Westmont Hilltop SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

112 Lindberg Avenue
Johnstown, PA 15905
(814)255-6751
Superintendent: Timothy Williams
Director of Special Education: Cindy McCombie

Planning Process

The Comprehensive Planning Steering Committee met regularly in the Spring, Summer, and Fall of 2017.Various stakeholders were brought together to first establish mission and vision statements, after which the committee analyzed Strengths, Weaknesses, Opportunities, and Threats that the district is facing.   The committee then analyzed which of the identified strengths and opportunities could be used to address weaknesses and to mitigate threats. The list of weaknesses and threats were used to derive district-wide needs to be addressed by the plan from the perspective of the Comprehensive Planning Committee.

The Comprehensive Planning Steering Committee formally met eleven times:

> April 20, 2017
> May 4, 2017
> May 18, 2017
> June 1, 2017
> June 15, 2017
> August 17, 2017
> September 7, 2017
> September 14, 2017
> September 28, 2017
> October 4, 2017
> October 11, 2017

The Special Education Committee had completed its work prior to April of 2017, and the Professional Education Committee has met regularly and continues to meet to plan professional development activities for the staff.

School level planning teams were not established as the district was in the process of transitioning from a three-building structure to a two-building organization. (The district has no schools designated as "struggling schools,") The restructuring required shifts in grade levels assigned to

buidlings, which meant that true building-level data did not exist. Instead, the committee took a comprehensive K-12 approach to the data analysis.

Subcommittees also were formed to focus in particular on Special Education and Professional Education.

The resulting visionary plan aligns students, teachers, educational specialists, administrators, families, and the community in preparation for the accomplishment of the stated vision of this process which is as follows:

- **STUDENTS** who are provided a student-centered program of academics, arts, athletics, and activities; and who challenge themselves to think, to learn, to serve, and to accept responsibility.

- **FAMILIES** who actively participate in their children's education in partnership with a **COMMUNITY** that engages and supports the overall school experience for students.

- **EMPLOYEES** that challenge learners to think critically and independently; develop productive citizens; and prepare students to be college and career ready.

Mission Statement
Unified in a commitment to inspire and to empower resilient, lifelong learners.

Vision Statement
It is our vision that Westmont Hilltop School District be characterized by:

- **STUDENTS** who are provided a student-centered program of academics, arts, athletics, and activities; and who challenge themselves to think, to learn, to serve, and to accept responsibility.

- **FAMILIES** who actively participate in their children's education in partnership with a **COMMUNITY** that engages and supports the overall school experience for students.

- **EMPLOYEES** that challenge learners to think critically and independently; develop productive citizens; and prepare students to be college and career ready.

Shared Values
The Westmont Hilltop School District values:

- a challenging and comprehensive program of academics, arts, and athletics for all students that focuses on individual growth.

- a healthy and supportive environment in which everyone promotes student success in the domains of personal and social, academic, and career development.

- our dedicated employees and their continued professional growth.

Educational Community

School Community

The Westmont Hilltop School District is located in the southwestern part of Cambria County. The district covers an area of nearly fifteen square miles serving the communities of Upper Yoder Township, Westmont Borough, and Southmont Borough. Composed of an elementary school and a high school, the district serves a population of approximately 1,500 students. The high school has been recently renovated, and a brand new elementary school was just completed. Both schools provide a vast amount of resources that ensure student success in academics, arts, and athletics.

The prior structure of the school district included grade levels clustered in three buildings as primary school, middle school, and high school. The grade level configuration of the three buildings comprising the school district was as follows: Elementary, K-4; Middle School, 5-8; and High School, 9-12.

The District completed its major district reconfiguration and building projects during the summer of 2017. For the 2016/2017 School Year middle school students were relocated to two other locations, Students who were in grades 5 and 6 were educated in the former Cathedral Catholic Academy, which is located next to the elementary school. Students in grades 7 and 8 were moved into the new Jr./Sr. High School - renovations of the former 9-12 building began in early 2016. The district's elementary school continued to serve the K-4 students in the district for the 2016-17 school year.

All transitions were complete for the beginning of the 2017-18 school year with the new elementary school housing grades K-6, and the renovated Jr./Sr. High School housing grades 7-12.

The organization includes time allocations of 900 hours of instruction for elementary students, 990 hours for secondary school grade levels, and arrangements for Vocational-Technical Education and Special Education.

Building level resources are as follows:

<u>Elementary</u>

Opened in September of 2017 at the former middle school site, It features the following:

- Special rooms to accommodate art, music, speech, and library activities

- STEAM Lab

- One computer lab

- A large gymnasium with a stage

- One library

- Offices, including an administrative suite, nurse/health suite, guidance office, technology office, and Instructional Support office

- A team planning resource room

High School

Originally constructed in 1961, major renovation of the high school took place in March of 1995 through August of 1996 and again from 2016 to 2017. The building contains thirty-two classrooms and the following:

- Special rooms to accommodate art, physical education, an auxiliary gym, a music suite, a home economics suite, a technology education lab, and an auditorium

- Five computer labs and three 30-computer portable labs

- One library, not currently staffed with a librarian

- One faculty room

- Two group or IEP planning rooms

- Offices, including an administrative suite, guidance suite, and nurse/health room suite

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 to provide for an updated 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). In 2007, Classrooms for the Future funding provided the high school with the opportunity to expand its

wireless capabilities with the addition of thirty-five contact points as well as three 30-computer wireless labs.

Regional Community

The Greater Johnstown area provides employment to many district residents with a large segment of the district's population employed in various professional capacities and industries. With a median income above the county median, the Westmont 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 learning and the accessibility of health care and recreational facilities are appealing attributes that enhance the allure of our community. One of the challenges of the community is a very minimal commercial tax base. The district is 96% residential.

Whereas the school district is primarily residential, the area around the school district offers a wide array of industries and resources.

Major Industries

- Healthcare

- Higher Education

- University of Pittsburgh, Johnstown

- St. Francis University

- Pennsylvania Highlands Community College

- Energy

- Manufacturing/Technology

- Defense

- Agriculture

- Banking/Financial

Major Community Resources

- Women's Help Center

- Senior LIFE Johnstown

- Hiram G. Andrews Center

- American Red Cross

- Cambria County Community Arts Center

- Johnstown Symphony Orchestra

- Johnstown Concert Ballet

- Johnstown Area Heritage Association (JAHA)

- Heritage Discovery Center

- Johnstown Flood Museum

- Bottle Works Ethnic Arts Center

- Pasquerilla Performing Arts Center

- Arcadia Theater

- Mountain Playhouse

- Point Stadium

- Cambria County War Memorial

- Johnstown Inclined Plane

- Prince Gallitzin State Park

- Laurel Ridge State Park

- Sunnehanna Country Club

- Berkley Hills Golf Course

- YWCA and YMCA

- John P. Murtha Airport

- Amtrak National Railroad Corporation

Student Resources

- Alternative Community Resource Program (ACRP)

- Head Start

- The Learning Lamp

Planning Committee

Name	Role
Amy Brown	Administrator : Professional Education Schoolwide Plan
Lynn Clement	Administrator : Professional Education Schoolwide Plan
Nicole Kuzmiak	Administrator : Professional Education Schoolwide Plan
Thomas Mitchell	Administrator : Professional Education Schoolwide Plan
Timothy Williams	Administrator : Professional Education Schoolwide Plan
Robert Hagerich	Business Representative : Schoolwide Plan
Leah Spangler	Business Representative : Professional Education
Chris Sullivan	Business Representative : Professional Education
Diane Rugh	Community Representative : Professional Education
Joe Veranese	Community Representative : Professional Education Schoolwide Plan
Tyler Walthers	Ed Specialist - Other : Professional Education
Beth Stem	Ed Specialist - School Counselor : Professional Education
Adam Wilfong	Ed Specialist - School Counselor : Professional Education
Joan Ponzurick	Ed Specialist - School Nurse : Professional Education
Cindy McCombie	Ed Specialist - School Psychologist : Special Education
Kellie Hobbs	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
Lori Kiser	Elementary School Teacher - Regular Education : Schoolwide Plan
Beth Shoff	Elementary School Teacher - Regular Education : Schoolwide Plan

Courtney Shaffer	Elementary School Teacher - Special Education : Professional Education
Josh Rearick	High School Teacher - Regular Education : Professional Education
Korbin Shearer	High School Teacher - Regular Education : Professional Education Schoolwide Plan
Lea Kubat	High School Teacher - Special Education : Professional Education Schoolwide Plan
Melissa Rzasa	High School Teacher - Special Education : Special Education
Jana Bennett	Instructional Coach/Mentor Librarian : Professional Education
Evan Cornell	Instructional Coach/Mentor Librarian : Professional Education
Mallory Kupchella	Instructional Coach/Mentor Librarian : Professional Education
Joseph Molnar	Instructional Technology Director/Specialist : Professional Education
Billie Jo Kisko	Middle School Teacher - Regular Education : Professional Education Schoolwide Plan
Jeff Papcun	Middle School Teacher - Regular Education : Professional Education
David Angeletti	Parent : Professional Education Schoolwide Plan
Brad Hindman	Parent : Schoolwide Plan
Malika Karunaratne	Parent : Professional Education Schoolwide Plan
David Mastovich	Parent : Professional Education
Allison Messina	Parent : Professional Education Schoolwide Plan
Melissa Radovanic	Parent : Schoolwide Plan
Karen Roman	Parent : Special Education
Daniel Kevenk	Student : Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

At the primary level, economics, environment and ecology, family and consumer sciences, and geography concepts are incorporated into the subject areas of science, mathematics, and social studies. They are not mapped and aligned as individual content areas. We have interpreted the question to mean that the standards are incorporated into the core curricular areas. We are in the process of mapping all curricular areas so that they align with the Pennsylvania Core Standards vs. the previously aligned Pennsylvania Standards. Thus, we have determined that "developing" is the best designation for these areas. The PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects are for grades 6-12, not the primary level. The K-12 Steam Curriculum is also being developed.

Elementary Education-Intermediate Level

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

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

At the intermediate level, economics, family and consumer sciences are incorporated into the subject areas of science, mathematics, and social studies. They are not mapped and aligned as individual content areas. We have interpreted the question to mean that the standards are incorporated into the core curricular areas. Regarding the standards of Career Education and Work, a second elementary guidance counselor as been hired. Consequently, topics pertaining to the implementation of Career Education and Work are being explored. We are in the process of mapping all curricular areas so that they align with the Pennsylvania Core Standards vs. the previously aligned Pennsylvania Standards. Thus, we have determined that "developing" is the best designation for these areas. The K-12 Steam Curriculum is also being developed.

Middle Level

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

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

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

We are in the process of mapping all curricular areas so that they align with the Pennsylvania Core Standards vs. the previously aligned Pennsylvania Standards. Thus, we have determined that "developing" is the best designation for these areas. The K-12 Steam Curriculum is also being developed.

High School Level

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

School Climate	Developing	Developing
World Language	Developing	Developing

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

We are in the process of mapping all curricular areas so that they align with the Pennsylvania Core Standards vs. the previously aligned Pennsylvania Standards. Thus, we have determined that "developing" is the best designation for these areas. The K-12 Steam Curriculum is also being developed.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

- Arts and Humanities
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Middle Level

Checked answers
- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

    None.

High School Level

Checked answers
- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

    None.

Explanation for any standards checked:

Planned Courses are currently being developed in all content areas. The Planned Courses identify the learning expectations and related standards in each course, the content outline, including units and time-frame, the activities and instructional strategies, the enrichment and reinforcement options, and the assessment procedures. The primary focus of the 2017-2018 school year is updating and/or creating curriculum maps that reflect PA Core Standards and Academic Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Objectives of the planned courses are being identified along with anticipated instructional time. Content is being specified as well as the means of assessments. The relationships with the standards are being specified. The district is in transition regarding the Pennsylvania Core State Standards. Alignment is an ongoing process requiring continual updating and revision. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway. District-wide, new planned courses are currently in development. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway.

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

Not Applicable.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Objectives of the planned courses are being identified along with anticipated instructional time. Content is being specified as well as the means of assessments. The relationships with the standards are being specified. The district is in transition regarding the Pennsylvania Core State Standards. Alignment is an ongoing process requiring continual updating and revision. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway. District-wide, new planned courses are currently in development. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway.

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

Not Applicable.

Middle Level

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

Processes used to ensure Accomplishment:

Objectives of the planned courses are being identified along with anticipated instructional time. Content is being specified as well as the means of assessments. The relationships with the standards are being specified. The district is in transition regarding the Pennsylvania Core State Standards. Alignment is an ongoing process requiring continual updating and revision. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway. District-wide, new planned courses are currently in development. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway.

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

Not Applicable.

High School Level

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

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

Processes used to ensure Accomplishment:

Objectives of the planned courses are being identified along with anticipated instructional time. Content is being specified as well as the means of assessments. The relationships with the standards are being specified. The district is in transition regarding the Pennsylvania Core State Standards. Alignment is an ongoing process requiring continual updating and revision. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway. District-wide, new planned courses are currently in development. Accomplishment will be ensured with the publication of newly revised and updated planned courses, a process now underway.

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

Not Applicable.

Modification and Accommodations

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

Planned courses include a section for adaptations and/or enrichment. The district advocates a highly differentiated classroom environment designed to ensure that all students at all ability levels have a rigorous standards-aligned curriculum. This plan includes a strategy to provide additional supports for differentiating instruction in classrooms so that students at the high achievement end of the spectrum are growing as well as students who are receiving remedial adaptations.
At the K-6 elementary level, a Multi-Tiered Systems of Supports serves as the pre-referral stage of identification. Students are assessed three times a year using two universal screeners, one for reading and one for math. Children who are identified on the screeners as in need of "intensive interventions," are administered additional assessments to determine specific skill deficits. Students may require Tier II or Tier III supports which are outlined in an intervention plan. This plan is developed in conjunction with the classroom teacher, support staff, school counselor, building administration, and the child's family. This plan reflects the following: 1) assessment data, 2) current classroom performance overviews, 3) classroom accommodations, 4) an intervention plan that is teacher and skill specific, 5) intervention materials, and 6) a list of the team members.
Classroom interventions are monitored by the teacher delivering the intervention, and

progress monitoring occurs as recommended with each intervention. Throughout the process, the team reconvenes to re-evaluate the child's progress (response to interventions/supports). When evaluation for a higher level of support is indicated, baseline data including rate of improvements and present levels are available as a natural outcome of the MTSS process and are used to initiate the special education evaluation process. The pre-referral process at the junior senior high school includes review of the present levels and baseline data that are acquired through a collaborative process including teachers in the student's grade level, in collaboration with the school counselor and the school psychologist.

For students with IEP's, appropriate modifications and accommodations are developed to ensure that students who need specially designed instruction are educated in the least restrictive environment possible.

Instruction

Instructional Strategies

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

Unchecked Answers
- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

The district utilizes the expertise of the Elementary and Secondary Content Leaders (ELA, Math, Science, Social Studies and Itinerant) to strengthen and maximize instructional time as well as increase vertical alignment and consistency. In addition, part-time instructional coaches at both the K-6 and 7-12 levels, support teachers and encourage reflective practice. The district hopes to expand the power of reflective practice through the implementation of Instructional Learning Visits resulting in additional opportunities for peer collaboration. The Building Principals and Director of Curriculum & Instruction engage in formal classroom observations. The district is employing the Danielson Model supported by the PA-ETEP (Pennsylvania Electronic Teacher Evaluation Portal).

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

Although Elementary and Secondary Content Leaders are included in reviewing curriculum mapping, they currently do not regularly review lesson plans. Likewise, the two Instructional Coaches work with teachers on a part-time basis and may review lesson plans if asked by the teachers. But, this does not occur regularly. Building Level and District Level Administrators review the curriculum mapping process.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Not Applicable

Elementary Education-Intermediate Level

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

	50% or more of district classrooms
scheduling and differentiated instruction are used to meet the needs of gifted students.	

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

Not Applicable

Middle Level

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

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

Not Applicable

High School Level

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

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

Not Applicable.

Recruitment

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

The hiring process involves three layers of screening: 1) credential screening by three administrators who are obligated to avoid conferring prior to making decisions; 2) first-round interviewing by a team of two or three administrators; and 3) second-round interviewing and checking of credentials.

The second interview involves simultaneous contacting of references. The first team focuses on preparation and pedagogy with a standard set of interview questions. The second team looks at interpersonal relationships and judgment in a variety of hypothetical situations. They look at the "match," in terms of whatever deficits may exist within a department and identify areas of expertise needed to balance a particular department or grade level team. Capacity in differentiating instruction and knowledge of Standards in the subject area is always a focus of the interviews. We have a goal of matching students with high level needs with the most highly qualified teachers, although we ensure that all of our teachers are highly qualified.

Letters of recommendation and resumes are screened. Reference checks are completed for candidates emerging as having potential for board-level recommendations. Connection is essential and difficult to assess in an interview, which is why we consult with experienced educators who have seen the candidate in training. Given hypothetical situations, it is interesting what a candidate will reveal. We can learn a great deal by paying attention to the factors that are selected for consideration. We contact individuals who have observed the candidate's teaching over time as yet another indicator.

The process is brought to closure when the team arrives at consensus regarding the ranking of the top candidates. The goal of the interview teams is always to know that, in good conscience, we are selecting the best educators for the students of our district. For this purpose, we apply the process in a consistent manner for every candidate because it is designed to ensure that we select the best candidate for every position. We are committed to making just and honest decisions through a process applied with absolute integrity to ensure that our students are taught by educators of the highest caliber.

Experienced and highly effective teachers on our staff are "matched" with students who have the greatest need. We employ an Instructional Support Teaming process at the elementary school and we use an embedded tutorial period at the middle school and high school in order to address needs of students who are below proficiency or are at risk of not graduating. Through this process, we are able to "match" students who are at risk with teachers selected on a weekly basis for additional support.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	9.00	9.00	9.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

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

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

Unchecked answers

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

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

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

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

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

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

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

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

Local Assessments

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

PA Core Standards: Mathematics		X		X		X
Economics		X		X		X
Environment and Ecology		X		X		X
Family and Consumer Sciences	X	X		X		X
Geography		X		X		X
Health, Safety and Physical Education	X	X		X		X
History		X		X		X
Science and Technology and Engineering Education		X		X		X
World Language	X	X		X		X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystone Exams			X	X
Pennsylvania System of School Assessment (PSSA)		X	X	
Comprehensive Final Exams				X
Curriculum-Based Performance Based Assessment (PBA)	X	X	X	X
TerraNova, 3rd Ed.	X			
Curriculum Based Assessments (Writing, Spelling, Math Facts)	X	X	X	X
Scholastic Assessment Test (SAT)				X
American College Testing (ACT) Assessment				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Fountas and Pinnell	X	X		
Diagnostic Indicator of Basic Early Literacy Skills (DIBELS Next)	X	X		
Developmental Reading Assessment (DRA2)	X	X		
Study Island Benchmark Assessments			X	X
School Physical Fitness Assessments	X	X	X	X
AIMSweb	X	X		
Spelling Inventories (assesses spelling in written work)	X	X		
Basic Phonics Screener	X	X		
Phonological Awareness Screening Test	X	X		
Accelerated Reader			X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher Designed Instructional Assessments in All Classrooms Across All Grade Levels	X	X	X	X
Student Writing Conferences			X	X
Exit Slips			X	X
Checklist, Quizzes, Teacher Observation and Anecdotal Records	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools (CDT)			X	X
Academic Improvement Measurement System (AIMS) - Elementary Mathematics	X	X		
Adaptive Diagnostic Assessment of Mathematics Kindergarten to Seventh Grade (ADAM K-7)	X	X	X	
Diagnostic Online Reading Assessment (DORA)	X	X	X	X
Diagnostic Online Mathematics Assessment (DOMA)	X	X	X	X
InView Cognitive Ability	X			

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Curriculum mapping is currently an ongoing process and includes identifying assessments of student learning. In addition, the district is currently piloting LinkIt!, a data management system. Over the course of this year, the district plans on exploring ways to enhance the collection, analysis and dissemination of assessment data more efficiently and effectively. Content Leaders, vertical team members, and administrators meet to discuss data. Analysis of this data and response in the form of differentiated curriculum, instruction, and assessment will be key to this process in terms of student achievement outcomes.

Development and Validation of Local Assessments

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

The district requires either passing Keystone performance or, for students in need, we will apply project-based assessment. We are not developing locally administered assessments to be independently validated.

Collection and Dissemination

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

The district is currently piloting LinkIt!, a data management system. Over the course of this year, the district plans on exploring ways to enhance the collection, analysis and dissemination of assessment data more efficiently and effectively. Content Leaders, vertical team members, and administrators meet to discuss data. The overall goal is to positively impact student achievement; i.e., the effective adjustment of instruction, curriculum, and assessment.

Data Informed Instruction

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

Assessment data is used to adjust instruction in the classroom strategically targeted at the reinforcement of content skills where students experience difficulty. Students are placed into remediation classes to address the weaknesses through intensified instruction. All remediation classes are taught by highly-qualified content specialist teachers, with lessons designed to differentiate for individual students need. Students are monitored through the data warehouse (OnHand Schools) as well as running records (e.g. grades, targeted assessments) to ensure that they are making progress in their specific area of deficiency as originally assessed. Further, our staff collaborate in Data Teams (ES/MS) and Collaborative Academic Support Teams (CAST/HS) to analyze student data, develop S.M.A.R.T. goals, select strategies, implement strategies and then analyze progress of student achievement. These teams meet bi-weekly to monitor the progress of students, identifying areas of strength and needs. We have also started the process of looking at curriculum in relationship to our student data, to revise daily instruction and curriculum maps. Again, the data warehouse (OnHand Schools) allows us to analyze curriculum maps and lesson plans to determine gaps in instruction. When our student data shows areas of low student achievement, we can analyzein the curriculum standards, anchors and eligible content are being taught. This data helps us determine if we are teaching the right things at the right time to our students and are we doing so with enough intensity and frequency when compared to our student results.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.	X	X	X	X
Specific PA assessment anchors, eligible content or standards-aligned learning objectives are identified for those students who did not demonstrate sufficient mastery so that teachers can collaboratively create and/or identify instructional strategies likely to increase mastery.	X	X	X	X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Curriculum mapping is currently an ongoing process and includes identifying assessments of student learning. Curriculum planning is monitored to ensure a strong connection with the content and the standard being assessed within the plan. In addition, the district is currently piloting LinkIt!, a data management system. Over the course of this year, the district plans on exploring ways to enhance the collection, analysis and dissemination of assessment data more efficiently and effectively. Content Leaders, vertical team members, and administrators meet to discuss data. Analysis of this data and response in the form of differentiated curriculum, instruction, and assessment will be key to this process in terms of student achievement outcomes. Continual professional development is necessary to ensure that classroom practices are being modified to address specific areas of concern as revealed through formative and summative assessments as well as diagnostic and benchmark assessments. Building leaders are responsible for monitoring fidelity in the alignment of content standards to the instruction in the classroom.

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

All strategies selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Individualized parent-teacher conferences are conducted at the elementary school.	X	X		X

Provide brief explanation of the process for incorporating selected strategies.

WHSD publishes assessment results in the District Newsletter, and provides information as to how access further information through PDE public information sites. In addition, individual student data results are reviewed with parents and discussed in individual parent conferences. Local media regularly publishes school assessment results in the newspaper, and often contacts the school district for comments.

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

Press releases are not generally initiatied by the district, although local media does report on assessment results. An annual newsletter has included AYP data in the past.

Safe and Supportive Schools

Assisting Struggling Schools

Describe your entity's process for assisting schools that either do not meet the annual student achievement targets or experience other challenges, which deter student attainment of academic standards at a proficient level or higher.

If your entity has no struggling schools, explain how you will demonstrate continued growth in student achievement.

Although the district currently has no schools identified as struggling schools, we plan to demonstrate continued growth in student achievement by the following methods:

- Continual monitoring of students achievement including formative and summative classroom assessments, state level assessments, and ongoing data analysis.

- Collaborative consultation among educational professionals to identify and address student needs.

- Formation of data teams to review student progress at all three building levels.

- The maintenance of an Instructional Support Team at the elementary level.

- The institution of RtII at the elementary and middle school levels.

- The implementation of OnHand Schools as a data warehouse to track and store student achievement and assessment data for grades K-12.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management				
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

At the present time, although counselors employ conflict resolution and dispute management on an as-needed basis, there is no K-12 coordination that would result in a clearly articulated program across the district. School resource officers are not currently placed in our buildings, although local police are responsive and work closely with our school district. The district attorney is an alumnus and district resident. She has provided programs for students, administrators, and parents on prevention and intervention. Curricula across a variety of levels addresses safety and prevention topics. The health curriculum addresses healthy living and drug-free lifestyles. The district employs the Olweus Bullying Prevention Program in Grades K-8.
An annual meeting is conducted each August to ensure that all administrative phone contacts are current for the new school year and that all emergency management contacts (local police, fire, and ambulance) are current. Any changes in building maps are also updated annually. Crisis Response Handbooks are updated and distributed to faculty on the first day of in-service and reviewed at the opening meeting with the entire staff. Additionally, a meeting is held in mid-August of each year with first responders (police, fire, ambulance) to identify the locations of the Knox boxes in each of the buildings, the

surveillance camera access credentials, and any changes in the building configuration or relocation of "volatile" classroom materials (chemistry, primarily). Copies of building maps, as well as the district's Crisis Response Handbook are presented to Cambria County Emergency Management Services prior to each school year. The updated primary contacts for the REVERSE 9-1-1 system are provided as well, as is the line of succession for the district in the event of an absence (or more than one absence) at the time of a crisis. The Superintendent is identified as the primary media spokesperson, with the Director of Curriculum and Instruction, and the Director of Student Support Services following in the line of succession for media communications. District parents/caregivers are provided with a letter in the start of school packet (also on the district website) which indicates the protocols to be followed in the event of "Lock Down" or "Shelter in Place" announcements.

Screening, Evaluating and Programming for Gifted Students

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

The process for locating students who are thought to be gifted may include state/local assessments, universal screeners, classroom performance, and parent, teacher or student referrals. Information regarding the gifted support program at Westmont Hilltop is shared on the district website.

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

Westmont Hilltop Elementary School has a gifted screening procedure in place for grades K-6. Any teacher, parent, administrator, etc., may request a student to be screened for the Gifted Support program. The screening process begins with the school counselor. The elementary school counselor secures written permission from the parents to complete the screening process. Teacher input, record review, grades and assessment data are gathered by the counselor and recorded on a Gifted Screening Referral form. The school counselor completes individual screening activities with the student. The screening typically involves administering a screening cognitive ability test (i.e., Kaufman Brief Intelligence Test) and a screening achievement measure (i.e., Wide Range Achievement Test). After these assessments are scored and data compiled on the referral form, it is reviewed by the principal, school psychologist, classroom teacher, etc. If the scores and input are in line with expectations of the PA eligibility criteria for Mental Giftedness, the referral moves on to the school psychologist and the formal Gifted Multidisciplinary Evaluation (GMDE) process begins.

Another screening opportunity for elementary students occurs during the second-grade year. All second-grade students are administered the InView which is a group administered ability assessment. Students are also administered the TerraNova which is a group administered achievement assessment. The principal, school counselor and school psychologist review this data and identify students who score near the range of the qualifications of Mental Giftedness. The parents of those students are contacted to determine if the parent is interested in having their child evaluated for potential gifted services.

At least three times a year, universal screenings are administered to all students at the elementary level. These screeners provide an additional piece of data for school personnel to consider. Annual PSSA data results are also used to identify high-level academic students

in grades 3-8. The PSAT/SAT and Keystone Exams are data points that are reviewed at the high school level.

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

A Gifted Multidisciplinary Evaluation (GMDE) involves a team process of assessing and evaluating a student to assist in making a recommendation as to whether or not a student is identified as being Mentally Gifted or is in need of gifted education. Parents who suspect that their child is gifted may request a GMDE of their child at any time, with a limit of one request per school term. School personnel at Westmont Hilltop Elementary have developed screening opportunities for potentially gifted students as described previously.
Any student with parental consent to have a GMDE is individually evaluated by a certified school psychologist. At Westmont Hilltop School District, the student is individually administered an up to date, psychometrically sound, intelligence test. The student's academic skills in reading and math are also individually assessed by the use of a standardized achievement test. As part of the evaluation process, information from parents, teachers, and other relevant school personnel is documented to gain additional insight as to the student's learning capabilities and academic strengths. Data from universal screenings, gifted screening, state assessments, local assessments, curriculum-based assessments, benchmark assessments, etc. are documented (as available) and considered as part of the evaluation of the student. All of this information is compiled and documented in a Gifted Written Report (GWR) which assists the team in recommending whether or not the student meets the criteria to be considered Mentally Gifted. This determination is not based on one assessment piece, but on multiple criteria, as set forth by the State definition of Mental Giftedness. If the student meets the eligibility criteria for being Mentally Gifted, a Gifted Individualized Education Plan (GIEP) is developed for the student.

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

Westmont Hilltop School District is fortunate to have two gifted support teachers, one teacher supports students at the elementary school and another teacher supports students at the Jr/Sr high school.
The gifted program at Westmont Hilltop Elementary School provides students with enrichment and acceleration opportunities based on student need. The program for students who are identified as gifted is based on the cognitive processes of creativity, complexity, problem solving and originality. Student projects/assignments within the gifted realm are focused on extending the current academic curriculum. Students with a GIEP in grades kindergarten through 6th grade have the opportunity for enrichment, single subject or partial/whole grade acceleration, curriculum compacting and pull-out sessions with the gifted support teacher. Currently, the elementary gifted program provides the following competitions, activities or classes: Continental Math League, WordMasters Challenge, Hands-On-Algebra, Descartes' Cove, Khan Academy and Robotics.
At the Jr/Sr high school, students who are identified as mentally gifted also have the opportunity for classroom enrichment and single subject or partial/whole grade acceleration. Additionally, students with GIEP's can complete independent study, research projects/Genius Hour, Descartes' Cove, Khan Academy and can participate in small group pull-out sessions with the gifted support teacher. Students can participate in competitions such as Continental Math League, Challenge 24 and Try-Math-A-Lot as well as STEAM

clubs/associations (First Lego League and Technology Student Association). Students with GIEP's also benefit from AP courses and on-line courses offered at the high school.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The need for a coaching/mentoring program has emerged as an obvious need to be addressed during the course of the current Comprehensive Plan. The RtII program is in beginning stages at the elementary school and is expected to extend to the middle school in subsequent years.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X		

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

Explanation of diagnostic, intervention and referral services:

Note: Whereas the elementary has fully functional developmentmental counseling in place, a major initiative of the current Comprehensive Plan will be the institution of the ASCA Model (American School Counselors' Association). This will require a two-year planning process that was initiated during the 2013-2014 school year.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

All of the above apply to the district's Consultation and Coordination services.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

At the elementary level, we are in year one of RtII implementation. With this implementation, we have kept the components of our Instructional Support Program in

place. At the elementary level, we assess every student, grades K-4, with two universal screeners—one for reading and one for mathematics. Upon completion of these assessments, the classroom teachers and support teachers review the data together. We determine which students are in need of additional assessments to further determine specific skill deficits. After conducting the additional assessments, we review the results from this data, in conjunction with students' classroom performance data, and PSSA and/or Terra Nova results. Grade level teams and support staff collaborate to determine which students will qualify for Title I reading support (K-4), Title I math support (3-4), and enrichment programs. The RtII Coordinator/Instructional Support Teacher serves as a liaison for the classroom and support teachers who are servicing the students across the tiers.

A referral system is in place if a student begins to struggle on classroom assessments and instruction, and that student was not flagged on the universal screener. Upon submission of that referral by the classroom teacher, the Instructional Support Teacher conducts additional assessments and reviews the student's classroom performance in communication with the teachers to determine if additional supports are necessary. At that time, communication with the student's family is imperative and consistent. After conducting the assessments and collaborating with the family, the classroom teacher and Instructional Support Teacher consult with each other to determine how to support the student. Finally, in addition to the above-mentioned collaboration, all teachers have opportunities through weekly Friday grade level collaboration meetings and weekly PLCs (Professional Learning Communities) to collaborate, discuss student progress, and align instruction and materials.

At the middle and high school, all teachers have weekly collaboration meetings and PLCs to discuss student needs and progress, and to align planned courses. This year, data teams are being formed to study patterns in greater detail and to communicate with classroom teachers regarding needed adjustments in curriculum, instruction, and assessment.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

An organization called "Kids' Stop," rents space from the district in the elementary building to provide child care. This is advantageous because parents of elementary students often take advantage of the care before and after school. An after-school program operates at the elementary school, and an AmeriCorp worker with teaching certification offers homework

help for students on Monday through Thursday. Although we do not have an organized Youth Workforce Development Program, senior projects have often focused on cross-building support and tutorials for children. Tutoring help is provided at the elementary through the Instructional Support Program, at the middle school through a certified AmeriCorps worker, and at the high school weekly through embedded tutorial periods whereby students may access their own teacher, or teachers may call students to their rooms for tutorial support.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. Coordination Activities: While we do not have a pre-school as part of the school district at this time, the district has multiple pre-schools within our boundaries. These include the following (asterisks indicate that the pre-school has participated in the coordination activities planned through the KtO grant in 2013): Cambria County Library,* Beginnings, Inc.,* Cambria County Community Action,* Cathedral Catholic Academy,* Fun for Two (The Grove),* Geneva Pre-School,* IU08 Early Intervention,* The Learning Lamp, CMMC,* The Learning Lamp Westmont,* Our Mother of Sorrows,* Professional Family Care Services,* Rainbow Room,* St. Andrews,* St. Sophia,* The Growing Years, Weekday Nursery School, Kidds' Castle, and Christian Discovery. Prior to the start of the school year, coordinating meetings are held with parents of pre-school students entering the district with IEPs to provide information for the teachers and support staff in order to be prepared to support students upon entry to school.

2. Pre-Kindergarten Programs: The district does not operate or contract with a pre-school to operate within the LEA but has multiple pre-schools in close proximity to the school.

3. Transition from home setting and early education settings: The district is involved in the KtO initiative focused exclusively on birth to pre-kindergarten age 5. Starting in the spring of 2013, and planned again for the current school year, the district invites all parents of pre-school age children (birth to age 5) to attend an orientation session at the school. Last year featured a spaghetti dinner and five different centers designed to inform parents of their options for pre-school in the area. All local pre-schools were invited to attend. They provided literature for parents along with personnel on site to answer questions.

In addition, in December 2013, we are hosting a KtO Transition Night sponsored by the KtO initiative. This KtO Transition Night will provide an opportunity for Westmont Hilltop

kindergarten teachers to meet with the pre-school teachers within our school district to provide an outline of the Kindergarten curriculum. The kindergarten teachers will also discuss kindergarten readiness and expectations. In addition to this presentation, local Early Intervention Providers from Birth to age 3 and ages 3-5 will meet with the pre-school teachers to explain the services they provide to families of children with developmental delays. Contact information and the "how-to" of referring families to the appropriate agencies will also be explained. This initiative is an effort to intervene with all children in our district, at the earliest point possible, to ensure all children have the supports in place to be as successful as they can be. We plan on having this KtO Transition Night as an annual occurrence so that we can consistently ensure that link between the child's first school experience at the pre-school level to WHSD for their K-12 school career.

Prior to the start of the school year during which a pre-school child is expected to enroll in kindergarten, the local pre-schools bring the students for a tour of the elementary school. This helps to familiarize the children with the setting that they will be experiencing in the fall. The district hosts two enrollment days in February of each school year to promote Kindergarten registration. The enrollment days are advertised in our local newspapers, and reminders are sent to the pre-schools within our school district. In the spring, we provide three kindergarten readiness screening days. Future kindergarten students and their families are scheduled to attend this informative readiness screening service. Teachers, administrators, the school counselor, and support staff are involved in the screenings.

In the late summer, the district hosts an ice cream social for all kindergarten students and parents. Finally, there is a back-to-school night hosted for all parents and students to help them transition to their own classrooms and meet their own teachers.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers have the opportunity to requisition materials and to recommend resources that will accommodate the diverse needs of students. During the curriculum mapping process, teachers are building and expanding content areas to align with PA Core Standards and

Academic Standards. Consequently, additional materials and resources are being explored and requested. The elementary contains 3 leveled book rooms that teachers may utilize on a daily basis.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers have the opportunity to requisition materials and to recommend resources that will accommodate the diverse needs of students. During the curriculum mapping process, teachers are building and expanding content areas to align with PA Core Standards and Academic Standards. Consequently, additional materials and resources are being explored and requested. The elementary contains 3 leveled book rooms that teachers may utilize on a daily basis.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers have the opportunity to requisition materials and to recommend resources that will accommodate the diverse needs of students. During the curriculum mapping process,

teachers are building and expanding content areas to align with PA Core Standards and Academic Standards. Consequently, additional materials and resources are being explored and requested.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Teachers have the opportunity to requisition materials and to recommend resources that will accommodate the diverse needs of students. During the curriculum mapping process, teachers are building and expanding content areas to align with PA Core Standards and Academic Standards. Consequently, additional materials and resources are being explored and requested.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of

	district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Level of Implementation is Unknown
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Level of Implementation is Unknown
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district

	classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The district is in the process of aligning with Pennsylvania's Core Standards. Planned courses were developed in alignment with Pennsylvania's State Standards, and the district is in the process of transitioning to the Core Standards. At the elementary school, economics and geography concepts are integrated across the curriculum, but the level of implementation is unknown. There was debate about whether to say, "Not Applicable," in this section, but many concepts are taught through the core curriculum at the district.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

The district is in the process of aligning with Pennsylvania's Core Standards. Planned courses were developed in alignment with Pennsylvania's State Standards, and the district is in the process of transitioning to the Core Standards. At the elementary school, economics and geography concepts are integrated across the curriculum, but the level of implementation is unknown. There was about whether to say, "Not Applicable," in this section, but many concepts are taught through the core curriculum at the district.

Middle Level

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

	classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

At the middle school, family and consumer science and economics are integrated across the curriculum, but the level of implementation is unknown for that reason. There is no independent curriculum for family and consumer science at the middle school. Related concepts are taught through the core curriculum. The district is in the process of aligning with Pennsylvania's Core Standards. Planned courses were developed in alignment with Pennsylvania's State Standards, and the district is in the process of transitioning to the Core Standards.

High School Level

Standards	Status

Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Full Implementation
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district

	classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Not applicable.

Early Warning System

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

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

Professional Education

Characteristics

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

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

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

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

The district's current professional education program involves within district offerings as well as those that are offered through community resources and higher education. Each experience is evaluated by the individuals who are participating in the offering. The offering of a differentiated model of supervision also allows teachers at the top levels of professional development to design significant contributions to the professional learning community through self-directed study and through collaborative consultation with peers. The PLCs (Professional Learning Communities) are designed to incorporate all of the above characteristics.
The district's professional education program is currently expanding to include Instructional Learning Visits (ILV), STEAM initiatives, teacher directed and self-selected Professional Learning Studies, vertical teaming, both elementary and secondary Content Leaders, as well as data analysis and data driven decision making.

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

Teacher feedback has indicated that each of the above strategies are essential in providing a high-quality professional development program. We plan to address all of the above through our professional development program.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/17/2015 Teachers were able to complete this mandated training independently throughout the 2015-2016 school year. Certificates of completion are kept on file in the administrative office.
The LEA plans to conduct the required training on approximately:
8/17/2017 Any newly hired staff will complete this mandated training during their new teacher orientation. Likewise, teachers will complete the mandated hours ongoing and as necessary.

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

Questions
The LEA has conducted the training on:
8/17/2016 Teachers were able to complete this mandated training independently throughout the 2016-2017 school year. Certificates of completion are kept on file in the administrative office.
The LEA plans to conduct the training on approximately:
8/17/2017 Any newly hired staff will complete this mandated training during their new teacher orientation. Likewise, teachers will complete the mandated hours ongoing and as necessary.

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

Questions
The LEA plans to conduct the training on approximately:
8/17/2017 All staff will complete this mandated training during the 2017-2018 school year.

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.

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

Unchecked answers

> *None.*

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

Disaggregated data is reviewed annually beginning with a session with Content Leaders and Administrators from each school. Discussion continues through the Professional Learning Community (PLC) sessions. All teachers have the opportunity to rate the overall effectiveness of professional development activities. The LEA has an approval process in place that includes a review of all conference requests with outside providers by the building principals, Director of Curriculum & Instruction, and Superintendent. Administrators participate fully in professional development at each building level and through K-12 forums when appropriate. An ongoing classroom observation system is in place and meticulously implemented. The focus of professional development is based upon research based, best-practices that impact teaching practices and student learning.

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

All professional development activities should be based upon detailed needs assessments that utilize data assessment results to target curricular areas that need further alignment. The district must ensure ongoing support to teachers regarding implementation. The institution of Instructional Learning Visits and instructional coaches are major initiatives involved in this year's Comprehensive Planning.

Induction Program

Checked answers

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

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

Unchecked answers

- Inductees will assign challenging work to diverse student populations.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

A Leadership Team of administrators, together with teachers who will serve as mentors, will ensure fidelity to the goals of the newly developing mentoring program. Inductees will have the opportunity to evaluate their learning experiences as well as the effectiveness of the mentoring program in meeting their needs.

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

The strategies not yet selected will be incorporated into the mentoring program that will be a major focus of the current Comprehensive Plan. The effective delivery of differentiated instruction to diverse populations, the application of LEA-endorsed classroom management strategies, and the engagement of faculty in opportunities for collegiality and camaraderie will be goals of the peer mentoring program.

Needs of Inductees

Checked answers

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

- Student PSSA data.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Knowledge of successful research-based instructional models.

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

Unchecked answers
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Standardized student assessment data other than the PSSA.
- Submission of inductee portfolio.

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

At this time the district partners with the IU08 to provide induction programming to our new teachers. Their program involves all of the above selected characteristics.

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

A major initiative with this Comprehensive Plan for WHSD is the development of a district-led mentor program. We are planning an in-house mentor program. We currently have a New Teacher Orientation in August where the leadership team facilitates sessions related to some induction topics and specific district level information. We will continue to offer this, however a comprehensive mentor program will be phased in that includes, but is not limited to, all of the above stated topics. As we develop our program, a detailed checks and balances system will be put in place for monitoring compliance and fidelity of our mentor program.

Mentor Characteristics

Checked answers
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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

The building principals work with IU8 to develop a mentor training program.

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

The development of a mentoring program is a major goal of the current Comprehensive Plan at the district level.

Induction Program Timeline

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

If necessary, provide further explanation.

Over the course of the next several years, the district will explore developing their own induction program. Until then, the LEA will continue to operate an induction program utilizing IU08 services.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Currently, the Induction Program is monitored and evaluated by the IU08. In the new plan, the program will be monitored by the inductees and mentors alike who will fill out an evaluation as well as provide suggestions for refinement at the conclusion of every school year.

Recording Process

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

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

Unchecked answers

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

Special Education

Special Education Students

Total students identified: **140**

Identification Method

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

Identifying Students with Learning Disabilities

Referrals to the Multi-Tiered System of Supports - Academic (MTSS-A) team is usually triggered by classroom teachers and/or parents and is utilized as part of the pre-referral process at the elementary level to address the needs of struggling students, both academic and behavioral. In addition, the Student Assistance Program (SAP), teacher/parent referral, school counselor referrals, and general monitoring of students at the elementary and junior/senior high school assist in identifying students who may be in need of support which exceeds that which is given as a standard Tier 1 intervention.   Interventions developed by the team are implemented, and the appropriate teams meet periodically to closely monitor student progress and intervention efficacy. Referral for evaluation is implemented when student improvement does not occur. After the completion of a varying intervention period (at the discretion of the team) a decision is made whether testing for special education is needed. When evaluation for a higher level of support is indicated,

baseline data and present levels are available as a natural outcome of the MTSS process and are used to initiate the evaluation process. The pre-referral process is similar at the junior / senior high school, except that the present levels and baseline data are acquired through a collaborative process including teachers in the student's grade level, the school counselor and the school psychologist.

Students who are referred for a comprehensive evaluation, either by MTSS-A, school professionals, or parents, are currently being identified with specific learning disabilities utilizing the ability/achievement discrepancy model. An individual's general ability is compared to his or her levels of achievement in various areas as outlined in the regulations. Standard scores are used as the metric for calculating discrepancies between ability and achievement. The predicted-achievement method is the statistical approach generally used by the school district in determining whether or not an ability/achievement discrepancy exists. With this method, the ability score is used to predict the expected achievement score for an individual. If the difference between the predicted score and the actual score achieved in a given area, i.e. basic reading skills, comprehension, mathematics problem solving, etc., is deemed clinically significant and this significant discrepancy occurs less than 10-15% in the standardization sample, it is suggested that a specific learning disability exists in that specific area. The evaluation also takes into consideration the six points which are required to be addressed in the Evaluation Report when identifying such students.

The district is making efforts to continue to explore a multi-tiered model (RtII/MTSS) as a means of identifying students with a specific learning disability.   In support of this process, the district employs three (3) reading specialists and a remedial math teacher, all of whom have been trained in the use of universal screeners, such as Dynamic Indicators of Early Literacy Skills (DIBELS), AIMSweb, Fountas & Pinnell, and EasyCBM. The collection of baseline and subsequent data continues, and it is the intention of the district that this data will be utilized to provide a more comprehensive form of progress monitoring for students.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Enrollment Difference Analysis

The most recent data reflected on the Special Education Data Report from December 1, 2013 reveals that the district's percent of special education enrollment by disability is 7.8% compared to the state average of 15.4%. Due to the extensive pre-referral screening process that the district has in place, we deem these differences to be a factor of

demographics and the small size of the school. The district makes every effort to identify, locate, and evaluate children who require special education services. Screening and pre-referral identification processes are comprehensive. Kindergarten screening takes place in the spring prior to the kindergarten year. Transition meetings are held annually in February prior to kindergarten for any student who receives services through the Preschool Early Intervention program. Those students will continue to receive services without interruption if they meet school-age eligibility requirements.

According to Indicators 9 and 10 of the Special Education Data Report for the school year 2013-14, there are no significant disproportionalities in the enrollment of students in special education programs based on race/ethnicity or disability category; however, based on the December 1, 2013 Child Count, the Special Education Data Report reflected two disability categories which showed higher percentages of enrollment over the state percentages, i.e. Autism & Intellectual Disability (Mental Retardation).

Autism is a disability which is often identified by an outside provider such as a medical doctor, psychiatrist, or licensed psychologist. [About 1 in 88 children have been identified with an autism spectrum disorder (ASD) according to estimates from CDC's Autism and Developmental Disabilities Monitoring (ADDM) Network.] When provided to the LEA, the school district's School Psychologist reviews these outside evaluations in determining eligibility for special education support services. Intellectual Disability is often comorbid with Autism. Also, there are specific guidelines for identifying individuals with an Intellectual Disability, which are strictly adhered to by the LEA. While Westmont Hilltop School District's identified Autism and/or Intellectually Disabled population is higher than the state average, the LEA does not believe that it has over-identified students as having these disabilities. District procedures for the identification, location, and evaluation of children with disabilities are reviewed on an ongoing basis to ensure compliance with all special education regulations and to ensure a Free and Appropriate Public Education (FAPE) is provided to students with disabilities who require special education and related services.

Non-Resident Students Oversight

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

There are currently two agency supervised group home / community living arrangement facilities which provide care of adults within the boundaries of Westmont Hilltop School District. Both of these facilities house FAPE eligible student(s) between the ages of 18 and 21 currently residing within who are being educated through Westmont Hilltop School

District. Westmont Hilltop School District meets its obligation under 1306 as a host district for each location and would do so for any other location which may be developed within its boundaries. Westmont Hilltop School District operates in cooperation/conjunction with the resident school district in order to obtain educational records, including special education records, to meet each student's educational needs. All nonresident children living within the boundaries of the school district who may be eligible for special education are located/identified/evaluated, and when and if found to be eligible, are offered a Free and Appropriate Public Education (FAPE). Nonresident children who live within the boundaries of the school district are treated in the same manner as resident children. As a component of the IEP team, Westmont Hilltop School District or Appalachia Intermediate Unit 8 on the district's behalf, would attend all scheduled meetings for 1306 nonresident students and work to consider the specific educational needs of the student in order to ensure continuity of FAPE and meet those needs in the least restrictive environment. Westmont Hilltop School District has not experienced any problems or barriers which have limited the district's ability to meet its obligations under 1306.

Incarcerated Students Oversight

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

There are currently no facilities for incarcerated students within the LEA. If students who are residents of Westmont Hilltop School District are found to be incarcerated, the district will maintain ongoing communication with the host district in order to assure that the students' educational needs are being met. Contact with prisons/detention centers is also maintained and students needing services are tracked through the Pennsylvania Information Management System (PIMS) and the local Intermediate Unit. District personnel would attend IEP meetings, either in person or via telephone, for those students deemed eligible within such a facility, if necessary, in order to adhere to the procedures for such placements. The LEA maintains the responsibility for the educational and due process safeguards of students during their periods of incarceration or temporary placement outside of the district.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to

support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)

3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

The Westmont Hilltop School District provides a continuum of educational supports and services designed to meet the needs of each of our identified students. A comprehensive network of support personnel, including a school psychologist, school social worker/home & school visitor, school counselors, nurses, and paraprofessionals contribute to greater participation in the general education curriculum for students with disabilities. There is a strong emphasis on serving students within the least restrictive setting that is appropriate. The provision of needed supplementary aids and services within the general classroom setting as well as collaboration with the intermediate unit and community agencies enhance our abilities to appropriately serve our students in the LRE.

The IEP team determines educational placement and degree of restrictiveness, as is required under Chapter 14, based on the information as summarized in the Evaluation Report, including, but not limited to, teacher, parent, and student input, as appropriate. All students are encouraged to participate and the goal of the IEP team is for students with disabilities to be educated with nondisabled peers in the least restrictive environment possible, which will enable them to make satisfactory academic progress and be included to the fullest extent possible in all academic classes, as well as co-curricular and extracurricular activities. General and special education teachers communicate on a regular basis regarding individual progress and needs.

In an effort to provide services in the least restrictive environment, the junior / senior high school has been using an inclusion model, which began during the 2006-07 school year and will continue with team teaching in the ELA, reading, and math core content areas. This involves two teachers, often one core teacher and one special education teacher in a team teaching collaborative assignment with core content delivered by a highly qualified teacher while special education teachers focus on providing supplemental instruction, along with both teachers providing appropriate adaptations and accommodations within the least restrictive environment. Paraprofessionals assist students at all grade levels in the general education setting during select writing, math, reading, ELA, social studies and/or science instruction, addressing both academics and behavior. District staff has also been trained in the use of differentiated instruction and are supported by the administration in the use of such styles of teaching. Full-time, supplemental, and itinerant levels of support are also provided to those students who continue to require other levels of intervention so that the district may maintain a continuum of services. In order to provide the best quality of

support, out of district placements are only explored by IEP team when the child's needs are beyond what can effectively be provided through special education supports and services within existing district programs. Therefore, removal from the general education environment only occurs when education in that setting, even with supplementary aids and services, does not provide enough support for the student to achieve satisfactorily, or when significant behaviors impair the education of students with disabilities themselves or other children in the class.

The district is committed to applying evidence-based models and PDE recognized initiatives to enhance and expand our students' education in the least restrictive environment. Staff are encouraged to participate in site-based trainings, webinars, consultations, technical assistance opportunities or other programs and/or conferences offered by PDE, intermediate units, PaTTAN, or other agency, state or national organizations in their certificated area of expertise to enhance or expand their knowledge and delivery of service. The school district also offers professional development in-house so that all personnel have opportunities to participate and gain the necessary knowledge needed to meet the educational needs of students in the least restrictive way possible.

As of the most recent Special Education Data Report (2013-14), the district met the SPP (State Performance Plan) targets for LRE (Least Restrictive Environment) in all three categories. In the category of Special Education Inside the Regular Class 80% or More, the district had 67.9%, which is comparable to the state percentage of 62.4. The district does not display data in the category of Special Education Inside Regular Class less than 40% or "other settings" within the charts comparing state and district LRE data due to small group size.

The district continues to make every attempt to include students with disabilities in the general education curriculum with supplementary aids and services. Both general and special education staff have been trained on the use of the Supplementary Aids & Services Toolkit (SaS). Examples of supplementary aids and services utilized in each of the four areas are as follows:

1.   Collaborative

a.   Collaboration with parents

b.   Professional development opportunities specific to student learning needs

c.   Parent training opportunities

2.   Instructional

a.   Assistive technology

b.   Pacing of instruction

c.   Presentation of content

d.   Testing accommodations

e.   Project-based or performance-based tasks

3.   Physical

a.   Adaptive equipment

b.   Specialized furniture

c.   Environmental accommodations

4.   Social/Behavioral

a.   Modification of expectations

b.   Counseling/social work services

c.   Social skills instruction

d.   Positive behavior support plans

There are a minimal number of students who are placed outside of the school district, as determined by the IEP team, including two (2) students placed in a Life Skills Support "BRIDGE" program and one (1) in a full-time Autistic Support placement in order to meet their diverse needs.

Behavior Support Services

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

School district staff reviews district-wide rules and behavioral expectations with students at the beginning of each school year and throughout the year as appropriate. At the elementary level, school-wide rules are displayed throughout the building. At the junior / senior high school level, school rules and policies are also provided to students and parents through the Student Handbook. Students with disabilities who experience behavioral difficulties have Positive Behavior Support Plans (PBSPs) which are created by the IEP team with consultation provided by the School Psychologist and made a part of the student's IEP.

The first level of behavior support is preventive and involves good classroom management strategies and does not require a Positive Behavior Support Plan (PBSP). Successful classroom management is a prerequisite to instruction and involves not only responding

effectively when problems occur but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Most teachers have implemented class wide behavior management systems to deal with low level behavioral incidents in their classrooms. Among the various strategies emphasized are effective teaching practices, frequent monitoring, clear rules and procedures, praise, systematic reinforcement, modeling, verbal instruction of appropriate behavior, classroom discussion and problem-solving, and family cooperation and involvement. When student behavior is beyond routine classroom discipline and become persistent, district staff have a variety of support options. At all levels, isolated incidents of inappropriate behavior that are fairly significant may result in a referral to the building (or assistant) principal for disciplinary action.

The next level involves specific interventions designed for individual students and requires a PBSP. Some students do not behave appropriately either because of deficits in social skills, lack of motivation, or will to perform in a manner commensurate with their ability to do so. In such cases, a PBSP would be developed and include 1) defining the behavior in objective and measurable terms; 2) analyzing the problem carefully in terms of environmental factors which may be shaping or maintaining the inappropriate behavior; 3) developing a plan involving the least intrusive level of intervention that is likely to be effective; and 4) periodic evaluation of the plan for effectiveness. Some strategies emphasized at this level include problem solving sessions involving the student, parent, teacher, school psychologist and/or other personnel; behavioral contracting; social skills training; environmental restructuring; verbal prompts; reinforcement techniques; and parent/guardian training in application of behavioral techniques. Positive techniques for the development, change, and maintenance of selected behaviors shall be implemented prior to the use of more intrusive or restraining measures.

The third level is much more restrictive and is only considered after second level interventions are determined ineffective. In order for level three interventions to be used, the IEP Team will meet and formally add these procedures to the IEP. Level three interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either level one or two interventions.

Students may require physical restraint to control acute or episodic aggressive behavior, or mechanical restraints to control involuntary movement or lack of muscular control due to organic causes or conditions. Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP Team to review the current IEP for appropriateness and effectiveness. The use of restraints may not

be included in the IEP to be employed as punishment for the convenience of staff or as a substitute for an educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control when due to organic causes or conditions, may be employed only when specified in the IEP as determined by a medical professional qualified to make the determination, and as agreed upon by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others and should not prevent normative body positioning and physical functioning.

School-Wide Positive Behavior Intervention & Support

School-Wide Positive Behavior Intervention & Support (SWPBIS) has been in place for Kindergarten through Grade 8 over the last three years; however, due to the loss of various trained staff, the elementary team is currently participating in a structured year-long SWPBIS training facilitated by the local Intermediate Unit. This will assure that the elementary SWPBIS program is being implemented with fidelity.
The district has maintained anti-bullying programs in all buildings for several years. It is noteworthy that the OLWEUS Bullying Prevention Program employs many of the strategies of positive behavior support and has been implemented from K-8. A link is available through the SAP website and reflects the strategies that are currently in place for bullying prevention as follows: http://www.whsd.org/page.cfm?p=3589. We are incorporating many of the school-wide strategies through our OLWEUS bullying prevention program. Various school district personnel have been trained extensively on the use of positive behavior supports and conduct training with our paraprofessionals on behavioral interventions and positive behavior plans as needed. When possible, behavior support training occurs in conjunction with regularly scheduled meetings (such as an IEP meeting) so that parents, consultants, special educators, and classroom teachers can be trained in small group sessions. Administrators, paraprofessionals, emotional support staff, school counselors and the school psychology have been trained in nonviolent crisis intervention and positive behavior support. The LEA's PBS Policy includes a description of personnel training on use of PBS, de-escalation techniques, and emergency responses.

Training in PBS and De-Escalation

The district provides support for students who exhibit behaviors that interfere with their learning and/or the learning of others. These services include observations to provide baseline data regarding the frequency and duration of negative behaviors followed by interventions designed to reduce the problem behaviors and monitoring of the interventions over time. A Functional Behavioral Assessment (FBA) is completed for those students who exhibit such behaviors. A subsequent Positive Behavior Support Plan is developed from the FBA. On-going monitoring of the plan is essential to continue its effectiveness.

De-escalation training is provided on a routine basis. When immediate response is required, the district relies on de-escalation measures to respond to the needs that a child is exhibiting. Resources for follow-up include the on-site counselors, the school psychologist, intermediate unit consultants, and community agencies. The school-based mental health program is another resource available.

Response when Immediate Intervention is Required

The LEA maintains and reports data on restraints as required by regulation. In the event that students are restrained, parents would be given notice and an IEP meeting would be scheduled within 10 school days. Students who require specific interventions to address behavior that interferes with learning have Positive Behavior Support Plans (PBSP) as part of their IEPs. The use of restraints are included in IEPs as part of a crisis plan for students who exhibit behaviors which may warrant this type of intervention. A PBSP would be used in conjunction with the teaching of socially acceptable alternative skills, and training would be provided.

Personnel are authorized and trained in positive behavior support. Should any IEPs be developed containing crisis restraint procedures, the district would retrain personnel who were to be involved in implementation of those IEPs. The district conducts positive behavior support training, whenever possible, in conjunction with consultations, pre-referral meetings, and IEP meetings, so that while parents, students, teachers, and specialists are already gathered, training in positive behavior support can be administered immediately to all concerned.

If a student were referred to law enforcement, a Functional Behavioral Assessment would be developed or reviewed / revised by the team, an IEP meeting would be convened, and a PBSP would be developed / revised by the team.

School Based Behavior Health Services

The school district has three (3) school counselors who provide on-going, daily support for district students who may be in need of counseling or other support. A local mental health agency (Alternative Community Resource Program) provides counseling services within the school district to any student who is in need of counseling and has parent approval for the service. Referrals for this service may be initiated by, but not limited to, SAP teams, guidance counselors, administration, and parents. The school district employs a full-time school psychologist to provide psychological services within the district. The district also utilizes school social work services for students in need of such support. The school social worker often conducts home visits and counseling services and acts as a liaison among home, school and community to support a student or family in need. School counselors, the school psychologist, and school social worker communicate with various agencies to support students. These agencies include Children and Youth Services, Juvenile Probation and various mental health providers. For students with disabilities which warrant

emotional support services, the district provides such services to students as part of their IEPs.

The following aversive techniques of handling behavior are considered inappropriate and may not be used in District educational programs:

1. Corporal punishment;
2. Punishment for a manifestation of a student's disability;
3. Locked rooms, boxes, other structures or spaces from which the student cannot readily exit;
4. Noxious substances;
5. Deprivation of basic human rights, such as withholding meals, water, or fresh air;
6. Suspensions constituting a pattern as defined in state regulations;
7. Treatment of a demeaning nature;
8. Electric shock;
9. Methods implemented by untrained personnel;
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Emergency procedures for behaviors that present a clear and present danger to the student or others may be delineated in the IEP. These emergency procedures may include such activities as parent contact to immediately remove the student from school, notifying police, notifying mental health, and calling emergency services, such as Crisis, and/or an ambulance.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Westmont Hilltop School District is not currently having any difficulties ensuring a free and appropriate public education (FAPE) for students with disabilities at this time. If the district were having difficulty ensuring FAPE for a student with a particular disability, then the IEP team would reconvene to re-evaluate the particular needs of the student, including educational program, benefits and services available, to guarantee that the resulting placement decision would ensure FAPE. The district would utilize an interagency approach to resolve educational placement and services decisions for students in particular disability categories for which the district would be having difficulty meeting individual needs. The

school psychologist and school counselors work closely with community agencies, including therapists, caseworkers, and mental health personnel in referring and/or securing placements for students in other alternative educational programs. District personnel also ensure that students who receive special education services continue to receive those services necessary to receive FAPE in out-of-district placements. When necessary, the district utilizes the services of a county coordinator to facilitate meetings which bring local agencies together with the school district to assist in locating and securing appropriate educational placements. The district also works closely with school-based juvenile probation in order to monitor students on juvenile probation and be sure their educational needs are being met.

The school district, in collaboration with Appalachia Intermediate Unit 8, provides services to students with disabilities through a variety of supplemental programs and services. The IU8 provides an interagency coordinator who is available to assist in locating appropriate educational placements and services. This also includes collaboration with the IU8's Early Intervention program. Early Intervention transition meetings ensure that preschool students entering the school district receive uninterrupted delivery of services upon achieving school age. The School Social Worker acts as a liaison between parents and the school district and can assist parents in seeking and obtaining community resources, including medical assistance, so that their child receives necessary and available community assistance. In the event that the school district, with the assistance of IU8 and other agencies as noted above, is not able to identify an appropriate placement and services for a hard to place student and/or if barriers involve funding or policy issues, assistance would be requested from the Bureau of Special Education and the Pennsylvania Department of Human Services.

The school district is currently exploring how it can better meet the needs of the growing number of students who are being diagnosed with Autism Spectrum Disorder or other related disorder. One percent of the population of children in the United States ages 3-17 have an Autism Spectrum Disorder; prevalence is estimated at 1 in 88 births. It is the fastest growing developmental disability; 1,148% growth rate. The district recognizes a need to develop an elementary program for students whose autistic support needs are greater than can be addressed through an itinerant program.

Strengths and Highlights

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

Westmont Hilltop School District is committed to educating all of its special education students in quality programs. Programs and services offered in the school district are focused on meeting the needs of all identified students. Flexibility and creativity are evident in all of the programs that are based on individual student needs. Periodic

meetings/trainings are held with the Director of Special Education, School Psychologist, School Social Worker/Home & School Visitor, School Counselors, Special Education Teachers, and Paraprofessionals to discuss pertinent special education issues, exchange information, and ensure that the district's special education programs and services are current and meeting the needs of our students.

The district periodically provides continuing professional education to all professional and paraprofessional staff members on a variety of special education topics. Intermediate Unit and PaTTAN educational consultants collaborate and provide consultation to staff on best practices and assist in providing trainings on topics such as supplementary aids and services, nonviolent crisis intervention, de-escalation, classroom management, developing standards-based IEPs, transition planning, and progress monitoring.

The district continues to invest in technology to support instruction. In 2013-14, carts of laptops were issued per subject area. Chromebooks were provided as well. Students were permitted to utilize their own device, and could choose to opt-out of receiving a Chromebook. Approximately 420 students out of 500 utilized the Chromebooks that year. One-to-one computing was fully implemented at Westmont Hilltop High School in the 2014-15 school year.
  All students in grades 9 through 12 received standard iPads. In order to support the elementary and middle school students, existing technology was put in place. There are an additional fourteen (14) carts of 30 iPads each available in grades K-8. There is one cart available to each grade level in K-4 with the remaining carts placed in use for grades 5-8. Chromebooks are also available in grades 5-8. Four carts of 30 each are utilized in the gifted area (1), Art/STEM (1), and Social Studies (2). Four computer labs were also established with 30 Chromebooks each and are utilized in the areas of Spanish and Social Studies.

Many instructors have altered their curriculums to accommodate student use of technology. Projectors are installed in all classrooms district-wide, with Promethean Boards and AirServer technology in every classroom throughout the district. Because of the one-to-one environment, students are able to execute actions in real time and ask any questions they have immediately. One-to-one computing allows for students to work through assignments at their own pace and follow links to additional information or directions. Students and their parents can access the class information outside of school using the provided technology. This supports student autonomy and independence, as well as parent awareness. Studies also show that students in intervention classes utilizing technology have improved high stakes test scores, reduced the dropout rate, and improved discipline.
The district hosts several parent workshops each school year on various topics to provide an opportunity for training and information sharing for parents and interested district staff. Westmont Hilltop School District also collaborates with neighboring school districts in order to expand the number of workshops and provide a greater variety of topics each year.

Implementing an effective curriculum is critical for giving teachers the structure for delivering high-quality education that enlightens students' minds. In March, 2015, the district hired a Director of Curriculum. The Director of Curriculum has the primary responsibility of improving the quality of education delivered in the district's schools by overseeing curricula and teaching standards. Directors will coordinate instructional materials, supervise its implementation by teachers, and assess the curriculum's overall effectiveness in training students. The district has already adopted a new, balanced literacy reading curriculum, Benchmark Literacy in grades k-4 during the 2016-2017 school year. The implementation will continue in grades 5-6 during the 2017-2018 school year. This is a rigorous curriculum that includes teacher modeling metacognition during Read Alouds and reading strategies and skills using the Gradual Release of Responsibility Model during whole group instruction. This curriculum also includes small group instruction in the form of guided reading. Guided reading facilitates instructing students at their instructional reading level in accordance with the Fountas and Pinnell assessment as well as differentiating to best meet student needs and strengths. A informational parent night about the new reading curriculum was held for parents. Likewise, teachers meet with the Director of Curriculum prior to beginning each unit as a means of preparing for the delivery of instruction.

Overseeing all facets of special education with responsibility for effective coordination, delivery, evaluation and refinement of services provided to students, the school district also hired a Director of Special Education in September, 2015. Maintaining and building a continuum of quality special education programs is a top priority, as well as assuring that the district is complying with all federal and state laws regulating special education in Pennsylvania. The Director of Special Education also supervises and oversees the maintenance and facilitation of programs which fall under the auspices of Pupil Services Personnel, which includes the School Psychologist, School Nurses, School Counselors, and School Social Worker. This administrator also provides oversight of Chapter 15 / ADA requirements and gifted programming.

The district recognizes the importance of making maximum effort to provide students with disabilities the necessary continuum of supports within their home school district. The district is will hire a School Social Worker/Home & School Visitor commencing with the 2016-17 school year. School social workers are among the most highly trained professionals in the field of education and are considered the most skilled mental health professionals in the schools. The district is also considering taking over numerous programs currently being facilitated by the local Intermediate Unit. Therefore, additional staff may also include five special education teachers to support an elementary life skills classroom, a secondary life skills classroom, autistic support at an itinerant level and an elementary autistic support classroom designed to provide supplemental support. Absorbing these positions and classrooms will enable the school district to more readily and comprehensively meet the needs of all students. The addition of these very important professionals has increased the district's effectiveness in conducting comprehensive evaluations to support students academically, emotionally, behaviorally, and socially; providing counseling, instruction, and mentoring for those struggling with social, emotional,

and behavioral problems; increasing achievement by assessing barriers to learning and determining the best instructional strategies to improve learning; and providing home, school, and community collaboration to maximize student success. The district will utilize the supports of the Pennsylvania Technical and Training Assistance Network (PaTTAN) consultants to develop the use of the Verbal Behavior / Applied Behavior Analysis initiative. The use of this program provides a structured approach to teaching sequential, developmentally appropriate skills and clearly measuring the progress of students who offer unique challenges.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Northwestern Human Services (NHS)	Nonresident	Westmont Hilltop School District	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Alternative Community Resource Program	Other	Partial Hospitalization Program (ES and LS)	1
BRIDGE Apartment Program (Appalachia Intermediate Unit 8 Classroom)	Other	Life Skills Support	2
Pressley Ridge Day School of Johnstown	Other	Emotional Support	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 18	14	0.3
Justification: Students are provided services individually or in small groups with peers within the appropriate age range.				
Locations:				
Westmont Hilltop Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	39	0.7
Justification: Students are provided services individually or in small groups with peers within the appropriate				

age range.				
Locations:				
Westmont Hilltop Elementary School - MD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 12	2	0.04
Justification: Students receive services individually or in small groups with peers within the appropriate age range.				
Locations:				
Westmont Hilltop Elementary School - PM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 12	2	0.04
Locations:				
Westmont Hilltop Jr./Sr. High School - PM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #3 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	8 to 8	1	0.02
Locations:				
Westmont Hilltop Elementary School - JO	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	15 to 15	1	0.02
Locations:				

Westmont Hilltop Jr./Sr. High School - JO	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 11	6	0.6
Justification: Students receiving special education supports in this setting who are outside of the age range are doing so at the recommendation of the IEP team and waiver of age range restrictions by the parent.				
Locations:				
Westmont Hilltop Elementary School - KS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 12	3	0.4
Justification: Students receiving special education supports in this setting who are outside of the age range are doing so at the recommendation of the IEP team and waiver of age range restrictions by the parent.				
Locations:				
Westmont Hilltop Elementary School - KS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	8	0.6
Justification: Students receiving special education supports in this setting who are outside of the age range are doing so at the recommendation of the IEP team and waiver of age range restrictions by the parent.				
Locations:				
Westmont Hilltop Jr./Sr. High School - CB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	6	0.4
Locations:				
Westmont Hilltop High School CB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 11	8	0.8
Justification: Students receive services individually or in small groups with peers within the appropriate age range.				
Locations:				
Westmont Hilltop Elementary School - MC	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 10	1	0.2
Locations:				
Westmont Hilltop Elementary School MC	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	12 to 20	9	0.8
Justification: Students receive services individually or in small groups with peers within the appropriate age range.				
Locations:				
Westmont Hilltop Jr./Sr. High School - LK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Autistic Support	12 to 17	1	0.2
Justification: Students receive services individually or in small groups with peers within the appropriate age range.				
Locations:				
Westmont Hilltop Jr./Sr. High School LK	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* August 24, 2016
>>*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 10	7	0.4
Justification: Students work in small groups within appropriate age levels.				
Locations:				
Westmont Hilltop Elementary School - CS	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	7	0.6
Locations:				
Westmont Hilltop Elementary School - CS	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

>*Operator:* School District
>**PROPOSED PROGRAM INFORMATION**
>>*Type:* Class
>>*Implementation Date:* August 24, 2016
>>*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
>**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 17	11	0.5
Justification: Services are provided on an itinerant basis and the students receive services individually or in small groups with students within the appropriate age range.				
Locations:				
Westmont Hilltop Jr./Sr. High School - JM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	2	0.5
Locations:				
Westmont Hilltop Jr./Sr. High School - JM	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 24, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 16	14	0.6
Locations:				
Westmont Hilltop Jr./Sr. High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	2	0.4
Locations:				
Westmont Hilltop Jr./Sr. High School - SB	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.1
Locations:				
Westmont Hilltop Jr./Sr. High School - SU	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.2
Locations:				
Westmont Hilltop Jr./Sr. High	A Junior/Senior High	A building in which General		

School - SU	School Building	Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	6	0.3
Locations:				
Westmont Hilltop Jr./Sr. High School SU	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	4	0.4
Locations:				
Westmont Hilltop Jr./Sr. High School SU	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	2	0.1
Locations:				
Westmont Hilltop Jr./Sr. High School - EF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.2
Locations:				
Westmont Hilltop Jr./Sr. High School - EF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	8	0.3
Locations:				
Westmont Hilltop Jr./Sr. High School EF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.4
Locations:				

Westmont Hilltop Jr./Sr. High School EF	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 5, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	7 to 11	5	0.4
Justification: Services are provided on an itinerant basis and the students receive services individually or in small groups with students within the appropriate age range.				
Locations:				
Westmont Hilltop Elementary School - MR	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 10	4	0.6
Locations:				
Westmont Hilltop Elementary School MR	An Elementary School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 6, 2016

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 12	1	0.5
Justification: Students receiving special education supports in this setting who are outside of the age range are doing so at the recommendation of the IEP team and waiver of age range restrictions by the parent.				
Locations:				
Westmont Hilltop Elementary School - CT	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	2	0.5
Justification: Students receiving special education supports in this setting who are outside of the age range are doing so at the recommendation of the IEP team and waiver of age range restrictions by the parent.				
Locations:				
Westmont Hilltop Elementary	An Elementary	A building in which General		

School - CT	School Building	Education programs are operated		

Program Position #15 - Proposed Program
   Operator: School District
      PROPOSED PROGRAM INFORMATION
         Type: Position
         Implementation Date: September 6, 2016
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 13	3	0.2
Locations:				
Westmont Hilltop Elementary School - KP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	10	0.8
Locations:				
Westmont Hilltop Elementary School - KP	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program
   Operator: School District
      PROPOSED PROGRAM INFORMATION
         Type: ClassandPosition
         Implementation Date: September 5, 2017
      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	3	0.4
Locations:				
Westmont Hilltop Elementary School BP	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	6	0.6
Locations:				
Westmont Hilltop Elementary School BP	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Coordinator	Westmont Hilltop School District	0.4
School Psychologist	Westmont Hilltop School District	0.6

Paraprofessional	Westmont Hilltop Elementary School	9
Paraprofessional	Westmont Hilltop Jr/Sr High School	11.5
School Social Worker	Westmont Hilltop School District	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy - (Camco Physical and Occupational Therapy, LLC)	Outside Contractor	25 Hours
Physical Therapy - (Camco Physical and Occupational Therapy, LLC)	Outside Contractor	9 Hours
Orientation & Mobility	Intermediate Unit	0.5 Hours
School Psychologist	Intermediate Unit	2 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
Both schools in the district are experiencing a decline in student achievement due to the transition from the PA State Standards to the PA Core Standards.

District Accomplishments

Accomplishment #1:
The district historically exceeds the state average for proficiency in PSSA and Keystone Exams.

Accomplishment #2:
The high school and the elementary school facilitate PLCs (Professional Learning Community) that support high quality professional development and extend opportunities to all teachers for collaborative consultation.

Accomplishment #3:
Concurrent enrollment programs and AP courses have expanded at the high school level.

Accomplishment #4:
The community is supportive of education, and parents are generally involved in the education of their children. Parent-Teacher organizations are established and encourage family involvement through the offering of numerous inter-generational events.

Accomplishment #5:
Westmont Hilltop has a strong tradition and reputation for excellence. The District provides a student-centered program of academics, arts, athletics, and activities that challenges students to think, to learn, to serve, and to accept responsibility. Students are engaged in community service, opportunites for business partnerships, internships, and job shadowing.

Accomplishment #6:

The District has undergone a major realignment of grade levels, consolidating from three school buildings to two. The process has allowed the district to upgrade infrastructure and learning spaces, providing students with more access to technology and STEAM-related content.

District Concerns

Concern #1:
Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

Concern #2:
The planning team has identified the need for consistent implementation of standards-aligned curricula and to transition from State Standards to the Pennsylvania Core Standards.

Concern #3:
The District needs to adapt instructional practices to meet the needs of all students.

Concern #4:
The Comprehensive Planning Team identified the need to augment College and Career Guidance for Students: The need for a Comprehensive K-12 Guidance program following the ASCA Model (American School Counselors' Association) was identified by counselors at the outset of the Comprehensive Planning Process. The model focuses on Career Education K-12, personal/social needs including mental and emotional health promotion, and support for academics.

Concern #5:
Technology decisions should always be made based on instructional needs.

Concern #6:
Teachers and administrators need more efficient access to student data as well as time for collaboration to help them identify student needs and to inform instruction.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #4)* Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

> Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

> The District needs to adapt instructional practices to meet the needs of all students.

> Technology decisions should always be made based on instructional needs.

> The planning team has identified the need for consistent implementation of standards-aligned curricula and to transition from State Standards to the Pennsylvania Core Standards.

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

Aligned Concerns:

> Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

> The District needs to adapt instructional practices to meet the needs of all students.

> The planning team has identified the need for consistent implementation of standards-aligned curricula and to transition from State Standards to the Pennsylvania Core Standards.

> Teachers and administrators need more efficient access to student data as well as time for collaboration to help them identify student needs and to inform instruction.

Systemic Challenge #3 *(Guiding Question #0)* Establish a district system that ensures that standards-based assessments are used to adjust instructional practices appropriately for students.

Aligned Concerns:

Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

The planning team has identified the need for consistent implementation of standards-aligned curricula and to transition from State Standards to the Pennsylvania Core Standards.

Teachers and administrators need more efficient access to student data as well as time for collaboration to help them identify student needs and to inform instruction.

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

Aligned Concerns:

Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

The District needs to adapt instructional practices to meet the needs of all students.

The Comprehensive Planning Team identified the need to augment College and Career Guidance for Students: The need for a Comprehensive K-12 Guidance program following the ASCA Model (American School Counselors' Association) was identified by counselors at the outset of the Comprehensive Planning Process. The model focuses on Career Education K-12, personal/social needs including mental and emotional health promotion, and support for academics.

Teachers and administrators need more efficient access to student data as well as time for collaboration to help them identify student needs and to inform instruction.

Systemic Challenge #5 *(Guiding Question #13)* Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

The Comprehensive Planning Team identified the need to augment College and Career Guidance for Students: The need for a Comprehensive K-12 Guidance program following the ASCA Model (American School Counselors' Association) was identified by counselors at the outset of the Comprehensive Planning Process. The model focuses on Career Education K-12, personal/social needs including mental and emotional health promotion, and support for academics.

Technology decisions should always be made based on instructional needs.

Systemic Challenge #6 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

The planning team has identified the need for consistent implementation of standards-aligned curricula and to transition from State Standards to the Pennsylvania Core Standards.

Systemic Challenge #7 *(Guiding Question #2)* Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

The District needs to adapt instructional practices to meet the needs of all students.

Systemic Challenge #8 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

> **Aligned Concerns:**

> > Even though the District exceeds the state average for student achievement, there is great room for improvement in student achievement and growth.

> > --

> > The District needs to adapt instructional practices to meet the needs of all students.

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

> **Aligned Concerns:**

> > The Comprehensive Planning Team identified the need to augment College and Career Guidance for Students: The need for a Comprehensive K-12 Guidance program following the ASCA Model (American School Counselors' Association) was identified by counselors at the outset of the Comprehensive Planning Process. The model focuses on Career Education K-12, personal/social needs including mental and emotional health promotion, and support for academics.

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

Systemic Challenge #11 *(Guiding Question #12)* Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Systemic Challenge #12 *(Guiding Question #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

District Level Plan

Action Plans

Goal #1: Align tangible K-12 curriculum to the State's standards.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum Maps

Specific Targets: Curriculum Map completion

Type: Annual

Data Source: PSSA and Keystones

Specific Targets: Improving student achievement by the State's gap closure model.

Strategies:

Curriculum Mapping

Description:

Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001

study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Substantial Professional Development

Description:

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

SAS Alignment: Standards, Curriculum Framework, Instruction

Implementation Steps:

Vertical Teams and Content Leaders

Description:

Expand vertical teams to include grades 9-12. Previously, vertical teams consisted of grades K-8, and we had no content leaders at the elementary level.

Start Date: 9/1/2017   **End Date:** 12/29/2017

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Scope and Sequence

Description:

A document must be created to outline what is taught at each grade level.

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Curriculum Document Template

Description:

Develop a curriculum document template that contains specific elements.

- Big ideas
- Essential questions
- Standards addressed
- Embedded ELA standards
- Differentiated instruction
- Assessments
- Pacing guide
- Resources

Start Date: 7/1/2017   **End Date:** 6/30/2018

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Build Curriculum Documents

Description:

Using the template, educators will map curriculum and create planned courses curriculum documents.

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

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Substantial Professional Development

Review Curriculum Documents

Description:

Content leaders will work with the leadership team to review curriculum documents to determine revisions as necessary.

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

Program Area(s):

Supported Strategies:

- Curriculum Mapping
- Substantial Professional Development

Goal #2: Establish a system where accurate and comprehensive student achievement data is analyzed routinely to guide instruction and to predict student performance.

Related Challenges:

- Establish a district system that ensures that standards-based assessments are used to adjust instructional practices appropriately for students.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Data management system

Specific Targets: Providing teacher-level access to formative, diagnostic, and summative assessment data.

Type: Annual

Data Source: PSSA, Keystone, and PVAAS

Specific Targets: Students achieve, at a minimum, a year's worth of growth.

Strategies:

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

Description:

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

SAS Alignment: Assessment, Instruction

Data Warehouse

Description:

Ensure your school has a warehouse for data where it is easily and readily accessible. Provide training to staff so data can be pulled, analyzed and

used to make instructional decisions. Resource: http://effectivestrategies.wiki.caiu.org/Using+Data

SAS Alignment: Assessment

Substantial Professional Development

Description:

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

SAS Alignment: Instruction

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII) Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Research software options

Description:

During the needs assessment of the Comprehensive Plan, we determined that we have a lot of data that is cumbersome to analyze. We need to figure out a better way to get appropriate data into the hands of teachers so that it may guide their instruction.

Start Date: 10/1/2017   **End Date:** 7/1/2018

Program Area(s):

Supported Strategies:

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

- Data Warehouse

Develop Implementation Plan

Description:

The leadership team in cooperation with the Content Area Leaders will develop a rollout of the new software package. The plan must include appropriate and effective professional development.

Start Date: 7/1/2018   **End Date:** 12/31/2018

Program Area(s):

Supported Strategies:

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

- Data Warehouse

- Substantial Professional Development

Create Benchmark Assessments

Description:

Benchmark assessments will be created and used to determine student progress against the PA Standards.

Start Date: 8/1/2018   **End Date:** 9/1/2018

Program Area(s):

Supported Strategies:

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

Develop Common Assessments

Description:

Common assessments must be created that can be used to help determine student achievement within the classrooms.

Start Date: 9/1/2018   **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

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

- Data Warehouse

- Substantial Professional Development

Regularly Analyze Data

Description:

Instructional coaches and Content Area Leaders will lead teachers in analyzing the data during PLC time.

Start Date: 9/1/2018 **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

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

- Data Warehouse

- Substantial Professional Development

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

Goal #3: Implement a collaborative and reflective culture of effective instructional practices that are student-focused.

Related Challenges:

- Establish a district system that ensures that standards-based assessments are used to adjust instructional practices appropriately for students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Instructional coaching logs

Specific Targets: Increase in hours of collaboration between instructional coaches and classroom teachers.

Type: Annual

Data Source: SLO

Specific Targets: Attainment of SLO goals.

Type: Annual

Data Source: PSSA, Keystone, PVAAS

Specific Targets: Student achievement growth.

Strategies:

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

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

PLCs - Professional Learning Communities

Description:

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. Phi Delta Kappan, 73(2), 123–128. Marzano, R. (2003). What works in schools: Translating research into action. Alexandria, VA: ASCD. Learning Forward (2014). 3 Keys to Keep Learning Communities Focused on the Learning. (Sources: http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf, http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx) Resources:

http://effectivestrategies.wiki.caiu.org/Using+Data,
http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Assessment, Instruction

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004). Instructional Classroom Management. Canada: Pearson Prentice Hall. (Source: http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Implementation Steps:

Increase availability of instructional coaching

Description:

The District currently has a part-time instructional coach at each building.

Start Date: 7/1/2018   **End Date:** 6/30/2021

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

Supported Strategies:

- Instructional Coaching
- PLCs - Professional Learning Communities
- Instructional Practices for an Effective Classroom

Annual Needs Assessment for Professional Development

Description:

The Act 48 Committee will conduct a needs assessment annually to determine the professional development needs of the staff.

Start Date: 2/1/2018   **End Date:** 4/30/2021

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

Supported Strategies:

- Instructional Coaching
- PLCs - Professional Learning Communities
- Instructional Practices for an Effective Classroom

Revise Differentiated Supervision Plan

Description:

The current differentiated supervision plan has not been revised in many years.

Start Date: 7/1/2018   **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Instructional Practices for an Effective Classroom

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	Align tangible K-12 curriculum to the State's standards.	Strategy #1: Curriculum Mapping Strategy #2: Substantial Professional Development

Start	End	Title	Description
7/1/2018	6/30/2020	Build Curriculum Documents	Using the template, educators will map curriculum and create planned courses curriculum documents.

Person Responsible	SH	S	EP	Provider	Type	App.
Curriculum Director	1.0	30	100	Instructional leaders	School Entity	Yes

Knowledge	Curriculum Aligned to Standards, Assessments and Instruction

Best Practice:

Supportive Research

- Curriculum Aligned to Standards, Assessments, and Instruction

- Effective Instructional Design

- Fidelity to the Curriculum

- Horizontal and Vertical Alignment

Research:

Marzano, Robert J. "Designing and Teaching Learning Goals and Objectives Webinar." *Marzano Research Laboratory*. Marzano Research Laboratory, April 2011. Webinar. 22 May 2014. http://www.marzanoresearch.com

Tyler, Ralph W., and Peter S. Hlebowitsh. *Basic Principles of Curriculum and Instruction*. Chicago: U of Chicago, 2013.

Print. Ainsworth, Larry. *Rigorous Curriculum Design: How to Create Curricular Units of Study that Align Standards, Instruction, and Assessment*. Englewood, CO: Lead Learn, 2010. Print.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format   Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)

	Other educational specialists	High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Journaling and reflecting	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Align tangible K-12 curriculum to the State's standards.**	**Strategy #1: Curriculum Mapping** **Strategy #2: Substantial Professional Development**

Start	**End**	**Title**	**Description**
7/1/2018	6/30/2020	Review Curriculum Documents	Content leaders will work with the leadership team to review curriculum documents to determine revisions as necessary.

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Curriculum Director and Content Area Leaders	1.0	15	20	Content Leaders and/or Curriculum Director	School Entity	Yes

Knowledge	Curriculum Aligned to Standards, Assessments and Instruction

Best Practice:

- Curriculum Aligned to Standards, Assessment, and Instruction

- Curriculum Implementation Monitoring

- Fidelity to the Curriculum

Supportive Research
- Horizontal and Vertical Alignment

Research:

Marzano, Robert J. *What Works in School: Translating Research into Action.* Alexandria, VA: ASCD, 2003. Print.

Jacobs, Heidi Hayes. *Getting Results with Curriculum Mapping*. Alexandria, VA: ASCD, 2004. Print.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on

learning.

Training Format Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Evaluation and/or revision of curriculum documents	**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

LEA Goals Addressed:	Establish a system where accurate and comprehensive student achievement data is analyzed routinely to guide instruction and to predict student performance.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Data Warehouse

			Strategy #3: Substantial Professional Development				

Start	End	Title	Description
7/1/2018	12/31/2018	Develop Implementation Plan	The leadership team in cooperation with the Content Area Leaders will develop a rollout of the new software package. The plan must include appropriate and effective professional development.

Person Responsible	SH	S	EP	Provider	Type	App.
Leadership Team and Content Area Leaders.	1.0	6	100	PD will be provided by instructional leaders and/or representatives of the Data Management Organization.	Both School Entity and for Profit Company	Yes

Knowledge	Participants will gain knowlege pertaining to the use of the data management system and data-driven decision making.
	Best Practice:
	• Using Data to Drive Instruction
	Research:
Supportive Research	Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instructio*n. San Francisco, CA: Jossey-Bass, 2010. Print.
	James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. *Using Data to Focus Instructional Improvement.* Alexandria, VA: ASCD. Print.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.		
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
Training Format	Series of Workshops Online-Asynchronous Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)

Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Participant survey Use of data to drive decisions

LEA Goals Addressed:	Establish a system where accurate and comprehensive student achievement data is analyzed routinely to guide instruction and to predict student performance.	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Data Warehouse** **Strategy #3: Substantial Professional Development**

Start	End	Title	Description
9/1/2018	6/30/2021	Develop Common Assessments	Common assessments must be created that can be used to help determine student achievement within the classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Content Area Leaders, and Curriculum Director	1.0	30	100	PD will be provided by instructional leaders and/or administration.	School Entity	Yes

Knowledge   Educators will gain knowledge of how to construct, implement, and analyze common assessments.

Best Practice:

- Quality Item Design

- Assessments Tightly Aligned to Standards

- Common Assessments

- Item Analysis; Using Data to Drive Instruction

- Multiple Data Sources

- Effective Use of Formative Assessments

Supportive Research   Research:

Ainsworth, Larry, and Donald Viegut. *Common Formative Assessments: How to Connect Standards-based Instruction and Assessment*. Thousand Oaks, CA: Corwin, 2006. Print.

Fisher, Douglas, and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: ASCD, 2007. Print.

James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. *Using Data to Focus Instructional Improvement*. Alexandria, VA: ASCD. Print.

Designed to Accomplish
For classroom teachers, school counselors and education   Enhances the educator's content knowledge in the area of the educator's certification or assignment.

specialists:

> Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
>
> Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

> Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
>
> Provides leaders with the ability to access and use appropriate data to inform decision-making.
>
> Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format	Series of Workshops Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir New Staff Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Standardized student assessment data other than the PSSA

Development of Common Assessments

Classroom student assessment data
Participant survey
Evaluation of created Common Assessments

LEA Goals Addressed:	Establish a system where accurate and comprehensive student achievement data is analyzed routinely to guide instruction and to predict student performance.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Data Warehouse Strategy #3: Substantial Professional Development Strategy #4: Multi-Tiered Systems of Support (MTSS-RtII)

Start	End	Title	Description
9/1/2018	6/30/2021	Regularly Analyze Data	Instructional coaches and Content Area Leaders will lead teachers in analyzing the data during PLC time.

Person Responsible	SH	S	EP	Provider	Type	App.
Building principals	1.0	30	100	Instructional Coaches and/or instructional leaders	School Entity	Yes

Knowledge	Participants will gain knowledge on how data-driven decision making.
Supportive Research	Best Practice: • Usting Data to Drive Instruction

- Explicit, Systematic Instruction

- Effective Use of Data

Research:

James-Ward, Cheryl, Douglas Fisher, Nancy Frey, and Diane Lapp. *Using Data to Focus Instructional Improvement.* Alexandria, VA: ASCD. Print.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format

Professional Learning Communities

Participant Roles	Classroom teachers	**Grade Levels**	Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

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

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer