and facility in languages other than English.
- that continues to strive to upgrade its facilities, equipment, and personnel competence in order to provide a premier program where curriculum is rigorous and relevant with quality and effectiveness as high priorities.
- that maximizes utilization of human and fiscal resources through artful use of infrastructure.

Shared Values

Westmont Hilltop parents, community, and educators recognize that the learning experiences provided to children bear a direct relationship to the acquisition of knowledge, skills, and attributes that ultimately affect adult functioning. To prepare our youth for adulthood, we embrace the following core set of values, each integral and equally important, as our guide.

- Students learn best in a safe environment where healthy living is encouraged and citizenship and strong

work ethic are rewarded.

- Healthy lifestyle choices are prerequisite to achieving optimal learning potential in the academic realm as well as in extracurricular activities and the arts.

- A premier school district provides equitable opportunities for learning within academic, athletic, and artistic endeavors.

- We value a school community that encourages and rewards community service by providing a wide range of opportunities within a system that recognizes students for their efforts in prosocial involvement.

- All district stakeholders share a responsibility to model all aspects of lifelong learning, professional growth, continual improvement, and a commitment to implementing best practice in our schools.

- All district stakeholders are increasingly involved in the educational process and are apprised of the risk and protective factors inherent in the home, neighborhood, and school environments.

- All students learn best in an inclusive environment, each having unique strengths and weaknesses, differing learning styles, and differing rates of retention of learning.

- All teachers have a responsibility to develop lessons and instruction based on the needs of individual students and to actively engage in the professional development necessary to acquire effective skills for differentiating instruction.

- Trust, civility, consideration of others, valuing of individual differences, and acceptance of mutual responsibility, are essential characteristics of caring and nurturing relationships.

- The community and the school district share responsibility in promoting values manifested in higher academic achievement as well as the development of a social conscience.

- Partnerships with community organizations will enhance career exploration for students, while providing meaningful examples of the high value that employers place on a strong work ethic, accountability, and contribution.

- A global society demands increased emphasis on ethical judgments, continual self-improvement, interpersonal and problem-solving skills, and both an understanding and valuing of human differences.
- Effective technology education encompasses acquisition and retrieval of information, the application and continual enhancement of practical problem-solving skills, and the capacity to evaluate the validity of information.
- Effective staff development is a collaborative process which must encourage the competencies needed to effectively analyze student achievement, to apply new technologies, and to ensure effective pedagogy through research-based best practices.
- Flexibility and adaptation are essential ingredients in the teaching and learning of global skills such as distance learning applications and/or competency in languages other than English.

Strategic Planning Process

During the 2009-2010 school year, plans were instituted for a mid-point review. All activities were revisited to determine their current status, and status indicators were completed. Current committee members were contacted to determine their level of willingness to remain on the committee, and administrative representatives attended the January webinars and webcast training provided by the Pennsylvania Department of Education. The required composition of the teams were ensured, and plans were made to complete the final assessment of the midpoint review. New committees were established to write the required Special Education, Professional Development and Technology plans.

The summer newsletter of 2006, and an advertisement on the district web site, invited the community to volunteer to participate in Strategic Planning. On September 19, 2006, administrative representatives assigned to author/co-author the individual plans of the Strategic Plan attended the “E-Strategic Planning” workshop conducted by Appalachia Intermediate Unit 8 in Altoona. During September and October of 2006, students, parents, teaching staff members, school board members, and community members were invited and recruited to serve on the Steering Committee for the Strategic Plan. Students were elected members of Student Council and appointed by students. Teachers and educational specialists were appointed by the Westmont Hilltop Education Association (teachers). Parents and business community members were appointed by the School Board. Board member representatives were appointed by board members. Administrators were appointed by administrators, and all administrators had a part.

The Strategic Plan Full Steering Committee’s initial meeting was held on October 30, 2006. During the first meeting, a preview of the E-Strategic Planning Tool was provided, and the following actions occurred:

- Westmont Hilltop School District’s 2001-2006 Strategic Planning process was reviewed.
- Specific requirements and timelines for the new process were communicated, including the future meeting dates for the Full Steering Committee.
- Specifically, the following dates were identified as Strategic Planning Steering Committee Meeting dates —

November 30, 2006; January 29, 2007; February 26, 2007; March 26, 2007; and April 30, 2007.

- A review of the district's mission statement and belief statements from the 2001-2006 Strategic Plan was conducted.
- A brainstorming session was conducted to determine what elements of the mission statement would be retained and which belief statements would be reaffirmed in the new planning process. The committee was asked to generate new belief statements and a collective vision for the district to be shared at a subsequent meeting.
- Steering Committee members were asked to select their preferred areas of focus and to provide a rationale for their choice(s).
- Members of the Steering Committee were asked to provide additional feedback regarding any of the discussion points raised at this initial meeting with the Strategic Planning chairman and/or the superintendent via email.

During the second meeting held on November 30, 2006, the agenda included the following actions:

- Achievement data and other significant indicators of strengths and needs were reviewed extensively by the committee. A data analysis was conducted based on a review of the PA Youth Survey and the PSSA. The committee identified strengths and needs based on the data analysis.
- Collectively, the Steering Committee drafted the Shared Vision for the district for this Strategic Plan.
- Administrative Team leadership roles, as well as contributor roles, were established for each of the subcommittees of the overall plan. Steering committee members who are not administrators in the district were assigned to specific committees based on their choices and areas of interest discussed during the initial meeting.

On January 29, 2007, the third meeting was held. This meeting's agenda included the following items:

- The collective data analysis from the second meeting was reviewed and the assignment of subcommittee leadership and contribution roles was verified. Subcommittees were formed.
- The SWOT (Strengths, Weaknesses, Opportunities, and Threats) Analysis process was defined and steering committee members were broken into groups based on the constituents that each member represented (students, parents, business community, school administrators, and school board members).
- A brainstorming session was conducted in relationship to the four elements of the SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats. By analyzing which things the members of the constituency group felt that the district was doing well (strengths) and which things were identified as things that the district was not doing as well (weaknesses), a whole group discussion was held to identify opportunities to strengthen those areas perceived as weaknesses and to identify threats to those areas perceived as strengths.

On February 2, 2007, a Special Education Plan meeting was held in Pittsburgh (IU28 offices). The Strategic Planning chairperson and Special Education Subcommittee Chair (Steve McGee) attended the meeting.

On February 26, 2007, the fourth meeting was held. The Steering Committee met with subcommittees to share the progress of the subcommittees to date. The following actions were accomplished:

- The Steering Committee unanimously chose to reaffirm the previous plan's mission statement without change.
- Further data analysis was conducted, utilizing the revised list of shared values as a catalyst for enhancement and revision.
- The shared vision statement was unanimously approved, and a draft of the statement summarizing the vision was written.
- A more detailed review of the SWOT Analysis was conducted, pairing strengths with threats and weaknesses with opportunities.
- Finally, global goals were set for the six areas of the Strategic Plan (Technology Education, Chapter 4/Curriculum, Teacher Induction, Professional Education Plan/Staff Development, and Special Education).

Following the Steering Committee meeting on February 26, 2007, subcommittees began their work in all five

areas of the Strategic Plan as listed above. Meetings were scheduled at the discretion of the Subcommittees.

On April 30, 2007, the fifth meeting was held. The fifth meeting's agenda included the following actions:

- The Committee completed goal recommendations which were written from the vantage point of each of the constituency groups (students, parents, business community members, teachers, educational specialists, administrators, and school board members).
- The committee reviewed the progress of the subcommittees.
- Action planning was begun to determine who will do what and when to carry out the major goals of the plan.
- At the conclusion of the regular meeting, the subcommittees resumed their work until the conclusion of the process with bi-monthly updates to the school board by the superintendent and director of education.

At the conclusion of the subcommittee work, all of the plans were compiled and submitted for review by the Steering Committee and the School Board. Chapter 4 of the Strategic Plan was placed on public display prior to the scheduled board approval of the plan on September 24, 2007.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anderson, Dr. Susan	Westmont Hilltop School District	Administrator	Administrators
Antolik, Mrs. Peggy	Westmont Hilltop School District	Ed Specialist - School Nurse	Educational Specialists
Brunatti, Mr. Samuel	Westmont Hilltop School District	Administrator	Administrators
Jones, Mr. Keith	Westmont Hilltop School District	Ed Specialist - School Counselor	Teachers
Kuzmiak, Mrs. Nicole	Westmont Hilltop School District	Administrator	Administrators
McCombie, Mrs. Cindy	Westmont Hilltop School District	Ed Specialist - School Psychologist	Educational Specialists
McGee, Mr. Steven	Westmont Hilltop School District	Administrator	Administrators
Ponzurick, Mrs. Joan	School Nurse	Ed Specialist - School Nurse	Wellness Council
Schroeder, Mrs. Diana	Westmont Hilltop School District	Board Member	School Board
Stem, Mrs. Mary Beth	Westmont Hilltop School District	Ed Specialist - School Counselor	Educational Specialists
Thomas, Mrs. Heather	Westmont Hilltop School District	Ed Specialist - School Counselor	Educational Specialists
Wehner, Dr. Daniel	Westmont Hilltop School District Wellness Council	Parent	Wellness Council
Wehner, Mrs. Donna	Office of Community Health	Parent	School Board

Current Student Services

Service/Resource	Description
Aloysia Hall	Housed in the Good Samaritan wing of Conemaugh Health System's Franklin Street

	complex, Aloysia Hall is available for students who are experiencing acute care needs in emotional behavior.
Alternative Education Program	The district contracts services for an alternative school program at Northern Point Johnstown. Students in Grades 6 through 12 are transported to this alternative location to receive instruction.
Alternative Education Services	The district is in partnership with the Alternative Community Resource Program (ACRP), to meet the needs of the majority of students in need of alternative education in Grades 6-12. Occasionally, we contract services through another district.
Career Cruising Guidance Program	This online college "fit" program is designed to assist high school students in their choices regarding potential careers and colleges/universities that offer the coursework required to earn the degree necessary to pursue those careers. In addition, the district provides ASVAB testing, access to a variety of career guides and post-secondary speakers, and career fairs. A college information night is an annual event at the high school.
Credit Recovery Correspondence Courses	This correspondence school service provides students who have failed classes at the high school with an opportunity to earn credits through correspondence courses.
District Website and Home/School Publications	The district website has been updated as of September 2010. It provides a valuable resource in the communication of district information including attendance and achievement reports for parents, information about school delays and cancellations, meetings, NCLB information, learning opportunities, and other important district events. The website provides access to informational postings and resources for families.
Educational Programs for Parents	The district provides a variety of educational programs for parents in the district. Examples of the programs offered are Title I, English as a Second Language, Special Education, College Information, and Financial Aid for Post-Secondary Schooling.
Gifted Support Services	Students in Grades K-8 are served by a Learning Enrichment Team of Teachers who specialize in specially designed instruction for students as well as in providing consultation across the curriculum so that interventions for gifted students will be carried out in regular classrooms as well as in specialized settings in which offerings are provided in accordance with students' developmental and intellectual needs.
Homebound Instruction	Students with long-term medical needs are served through homebound instruction. This services provides approximately five hours per week of instruction by a certified instructor at no cost to the family.
IST (Instructional Support Services)	The district has an elementary Instructional Support Team (IST) and middle/high school support teams to help in the identification, referral, and remediation of students who are academically at risk. Tutoring opportunities are provided for students at all levels. Elementary students who have been identified as having a need in reading and math are provided with the opportunity to receive summer tutoring. Middle school students have the opportunity to receive tutoring and homework help before, during and after school. At the High School additional assistance in academics is provided during a tutorial period scheduled two days per week at the end of the instructional day.
K-12 ESL Program	English as a Second Language (ESL) services are provided by the district LEP students. The program includes a home language survey upon entry to the district, a program of instruction, and exit criteria. The district presently employs two part- time ESL instructors who service the needs of those students identified as ELLs.
K-12 Guidance Program	Four certified guidance counselors are employed at the elementary, middle school, and high school. The guidance departments in each of the district's buildings provides students with counseling services, developmental guidance, and college/career choice information. The counselors also provide informative sessions throughout the school year (orientations, college information night, financial aid night, etc.) The guidance counselors also administer the district's assessment program (Terra Nova, PSSA, PSAT, ASVAB) and, in conjunction with the teaching staff, the Study Island Assessment Series.
Learning Lamp Tutorial Program	Provides an after-school opportunity for homework help for students in Grades 5 and 6. The homework assistance, along with an activity and a snack, are provided by a certified teacher at the middle school. During the 2010-2011 school year, the district will explore the opportunity to expand this program to the elementary school.

Nursing and Health Services	The district provides nursing services to students in each of the three buildings of the district as well as the three parochial buildings (Cathedral Catholic, Our Mother of Sorrows, and St. Andrew). The district employs two full-time school nurses and one part-time nurse. The services provided are inclusive of general nursing, immunizations, maintenance of records, and grade-appropriate health screenings along with communication of all of the above. School nurses and school physicians will monitor development and conduct regular screenings. Services include annual vision screenings, height, weight, and body mass index for grades K-12, annual hearing screenings in grades K, 1, 2, 3, 7, and 11. Physical examinations for grades 1, 6, and 9, scoliosis screening for grades 1, 6, and 7, skilled nursing assessment, treatment, and medication, and maintenance of immunization and health records, and representation by school nurses on the District's Wellness Council.
Online Learning Opportunities	Piloted during the 2009-2010 school year, Tapestry (by Pearson Learning Inc.) consortium provides a variety of online course offerings that have been created by consortium schools and which may be used by other schools in the consortium. This replaces our Blended Schools pilot completed during the previous Strategic Plan.
Partial Hospitalization Program	The district contracts services with the Alternative Community Resource Program (ACRP) for two programs, the Partial Hospitalization and the Transitional Classroom, both conducted in the former St. Michael's School in Brownstown. Additionally, Children's Behavioral Health provides a PHP for younger students in the Greater Johnstown School District.
PowerSchool Student Management System	The district's web-based scheduling, attendance, and overall school management program allows for parent access to student grades and attendance and serves as the scheduling tool for district administrators.
Professional Personnel	The district presently employs 110 highly qualified faculty members. Among those are 4 guidance counselors, 2 librarians, 2 school nurses. The district employs a school psychologist, 5 building-level administrators, 2 central office administrators, a business manager, a technology coordinator, and an assistant technology coordinator.
Response to Intervention as Pre-Referral Service	Students who are struggling in major core area subjects such as reading and mathematics are provided with interventions in the form of one-to-one tutoring and small group instruction – prior to a referral for evaluation for learning support services. We are still using the discrepancy model for identification of students with specific learning disabilities.
Student Assistance Program	SAP and ESAP (elementary student assistance program) teams exist in each of the district's buildings. Comprised of administrators, counselors, and teachers, the SAP/ESAP teams help identify students who are behavioral concerns or who are academically at risk and help in the referral process to county and/or private specialists.
Summer School	Two-week courses are offered at Greater Johnstown Middle School for high school students who have failed core area classes. Westmont's elementary school also conducts summer school classes for those who are academically at risk. Students eligible for services are identified by multiple assessments and teacher recommendation(s).
Tutoring Services	The Americorps program allows the district to provide additional tutoring opportunities to struggling learners. A partnership with The Learning Lamp provides an after-school program that includes tutorials and homework help as well as a healthy snack and activities for students in Grades 5 and 6. The homework assistance, along with an activity and a snack, are provided by a certified teacher.
Vocational Education	The district is part of a consortium of schools served by the Greater Johnstown Career and Technology Center where students in Grades 9-12 have the opportunity to receive vocational education services. Guidance counselors and support teachers assist in identification of students who would benefit from enrollment.
Wellness Council	A School Wellness Council designs and monitors the district's Wellness Plan. The Council provides the district with guidance on nutrition, obesity prevention, safety, and overall fitness for our students and staff.

Needs Assessment

Reflections

There are currently no reflections selected for this section.

A needs assessment of Student Services was incorporated into the Steering Committee's SWOT Analysis. The work of the Strategic Planning Steering Committee, during the second meeting held on November 30, 2006, included an identification of strengths, weaknesses, opportunities, and threats to the school district (SWOT Analysis). On January 29, 2007, the collective data analysis from the second meeting was reviewed, and the SWOT analysis was analyzed from the perspectives of the constituent groups that the Steering Committee was selected to represent: (students, parents, business community, school administrators, and school board members). Each group focused on the identification of opportunities to strengthen those areas perceived as weaknesses and to identify threats to those areas perceived as strengths. During that meeting, current student services in our district were assessed to be a strength, but were also identified as vital to the future of the district and, therefore, worthy of focus in the Strategic Plan. These included Instructional Support Services, the K-12 Guidance Program, the use of an online "Career Cruising Guidance Program," social work services, the Student Assistance Program at all three building levels, summer school offerings, credit recovery opportunities, Blended schools, key community partnerships, the ESL program, nursing services, and a K-12 Gifted Education Program.

On February 26, 2007, the fourth meeting was held. The Steering Committee met with subcommittees to share the progress of the subcommittees to date. Further data analysis was conducted using a revised list of shared values as a catalyst. A more detailed review of the SWOT Analysis was conducted, pairing strengths with threats and weaknesses with opportunities in an effort to write goals that would enhance student services in our district.

On April 30, 2007, the Steering Committee and corresponding subcommittees completed goal recommendations which were written from the vantage point of each of the constituency groups (students, parents, business community members, teachers, educational specialists, administrators, and school board members). Subsequently, subcommittees met to complete the work that the Steering Committee had initiated. Since several of the goals of the Student Services Plan were addressed by more than one committee, there was input from other subcommittees as well regarding the means of strengthening key aspects of our student services offerings. A final review of the goals, strategies, and Action Plans relating to Student Services was conducted by administrators and educational specialists on Friday, December 14, 2007.

Action Plan

Goal: I. FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet a 90% or higher level of success and/or show growth. Students will earn required credits, pass the 11th grade PSSA, the 12th grade PSSA retest, or a local assessment, and complete the culminating project.

Strategy: A. Identify and assist students at risk of academic failure.

Description: Student support teams will be established to identify students at-risk of academic failure and design proactive intervention measures. The district will use state assessments, the e-metric data analysis program, and locally administered diagnostic inventories to identify students in need of reading supports.

Activity: 1. Develop a dropout prevention team.

Description: The district will initiate and maintain a drop-out prevention team to address drop-out prevention in grades 8-12.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	A team is in place and remedial services during the summer have been initiated at the high school.
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Activity: 2. Maintain student support teams.

Description: The Instructional Support Team, comprised of parents, educators, and educational specialists will plan interventions for struggling students at the elementary (grade levels K-4). The Educational Support Team will plan interventions for struggling students at the Middle School (grade levels 5-8). Small group tutorials during the homeroom and lunch period will provide one-on-one tutorials using school approved tutors. The SAP Team at the high school will alert the Leadership Team to indications of concern regarding a student's progress relative to graduation requirements.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$7,500.00
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Status: Complete

Date Comment

7/15/2009	Student support teams are in place across the district in all three buildings.
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Activity: 3. Expand the student support team at the middle school.

Description: The implementation schedule for expanding Educational Support Services at the middle school is as follows: in 2007-2008, EST services will be implemented in Grade 5, and in 2008-2009, EST services will be implemented in Grade 6.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,500.00
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Status: Complete

Date Comment

7/15/2009	The middle school has expanded educational support services to include before-school and after-school tutoring as well as individualized tutorial services during the day through an AmeriCorp worker
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with teaching certification who provides both tutoring services and data-analysis support for teachers as well.

Strategy: B. Provide appropriate support for students with academic, emotional, and behavioral issues.

Description: Educators will collaborate in helping students achieve success in progress toward meeting graduation requirements. Collaborative meeting logs will be shared with principals. The Leadership Team will meet to review recommendations.

Activity: 1. Provide supports through collaborative consultation.

Description: Special education teachers and regular education teachers will collaborate regarding student success.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,600.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	Processes have been established in all three buildings. High school teachers attended Dr. Marilyn Friend sessions on team teaching.
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Activity: 2. Provide time for collaboration.

Description: The Leadership Team will examine, and revise when it is deemed beneficial, the teaming structure for all grade levels. Teachers and educational specialists will have input into the teaming structure.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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Status: Complete

<u>Date</u>	<u>Comment</u>
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7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.
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7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.
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Activity: 3. Maintain K-12 Counseling Services.

Description: Guidance counselors will collaborate with classroom teachers and parents and meet at least

annually with students to ensure progress in meeting graduation requirements.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,517,500.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	This is an annual goal for all school counselors at all three district buildings. Counselors meet at monthly, if not more often, to discuss implementation and achievement of collective goals.

Strategy: C. Recognize students for pro-social involvement.

Description: The district will encourage and reward citizenship and a positive work ethic by providing a wide range of opportunities within a system that recognizes students for their efforts in pro-social involvement.

Activity: Institute monthly district-wide acknowledgement.

Description: The district will provide monthly district-wide acknowledgements of student achievement, effort, citizenship, and service through honorable mention at school board meetings and through the annual publication entitled the Hilltopper Highlights. Teachers will highlight student citizenship and service in reports to the superintendent, who will provide updates to the School Board. Subsequently, certificates will be issued through Central Office and distributed to principals. Principals will issue the certificates to the students and commend the students. The Hilltopper Highlights district-wide publication will include a summary of these acknowledgements on an annual basis.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	Central office administration issues school board recognition certificates following each school board meeting. Students recognized for outstanding achievement during the Student Activities Report of the board meeting are issued a certificate. The annual summer edition of the district newsletter also recognized these students.

Goal: III. MATHEMATICS PROFICIENCY

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments at the outset of the 2007-2012 Strategic Plan. By 2012, at least 78% of students in the Westmont Hilltop School District will be proficient in Mathematics as measured by the annual state-wide PSSA. Students will make adequate yearly progress in meeting or exceeding mathematics proficiency standards with the following benchmarks as sub goals within the duration of the strategic plan: 2008—56%; 2009—56%; 2010—56%; 2011—67%; 2012—78%.

Strategy: C. Provide assistance for struggling students.

Description: At all building levels, plans will be instituted to provide support for struggling students through the coordination of available services. A differentiated program of instruction will accommodate the needs of diverse learners within the mathematics curriculum.

Activity: 1. Maintain the Student Assistance and Academic Support Teams at all three building levels.

Description: Maintain the Student Assistance Teams at all three building levels along with Instructional Support (serving Grades K-4) and Educational Support Teams (serving Grades 5-8). Beginning with the elementary grades, the district will ensure that students are making adequate yearly progress in reading. The building-level support teams will identify students in need of intervention and recommend strategies to maximize success through coordination of a continuum of services. Elementary students who are struggling in reading, as evidenced by their unit tests scores (Grades K-2), Terra Nova scores (Grade 2), and classroom performances (Grades 3-4), will engage in one-on-one reading support.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 1/1/2010 Finish: Ongoing	\$7,500.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009	Teams are maintained and functioning in all three buildings.
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Activity: 2. Facilitate coordination and collaboration to serve student needs.

Description: Using student PSSA score data, teachers will collaborate to refine curricula to address student needs. Student services will collaborate to better serve the social-emotional needs of struggling students, to maximize the success of their academic interventions. Using student PSSA score data, teachers will collaborate and refine curricula to address student needs. The following student service strands will collaborate regularly to maximize the success of student interventions: nursing, Child Find Services, learning support, SAP, EST, guidance, the Office of Community Health, and local child welfare agencies. Student support teams will focus on identifying and eliminating barriers to learning through a program designed to assess and accommodate the learning needs of each student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	This cross-curriculum communication across the district is well established and ongoing.
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Activity: 3. Examine instructional time for non-proficient students.

Description: The district will maintain or expand summer programs at the elementary school that have proven results for improving the mathematics skills of non-proficient students and examine scheduling procedures to increase effective use of instructional time.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$12,500.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	This goal is complete. In addition, as an outgrowth of the Drop-Out-Prevention team, the district established a summer program as well, and we will implement a hybrid schedule at the high school as a result of our re-examination of the use of instructional time.

Activity: 5. Provide opportunities for teachers in K-12 forums to collaborate regarding student needs.

Description: Teachers will engage in K-12 Vertical Teaming within departments and across the curriculum to identify student needs. Teachers will collaboratively analyze assessment data to inform instructional practice. Collaboration will occur between learning support teachers, other certified professionals, and the general education content teachers to provide supports and accommodations within the general education curriculum.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$15,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	This is an ongoing assessment analysis initiative in all three buildings. In-service programming is often geared toward teacher understanding of assessment analysis, data-driven differentiation and longitudinal measurement. Vertical team meetings, along with common planning time, allow teacher discussion on these topics.

Activity: 6. Provide academic support at the elementary school.

Description: Instructional Support and Learning Support Teams at the elementary school will identify students at risk of failing to demonstrate proficiency in mathematics and design interventions for these students. These interventions will be monitored based on data reflecting their response to intervention.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

Date	Comment
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7/15/2009	IST and LS teachers (along with regular education teachers) have met on a regular basis to discuss identified students. Interventions were designed and put into action to support students in mathematics. Interventions were monitored and progress was charted as well.
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Activity: 7. Provide academic support at the middle school.

Description: Assess all students at the middle school using the EdPerformance Series Assessment Tool (or a program that performs a corresponding function) to institute interventions for struggling students. Students will participate in academic support for struggling students through individual and small group tutorials during the homeroom period and at lunch time using district-approved tutors. A PSSA Preparation Class will be held on Fridays. Struggling students will be assessed periodically through the EdPerformance Series Assessment Tool to determine the effectiveness of interventions and to predict future success on the PSSA.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
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7/15/2009	Through the 2008/2009 school year, the middle school utilized the EdPerformance Series Assessment Tool. During that same school year, Study Island was piloted for science, and the decision was made to implement the entire Study Island program for all subject areas in Grades 5-8.
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Activity: 8. Provide academic support at the high school.

Description: Students who are at risk academically will be offered a combination of the following: inclusion classes with team teachers, peer tutoring opportunities, PSSA remediation courses, academic reinforcement classes, and progress monitoring by teachers. The district will explore the potential of an imbedded activity/tutorial period for vo-tech students or the potential of realigning the schedule to enable students to be present for the tutorial period. The mathematics department will explore an entry-level functional mathematics class, potentially self-paced and computer-assisted in lieu of pre-algebra or algebra 1. The district will increase faculty input in high school course selection.

Person Responsible	Timeline for Implementation	Resources
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None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date	Comment
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7/15/2009	Evidence of strategies to achieve this goal include: 1) development of year-long hybridized math & English classes in grades 9 and 10; 2) expansion of after-school and Friday tutoring services; 3) inclusion classes taught by learning support teachers with an additional certification within an core
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certification area; 4) professional development focused on data analysis and data-driven instructional differentiation for struggling students.

Activity: 9. Provide alternative assessment opportunities.

Description: Allow students to demonstrate proficiency through the use of multiple assessments that are aligned with state standards and include performance based measures. NASSP suggests the use of assessments such as: end of course exams, portfolios, performance tasks, and other examples of a student's accomplishments, standardized tests including state assessments, comprehensive personal academic and graduation plans, senior projects, ACT, PSAT, and SAT.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	The district continues to allow students to demonstrate proficiency through the use of multiple assessments that are aligned with state standards and include performance based measures. Additional tools have been implemented since the Strategic Plan was approved - including Study Island and a new elementary/middle school reading series that is aligned with state standards.
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Goal: IV. READING PROFICIENCY

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments at the start of the 2007-2012 Strategic Plan. By 2012, at least 81% of students in the Westmont Hilltop School District will be proficient in Reading as measured by the annual state-wide PSSA. Students will make adequate yearly progress in meeting or exceeding reading standards with the following benchmarks as sub goals within the duration of the strategic plan: 2008—63%; 2009—63%; 2010—63%; 2011—72%; 2012—81%.

Strategy: C. Align Professional Development with best practices in reading, writing, speaking, and listening.

Description: Align Professional Development with Pennsylvania's Academic Standards in Reading, Writing, Speaking, and Listening, and provide professional development in the use of grade level assessment anchors, differentiating instruction for struggling students, and effective methods of monitoring progress.

Activity: 1. Provide professional development for all teachers in differentiating instruction for struggling students.

Description: Professional development opportunities will include a focus on special education for all teachers. Teachers will receive training in differentiated instruction and assessment for students. Teachers will be encouraged to use resource time effectively for pre-teaching and re-teaching rather than for homework help.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/21/2008 Finish: 6/1/2012	\$37,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	2	80
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Westmont Hilltop School District, Intermediate Unit 8, St. Francis University	<ul style="list-style-type: none"> • School Entity • College • Intermediate Unit 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Educators will acquire practical ways to improve teaching and learning; apply skills of evaluation, collaboration, and consultation; guide continuous instructional improvement; assess results on the basis of intended outcomes; analyze multiple sources of information to guide improvement and demonstrate its impact; design strategies appropriate for specified goals; expand pedagogical skills with feedback on performance; and adjust instruction to address diverse learning requirements of students.</p>	<p>This activity provides staff development intended to improve the learning of all students as outlined in the National Staff Development Council's Standards for Professional Development.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. • Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Instructs the leader in <u>managing</u>

resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Superintendent / asst. superintendents • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening

Follow-up Activities

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

Evaluation Methods

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans
- Review of written reports summarizing instructional activity
- Portfolio

Status: In Progress — Upcoming

Date	Comment
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7/15/2009	Groups of teachers have received this in-service. Vertical teams have been designed. The district is on the way to this goal.
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Strategy: D. Provide assistance for struggling students.

Description: At all building levels, plans will be instituted to provide support for struggling students. A differentiated program of instruction will accommodate the needs of diverse learners within the Reading Curriculum.

Activity: 1. Maintain the Student Assistance Teams and Instructional Support Teams at all levels.

Description: Maintain the Student Assistance Teams at all three building levels along with Instructional Support (serving Grades K-4) and Educational Support Teams (serving Grades 5-8). Beginning with the elementary grades, ensure that students are making adequate yearly progress in reading. The building-level support teams will identify students in need of intervention and recommend strategies to maximize success through coordination of a continuum of services. Elementary students who are struggling in reading, as evidenced by their unit tests scores (Grades K-2), Terra Nova scores (Grade 2), and classroom performances (Grades 3-4), will engage in one-on-one support in reading.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 10/1/2007 Finish: 6/1/2012	\$7,500.00
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Status: Complete**Date Comment**

7/15/2009 Teams are in place at all three buildings.

Activity: 2. Facilitate coordination and collaboration to serve student needs.

Description: Using student PSSA score data, teachers will collaborate to refine curricula to address student needs. Student services will collaborate to better serve the social-emotional needs of struggling students to maximize the success of their academic interventions. Using student PSSA score data, teachers will collaborate and refine curricula to address student needs. The following student service strands will collaborate regularly to maximize the success of student interventions: nursing, Child Find services, learning support, SAP, EST, guidance, the Office of Community Health, and local child welfare agencies. Student support teams will focus on identifying and eliminating barriers to learning through a program designed to assess and accommodate the learning needs of each student.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$5,000.00
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Status: Complete**Date Comment**

7/15/2009 This process across the district is well established and ongoing.

Activity: 5. Provide opportunities for teachers in K-12 forums to collaborate regarding student needs.

Description: Language arts and English teachers will engage in K-12 Vertical Teaming within departments and across the curriculum to identify student needs. Teachers will collaboratively analyze assessment data to inform instructional practice. Collaboration will occur between learning support teachers, other certified professionals, and the general education content teachers, to provide supports and accommodations within the general education curriculum.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009 This is an ongoing data analysis initiative in all three buildings. In-service programming is often

geared toward teacher understanding of assessment analysis, data-driven differentiation and longitudinal measurement. Vertical team meetings, along with common planning time, allow teacher discussion on these topics.

Activity: 6. Provide academic support for struggling students at the elementary school.

Description: Instructional Support and Learning Support Teams at the elementary school will identify students at risk of failing to demonstrate proficiency in language arts and recommend appropriate interventions. The effectiveness of these interventions will be determined based on monitoring of students' response.

Person Responsible Timeline for Implementation Resources

Anderson, Dr. Susan	Start: 9/1/2010 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	IST and LS teachers have assembled on a regular basis to review identified students who were at risk of failing (grade level teachers were included in these discussions as well). Students were provided with recommended interventions that were carried out during the school day. Student progress was monitored
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Activity: 7. Provide academic support for struggling students at the middle school.

Description: Assess all students at the middle school using the EdPerformance Series (or a program that performs a corresponding function) to institute interventions for struggling students. Students will participate in academic support for struggling students through individual and small group tutorials during the homeroom period and at lunch time using district-approved tutors. A PSSA Preparation Class will be held on Fridays. Struggling students, as identified through the September EdPerformance Series Assessment Tool, will be assessed periodically to determine the effectiveness of intervention strategies and to predict future success on the PSSA. Those identified will qualify for Educational Support Team (EST) services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Students were assessed using EdPerformance and needed interventions were identified and provided in various modalities (AM/PM tutoring, lunchtime tutoring, homeroom tutoring). Students participated in PSSA prep. on Fridays. Struggling students were assessed periodically and remediation was provided when needed.
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Activity: 8. Provide academic support for struggling students at the high school.

Description: Students who are at risk academically will be offered a combination of the following: inclusion classes with team teachers, peer tutoring opportunities, PSSA remediation courses, academic reinforcement classes, and progress monitoring by teachers. The district will explore the potential of an imbedded activity/tutorial period for vo-tech students or the potential of realigning the schedule to enable students to be present for the tutorial period. The district will increase faculty input in high school course selection.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Beginning with the 2009/2010 school year, the high school will be offering a hybridized schedule which will allow struggling students to receive classroom instruction in year-long (traditional) blocks of time rather than in the block scheduling format for English and mathematics. By strategically placing HQ teachers who are also certified in special education as the content area teachers for these academically challenged students, ongoing modifications and specially designed instruction will be provided throughout the courses. For the first time during the summer in between 2008/2009 and 2009/2010, the district offered summer assistance/tutoring hours for students enrolled in the Keystone Credit Recovery Program.
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Activity: 9. Provide alternative assessment opportunities for students.

Description: Allow students to use multiple assessments that are aligned with state standards and include performance based measures. NASSP suggests the use of assessments such as the following: end of course exams, portfolios, performance tasks, and other examples of a student's accomplishments, standardized tests including state assessments, comprehensive personal academic and graduation plans, senior projects, ACT, PSAT, and SAT.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	The district continues to allow students to use multiple assessments that are aligned with state standards and include performance based measures. Additional enhancements to the overall instructional program include Study Island and a new literature series at the elementary and middle schools.
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Goal: V. STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will continue to exceed a 90% threshold and/or show growth.

Strategy: A. Provide monitoring by Student Assistance Teams and increase communication with parents.

Description: Student Assistance Teams in all three buildings will monitor attendance and absence frequency and duration and identify students at risk of not meeting attendance goals. Parent contacts will be made by the principal for students at risk of not meeting attendance goals, and progressive intervention strategies will be designed to improve attendance.

Activity: 1. Institute monthly reviews of attendance by the Student Assistance Teams.

Description: Upon discovery of attendance problems, the SAP Teams will alert the principals, who will initiate the process of notification to parents when a student's daily attendance rate is not meeting state and district requirements.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	SAP teams review attendance. Letters have been established at intervals as a district-wide standard. When students are referred to the magistrate, they are also enrolled in the SAP process. At the middle and high schools, the SAP team reviews the absence reports. At the elementary school, the principal does so.

Activity: 2. Institute attendance notification letters connected with absence intervals.

Description: Institute attendance notification letters connected with absence intervals to support parents in understanding their role in student attendance and establish intervention protocols for students who are chronically absent or tardy. Hold parents accountable in cases of needlessly poor attendance. In severe cases of truancy or tardiness, a home-school liaison will be sent to the student's home. The principal will maintain a daily notification system of absenteeism and tardiness and identify consistent sanctions for unexcused absences and tardiness.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$3,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	This process across the district is well established, coordinated district-wide and ongoing.

Activity: 3. Provide proactive health and communication services.

Description: Provide basic health services outlined in Article XIV of the Public School Code of 1949 (24 P. S. 14-1401—14-1423) for students and information to parents or guardians about the health needs of their children.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	Constantly and consisted offer in compliance with Department of Health regulations. Annually reviewed.
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Strategy: B. Provide proactive supports for school attendance.

Description: The members of the Steering Committee for Strategic Planning believe that healthy lifestyle choices are prerequisite to students' achievement of optimal learning potential in the academic realm as well as in extracurricular activities and the arts. The Leadership Team and representatives of the Wellness Council will infuse the goals of the Wellness Plan into the school culture.

Activity: 1. Carry out the provisions of the District's Wellness Plan pertaining to students.

Description: Implement the action plans within the six modules of the district's wellness plan that pertain to student wellness. The six modules of the district's Wellness Plan containing action plans that pertain to student wellness are as follows: 1) School Health and Safety Policies and Environment; 2) Health Education; 3) Physical Education and other Physical Activity Programs; 4) Nutrition Services; 5) Health Services; 6) Counseling, Psychological, and Social Services.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$50,000.00
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Status: In Progress — Upcoming

Date Comment

7/15/2009	On target and in progress.
11/5/2009	The Wellness Council meets annually to assess priorities. The Wellness Chairperson monitors throughout the year to ensure compliance and target needs.

Activity: 2. Maintain a district-wide breakfast program.

Description: The district-wide breakfast program has provided a very positive option for students who may otherwise have time constraints due to parent work schedules. The program helps to reduce tardy arrivals to school in addition to providing nutritional and health benefits for students.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	The district now offers breakfast to all students in K-12. Enhancements to the breakfast program occur annually.
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Activity: 3. Maintain attendance recognition and incentive programs.

Description: Based on our belief that students learn best in a safe environment where healthy living is encouraged, and citizenship, coupled with a strong work ethic, is rewarded, the district will maintain recognition and incentive programs which demonstrate this value to students. These include, but are not limited to, the Challenge Program Awards Day recognitions as well as public acknowledgements of students for high levels of attendance in district-wide newsletters.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$3,000.00
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Status: Complete**Date Comment**

7/15/2009	Students at all three building levels are rewarded for perfect attendance. Awards are presented at end-of-the-school year assemblies, and students are recognized in the summer newsletter following the school year.
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Activity: 4. Communicate attendance expectations to students and hold them accountable.

Description: During principals' meetings with students, and through grade-level transition planning, the leadership teams will design and maintain positive incentives to reinforce the importance of school attendance and to maintain high levels of student attendance and to respond with progressive intervention strategies should those currently excellent levels fall below target levels during the course of the 2007-2012 Strategic Plan.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	Student handbooks reflect attendance procedures in all three district buildings. During 2008-2009, an automated voice messaging system was implemented to report absences and tardies to
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parents/guardians.

Goal: VII. PARTNERSHIPS WITH PARENTS AND COMMUNITY

Description: The district will establish effective methods of promoting parent and community participation focused on student achievement, health, safety, and welfare.

Strategy: A. Facilitate regular collaboration with parents to promote citizenship, achievement, safety, and wellness.

Description: Schedule opportunities for teachers and administrators to collaborate with parents in implementing action plans designed to promote the safety and wellness of students. Educators will meet with parents in conferences and workshops designed to exchange valuable information regarding student health, safety, welfare, and academic progress.

Activity: 1. Provide information sessions for parents on effective strategies for interpreting assessment data and helping with homework.

Description: During parent-teacher conferences and information sharing sessions, parents will be provided with effective strategies for helping their children with homework and interpreting district and state assessments. Parents will have input into the planning, development, modification, and implementation of the district's parent involvement procedures for participation, communication, and evaluation. Opportunities will include: Back-to-school sessions, annual parent-teacher conferences, the Parent-Teacher Organization, the school volunteer program, parent workshops, the Wellness Council, and a variety of subcommittees.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	All of the above process have been established. At the elementary face-to-face conferences and back-to-school sessions, including kindergarten orientation have also been effective.

Activity: 2. Secure feedback from parents and community to inform educational practices and to nurture student accountability.

Description: A parent involvement program will be offered to gain feedback and new ideas from parents as well as to keep them informed of district curricula, assessment information, and proactive planning. The community and the school district share responsibility in promoting values manifested in higher academic achievement and citizenship. Opportunities for community involvement include, but are not limited to, Community Arts Day, Visiting Artists' Day, Financial Aid Nights, College Information Night, field trips, student activities, orientations, blood drives, elementary carnivals, and performances.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	All of the above listed activities have been accomplished. In addition, the Parent Teacher Organization at the elementary school and the Hilltop Action Team at the middle school are active in providing feedback and new ideas. Each year, a parent night is conducted (as well as back to school nights) in grades K-9.
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Activity: 3. Maintain a student management system for student and parent access.

Description: The district will maintain a student management system providing online access to student grades and other aspects of the school program for parent access.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$35,000.00
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Status: Complete**Date Comment**

7/15/2009	PowerSchool is in place and is updated and upgraded on a regular basis. Parent participation is continually growing.
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Activity: 4. Participate in parent-teacher organization meetings.

Description: Administrators from the district will meet monthly with the district's PTO (Parent/Teacher Organization), HAT (Hilltop Action Team), and Post-Prom Committee for purposes of collaboration and consultation.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete**Date Comment**

7/15/2009	Administrators from each building (and Central Office administration) regularly attend the parent/teacher organization meetings at each building level and the Post-Prom Committee meetings.
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Strategy: B. Maximize collaboration with local organizations who share the district's mission.

Description: The mission of the Westmont Hilltop School District, in partnership with our community, is to prepare each student to be an informed, ethical, responsible adult in a changing and competitive global society through high expectations and a challenging educational program offering knowledge and skills within a safe, nurturing environment.

Activity: 2. Collaborate with community health professionals for the mutual benefit of children.

Description: The district will maintain a Wellness Council comprised of health professionals, parents, teachers, nurses, nutrition specialists, school administrators, and business community representatives who will meet quarterly to ensure the implementation of the District's Wellness Plan and adherence to Nutrition Guidelines. The Wellness Council will ensure the implementation of the district's wellness plan and focus proactively on the promotion of healthy lifestyle choices.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	\$4,000.00
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Status: Complete

Date Comment

7/15/2009	We have transferred our collaboration with the Office of Community Health to the Wellness Council (which contains professionals from that OCH). Our Athletic Director is also a certified nurse. The Wellness Council ensures the accomplishment of the wellness plan.
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Activity: 3. Continue participation in the Olweus Bullying prevention program.

Description: Continue participation in the Olweus Bullying prevention program in partnership with the Office of Community Health. Students are taught a sense of responsibility and accountability in ensuring that all students receive equal caring treatment. Students learn skills related to conflict resolution and appropriate response when incidents of bullying occur.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008 Finish: Ongoing	-
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Status: Complete

Date Comment

7/15/2009	The district has continued participation in the Olweus Bullying prevention program in partnership with the Office of Community Health (which has now been transformed into the Windber Research Institute Office of Public Health and Wellness). Our elementary principal has assumed leadership of the continuation and expansion of the Olweus program, and the high school has instituted a program entitled, "Project Wisdom," which will address bullying issues as well as the broader topic of character education.
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Activity: 4. Continue character education programming.

Description: Sustain a comprehensive character education program in grades K-8 (currently administered through the "Connecting with Kids" community resource).

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	\$2,500.00

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	The character education program has continued through K-8 into the high school. The elementary and middle school will continue with the Olweus program and the high school will begin Project Widom during the 2009 school year.

Activity: 5. Adjust procedures to ensure safety and wellness based on the Olweus and PA Youth Surveys.

Description: The results of the Olweus Bullying Prevention Survey and the Pennsylvania Youth Survey will be used to assess and respond to safety/wellness concerns. The Leadership Team will ensure that all stakeholders become increasingly aware of the protective factors and the risk factors inherent in the home, neighborhood, and school environments through publication of the results of these surveys and by responding proactively to the information that will be gleaned from them. Administrators will engage in collaborative sessions with emergency response teams, parents, and teachers to plan responsive interventions based on the survey.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	The district continues to utilize the Olweus Bullying Prevention Program. Olweus and Pennsylvania Youth Surveys are administered on an alternate year basis. Results are utilized in the application process for the Safe and Drug Free Schools and Community Act grant and other available funding opportunities. Regional efforts, in conjunction with the Windber Hospital program, lead to in-service staff development opportunities related to safety and wellness.

Activity: 6. Continue participation in a Regional Coordinated Health Council.

Description: Based on our belief that all students learn best in a healthy, safe, and nurturing environment where they are equipped with the knowledge that healthy lifestyle choices are essential in reaching their optimal learning potential, the district will promote the mission of the Regional Coordinated Health Council and participate in their regularly scheduled meetings.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	The district continues affiliation with Windber Research and Development Center Wellness Program, formerly the Office of Community Health.

Strategy: C. Create opportunities for collaboration with local businesses.

Description: Through collaboration, mentoring opportunities, internships, and job shadowing experiences, students will become aware of the high value that employers place on a strong work ethic, accountability, and positive leadership in the work world.

Activity: 2. Participate in the Challenge Program.

Description: The district will maintain participation in the Challenge Program, providing community recognition and incentives for students in the areas of citizenship, academic improvement, academic excellence, school attendance, and leadership.

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: Complete

<u>Date</u>	<u>Comment</u>
7/15/2009	The district continues affiliation with the Challenge Program. Challenge Program Awards are presented at the annual awards programs at the middle and high schools.

Narratives

Developmental Services

Developmental services offered by the Westmont Hilltop School District include guidance counseling, psychological services, school nursing and health screening services, home and school parent volunteer services. Each of the developmental services is further defined in the "Current Student Services" section of this report. A Wellness Council has been appointed to carry out proactive supports for health, safety, and wellness. The Strategic Plan specifically points to the Action Plans of the district's Wellness Plan, which addresses school health, safety policies, health education, nutrition services, general wellness goals, counseling, and psychological/social services.

The Risk Watch program at the elementary and middle school levels promotes safety in developmentally appropriate forums for students. The Olweus Bullying Prevention Program has been implemented in

grades K-8, and the success of that program is monitored at annually. A RESPECT program features instruction on positive character traits. At the elementary level, the program involves an aspect of positive behavior support through which students are recognized for displaying positive character traits such as outstanding responsibility, courage, kindness, optimism, cooperation, patience, fairness, etc.

Developmental Intervention Strategies are an integral part of the Strategic Plan. These are universal and school-wide, and designed to provide proactive and preventive support for all students in support of their progress toward instructional goals. Developmental services are integrated into the Action Plans of the Strategic Plan through the following strategies and action plans, which are designed to provide universal and school-wide proactive and preventive support for students:

- Action Plan I-B (3): Maintain K-12 Counseling Services.
- Action Plan I-C (1): Institute monthly district-wide acknowledgement.
- Action Plan V-A (1): Institute monthly reviews of attendance by the Student Assistance Teams.
- Action Plan V-A (2): Institute attendance notification letters connected with absence intervals.
- Action Plan V-A (3): Provide proactive health communication services.
- Action Plan V-B (1): Carry out the provisions of the District's Wellness Plan pertaining to Students. (Attached).
- Action Plan V-B (2): Maintain a district-wide breakfast program.
- Action Plan V-B (3): Maintain attendance recognition and incentive programs.
- Action Plan V-B (4): Communicate attendance expectations to students and hold them accountable.
- Action Plan VII-A (1): Provide informational forums for parents on effective strategies for interpreting assessment data and helping with homework.
- Action Plan VII-B (1): Participate in an online safety consortium.
- Action Plan VII-B (3): Continue participation in the Olweus Bullying Prevention Program.
- Action Plan VII-B (4): Continue character education programming.
- Action Plan VII-B (5): Adjust procedures to ensure safety and wellness based on the Olweus and PA Youth Surveys.
- Action Plan VII-C (2): Participate in the Challenge Program (providing positive recognition for pro-social behaviors).

Diagnostic, Intervention and Referral Services

Current and planned diagnostic, intervention, and referral services are integrated into the Action Plans of the Strategic Plan at all levels of the school system in support of instructional goals. Each of the diagnostic, intervention, and referral services is further defined in the "Current Student Services" section of this report. Diagnostic and referral strategies and targeted interventions are provided through Student Assistance Programs serving students from K-12, an Instructional Support Team at the elementary school, and an Educational Support Team at the middle school. These teams identify barriers that may be limiting students' success in school, and collaboratively design intervention strategies designed to eliminate barriers to student success. Typical functions that pre-referral teams carry out include consultation, intervention, monitoring of response to intervention, and referral. Referrals are provided to community-based services when indicated.

Counseling services, psychological diagnostic services, and social work services support students in addressing their academic, behavioral, health, personal and social development issues. Additional supports for students in need of diagnostic, intervention and referral services include summer school and after-school tutorial programs at Title I at the elementary and middle school levels, and credit recovery programs at the high school level. A gifted support program provides the services of a Learning Enrichment Team for students in grades 8-12.

The following Strategies and Action Plans are designed to provide diagnostic, intervention, and referral services for students:

- Action Plan I A (2): Maintain student support teams.
- Action Plan I A (3): Expand the academic support team at the middle school.
- Action Plan III C (3) and IV D (6): Examine the use of instructional time for non-proficient students.
- Action Plan III C (6) and IV D (7): Provide academic support for struggling students at the elementary school.
- Action Plan III C (7) and IV D (8): Provide academic support for struggling students at the middle school.
- Action Plan III C (8): Provide academic support for struggling students at the high school.
- Action Plan III C (9) and IV D (9): Provide alternative assessment opportunities for struggling students.
- Action Plan IV C (1): Provide professional development for all teachers in differentiating instruction for struggling students.
- Action Plan IV D (1): Maintain the Student Assistance Teams at all levels K-12 and Instructional Support Teams for students in K-8.

Consultation and Coordination Services

Current and planned consultation and coordination services are integrated into the district's action plans at all levels in support of our instructional goals. Each of the consultation and coordination services is further defined in the "Current Student Services" section of this report. Consultation and coordination services, and targeted intensive interventions are designed for students experiencing chronic problems and who may require multiple teams or specialists. In the case of special education referral, the multidisciplinary team will involve administrators, teachers, guidance counselors, nurses when appropriate, the school psychologist, and other educational specialists. A special education program serves the district in K-12 classrooms providing a continuum of services beginning with full inclusion and ranging all the way to resource room intervention. Described in detail under the Special Education Report and listed under "Special Education Services" within the Strategic Plan, the district provides all of the following special education services: psychological assessment and referral services, K-12 special education services which include response to intervention data collection, extended school year, speech and language support, transition services, inclusive classrooms and co-teaching, hearing impairment support, emotional support, occupational and physical therapy, and vision support. The district contracts with the Intermediate Unit 8 for Life Skills Services, with three classrooms housed at the elementary, middle and high schools.

Provisions are made to obtain assistance to address barriers that are outside the scope of the student services professionals. Consultation and coordination services are used to provide appropriate diagnosis, intervention, and referral, and the district makes provisions to serve as a liaison to assist parents in securing school and community resources to assist students in meeting their educational objectives when intensive intervention, including the securing of alternative education, is needed. Alternative options include a partial hospitalization program, entitled the Alternative Community Resource Program, and the district partners with Nulton's Diagnostic Center for alternative education when partial hospitalization is not indicated. On occasion, arrangements have been made with other school districts to provide alternative education, including an evening program in a neighboring district.

The following Strategies and Action Plans are designed to provide consultation and coordination services for students:

- Action Plan I-A (1): Develop a dropout prevention team.
- Action Plan I-B (1): Provide supports through collaborative consultation.
- Action Plan 1-B (2): Provide time for collaboration.

- Action Plan III-C (2) and IV-D (2): Facilitate coordination and collaboration to serve student needs.
- Action Plan III-C (5) and IV-D (5): Provide opportunities for teachers in K-12 forums to collaborate regarding student needs.
- Action Plan VII B (2): Collaborate with community health professionals for the benefit of children.
- Action Plan VII B (6): Continue participation in the Regional Coordinated Health Council.

Student Assistance Program

At all levels, the Student Assistance Program provides consultative and referral services to students and parents. A multi-disciplinary approach is used, involving a coordinated effort of administrators, teachers, nurses, counselors, mental health professionals, and community agencies. The team is the liaison responsible for communication with parents, data collection related to academic and behavioral aspects of student progress, and appropriate referral to school services or outside agencies when needed. In addition, the district's wellness plan addresses both preventive and referral services in conjunction with our partnership in a Regional Coordinated Health Council. (See attached supporting documentation--Wellness Plan.)

The Student Assistance Program (SAP) is active in all three buildings (elementary, middle school and high school); therefore our SAP teams serve students in grades K-12. Students may be referred by teachers or any other school professionals. Following referral, information is collected from all professionals who work with the student. The SAP team then confers regarding the needs that the students present. The team recruits additional specialists appropriate for the particular needs that are evident. The team formulates a plan and intervention strategies to support the student. The team also makes referrals to outside agencies and community support systems as appropriate.

Included in the purview of this team are issues related to emotional needs, alcohol, chemical, and/or tobacco abuse. The Student Assistance Plan is integrated into the Action Plans of the Strategic Plan through the Action Plans listed below:

- Action Plan III-C (1) and IV-D (1): Maintain student assistance and academic support teams at all three building levels.
- Action Plan III-C (2) and IV-D (2): Facilitate coordination and collaboration to serve student needs.

Communication

This section requires a narrative on how current and planned communications regarding services and opportunities for students are integrated into the Local Education Agency's (LEA) action plan at all levels of the school system in support of the Local Education Agency's (LEA) instructional goals.

1. How do you provide information to students and parents or guardians about educational opportunities of the school's instructional program? How do parents and students access these opportunities?

At the elementary school, a newsletter is published by the principal on a weekly basis. An elementary website is maintained, and the district holds parent-teacher conferences for a personalized approach. The principal has instituted a phone home program for positive reports. The student data base and management system, PowerSchool, is available to parents beginning in the third grade, and plans are underway to extend the database to the second grade next year, providing online access of student progress for parents.

In the middle school, new students and all incoming Grade 5 students receive a course description booklet annually. Course offerings are listed in the middle school Student Handbook and distributed to every student on the first day of school. Each student receives an educational planner at the start of the year. It is to be read and signed by the student and parent. Parents and students are also notified of spontaneous educational

opportunities throughout the school year through the district's website, PowerSchool announcements, newsletters, and mailings. Enrichment opportunities are stated on the daily announcements and also posted to the web. A middle school newsletter is published quarterly in conjunction with the Hilltop Action Team. Educational opportunities and other postings are included in the report card on an as-needed basis.

At the high school, students receive a copy of the Red & Gray at the start of each new school year, which students and parents must first read and then sign. Students are provided with a Guidance Handbook as well as access to the Guidance Website, which maintains a calendar of documents and resources. After-school activities and parent student meetings provide forums for exchange of information. A Course Description Guide is published and posted electronically as well. It includes the graduation requirements, course descriptions, and credits for all educational opportunities as well as information on athletic eligibility and dual or concurrent enrollment.

Parents and students access these opportunities through evening forums, web access, and publications that are distributed at appropriate intervals. Transition meetings are held for all parents and students who are in the process of promotion from elementary to middle school and from middle school to high school.

2. How do you provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students?

Annually, the guidance counselors provide information related to careers and the world of work. Each year provides different opportunities. For example, in 2007-2008, Grade 7 participated in a Career Fair involving a presentation by a panel of health professionals, who discussed career opportunities within the health profession. This field is one of those identified by JARI as one with the greatest opportunity for graduates in our area.

Career Link invites districts to bring students to participate in a career fair, which afforded opportunities for students in activities such as resume writing and interview protocol. Collaborative exchanges with the high school are planned.

A comprehensive and developmental website provides grade-specific information and activities. During the second year of high school, the ASVAB (Armed Services Vocational Aptitude Battery), which provides results that are interpreted in a way that allows students to conduct research on potential careers related to their abilities and interest under the guidance of the school counselors. We provide a College & Career Planning Guide, which will be distributed to all students prior to their junior year and available online for parents.

During the third year of high school, students research careers in colleges, are taught resume and cover-letter development and participate in mock interviews complete with applications and resumes. Counselors provide guidance activities during all four years of high school through individual interviews and group interaction.

3. How do you provide information to parents or guardians about the health needs of their children?

Policies and procedures are communicated through an annual "Start of School" packet. For most health needs, a collaborative approach is used involving school nurses, the social worker, administrators, counselors, the school psychologist, and any relevant health professionals. For mental health issues, we recommend brief counseling and intervention through outside agencies with the Student Assistance Teams in all three buildings serving as liaisons to parents. When school nurses see students on a daily basis, phone calls are initiated by the school nurse to parents/guardians. If students fail a screening or needs a required examination, such as physical, dental, or scoliosis screening, the school nurse mails the information or referral to the parents. These communications occur through forms sent home with the student or through e-mail. Other general health information is included in newsletters or the district website from time to time.

4. How do you inform parents of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. 1232h) regarding protection of pupil rights when student assessments using individual surveys are administered? What procedures have you established to allow parents or guardians or the student, if the student is 18 years of age or older, to refuse to participate in the survey?

The district adheres to Policy 235 regarding Student Rights and Surveys. This policy sets forth the guidelines by which student rights are to be determined, consistent with state board regulations. Parents, and students who will turn 18 years of age or older during the school year are informed annually through an insertion in the "Start of School" packet of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. 1232h) regarding protection of pupil rights when student assessments using individual surveys are administered.

In addition to the annual mailing, when the decision is made to administer a particular survey, a mailing specific to that survey is sent to all parents of students who will participate in the survey as well as to all students who are 18 years of age. The letter communicates the district's intent to administer the survey, restates students' rights, explains the voluntary nature of the survey, provides the procedures for the parents' right to inspect the survey, and assures the parents of the anonymous and confidential nature of the survey. The letter provides information regarding date(s) of the survey, purpose(s) of the survey, and the process by which the parents can examine a copy of the survey and/or decline to have the survey administered to the student. In the event the parent does not wish the student to participate in the survey, a note indicating those desires is requested from the parent.

5. How are all of the communication activities you have just described integrated into your LEA's action plan? How do these activities support your LEA's instructional goals?

Communication activities are integrated into the Action Plans, in support of the district's instructional goals for students, through the action plans supporting the strategies of the Strategic Plan as follows:

Strategy V-A: Providing monitoring by Student Assistance Teams and increase communication with parents.

Strategy VI-A: Communicate and reinforce participation requirements to parents.

Strategy VII-A: Facilitate regular collaboration with parents to promote citizenship, achievement, safety, and wellness.

Strategy VII-B: Maximize collaboration with local organizations who share the district's mission.

Strategy VII-D: Maximize opportunities for collaboration with local colleges.

6. Also explain how often the above information is communicated.

The above information is communicated through the annual Start-of-School Packets mailed to all parents, regular postings to the district website, and publications including course selection guides and planned courses of study for grades K-12, the school calendar, student handbooks, policies regarding extracurricular activities, principals' and superintendent's newsletters, the student database entitled, "PowerSchool," and specific grade level mailings.

Assurance for the Collection, Maintenance, and Dissemination of Student Records

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures the following:

- The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

Assurance for the Operation of Student Services and Programs

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to ra-chapter12@state.pa.us).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- Free Education and Attendance (in compliance with § 12.1)
 - School Rules (in compliance with § 12.3)
 - Discrimination (in compliance with § 12.4)
 - Corporal Punishment (in compliance with § 12.5)
 - Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
 - Freedom of Expression (in compliance with § 12.9)
 - Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
 - Hair and Dress (in compliance with § 12.11)
 - Confidential Communications (in compliance with § 12.12)
 - Searches (in compliance with § 12.14)
 - Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § § 780-101—780-144)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

- The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
- Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

Supporting Documents

Supporting Documents - Attachments

- Section 1422.1 of Act No. 114 of 2006 (HB 185)

Westmont Hilltop School District Wellness Policy

- Westmont Hilltop School District Wellness Plan as Specified in Wellness Policy 246
- Nutrition Standards