

Wyomissing Area SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

630 Evans Ave
Wyomissing, PA 19610
(610)374-0739
Superintendent: Julia Vicente
Director of Special Education: Jessica Lengle

Planning Process

Lewis Carroll was quoted as saying, "If you don't know where you are going, any road will get you there."

The purpose of planning is to guarantee our future by creating it ourselves. Without a plan, there is not clear direction or focus. Therefore, a results focused plan is the first step in making our vision a reality. One of the primary goals of planning is alignment and getting people, processes, and programs on the same page, going in the same direction.

The planning process began in the summer of 2012 during our Administrative Retreat. The core team responsible for guiding the planning has been and will continue to be the Administrative Team comprised of the superintendent, assistant superintendent, principals, the director of information technology, the supervisor of special education and the business administrator. However, for the past two years a number of stakeholders, representing the district and community, has served on a variety of committees to bring us into alignment by discussing and determining the following:

- What we want for all students;
- What we commit to;
- What we know to be important;
- What we do; and
- What we want to accomplish.

Furthermore, a community and stakeholder survey was conducted to elicit thoughts about what matters most for the Wyomissing Area School District. The results from the survey have been included in the plan. Based on the work of the administrative team, committee input and community input, the Profile, Core Foundations, Assurances, Needs Assessment, Action Planning, and Affirmation sections were completed.

Mission Statement

The Wyomissing Area School District in partnership with parents/guardians and the community, is committed to fulfilling our mission of:

Inspiring excellence, one Spartan at a time.

Vision Statement

The Wyomissing Area School District aspires to be the **preeminent** public educational institution; as we:

prepare students to excel in a highly complex global community;

offer rigorous academics, cutting edge technology and enriching extracurricular opportunities;

attract and retain the best team of administrators and staff; and

create a culture built on respect, trust and integrity.

Shared Values

Shared values are the qualities that the Wyomissing Area School District stands for and considers central to successfully educating students who reflect the community's standards and values. A shared values survey was conducted to gather input from community members, parents, staff and friends of the District regarding shared values and what matters most. Below are the top seven shared values based on the analysis of data. Our community believes that our District should:

1. Prepare students academically, socially, and emotionally by fostering skills and strategies to succeed and adapt in an ever-changing, highly complex global community;
2. Offer a diverse and challenging curriculum that motivates all students to reach their potential;
3. Develop appropriate and effective critical- and creative-thinking skills, problem-solving skills and decision-making skills;
4. Ensure a safe, nurturing environment, meeting the physical and emotional needs of our students;
5. Attract and retain the highest caliber of administrators, faculty and staff;
6. Integrate cutting-edge technology in a variety of learning environments to promote proficient use of technologies for all students; and
7. Promote a culture of respect through integrity and empathy.

Educational Community

The Wyomissing Area School District enjoys a strong sense of pride in our excellence in academics, the arts and athletics, celebrates traditions making us uniquely Wyomissing, treasures our students who walk in our hallways and learn in our classrooms, honors our faculty and staff who dedicate their time to our district for its betterment, and applauds the community support of our district endeavors, staff and students. Recognized as one of the best school districts in the state of Pennsylvania, we strive to be a benefit not only to our students and families but to the greater community, also.

The value of a Wyomissing Area education goes beyond high test scores, and outstanding college acceptance rates, and workforce preparedness. A Wyomissing Area education is about engaging the whole person through building healthy relationships, encouraging students to grow and stretch academically, and developing skills for life. We are grateful to all who contribute to the education of our students including our teachers and staff, school board members, administrators, parents and guardians, and our community members. Our community is full of energetic, creative, passionate, and dedicated individuals who are committed to ensuring our students receive the best educational opportunities while attending our schools.

The geographical area of the Wyomissing Area School District includes the Boroughs of West Reading, Wyomissing and portions of Wyomissing Hills and roughly covers 4.8 square miles. The population is approximately 14,600 based on 2012 census figures. Outstanding educational and extracurricular opportunities are provided across all grades to our approximately 1,920 students. Our District has three buildings: Wyomissing Hills Elementary Center, grades K-4; West Reading Elementary Center, grades 5-6; and our Junior/Senior High School which houses grades 7-12.

Our District is nationally ranked as one of the best school districts in the country and our Junior/Senior High School has consistently been recognized by the *Washington Post* as one of America's Most Challenging High Schools (ranked 3 in 2014), by *US News & World Report* as one of the Best High Schools in Pennsylvania (ranked 3 in 2014), and recognized as one of the Top High Schools in 2014 by *The Daily Beast*.

The Junior/Senior High School offers 17 Advanced Placement courses in the following areas: Calculus AB and BC, Statistics, Spanish, Biology, Chemistry, Physics I, Computer Science Java I, Computer Science Java II, Literature and Composition, Language and Composition, World History, US History, United States Government and Politics, European History, Psychology, and Micro and Macroeconomics. Additionally, the Berks Career and Technical Center offers thirty-eight different programs available to our students in the areas of Automotive Technologies, Communication, Health Care, Construction, Information Technology, Manufacturing and Personal Services. Our Athletic Department offers organized sports teams for boys and girls during the fall, winter and spring seasons which include golf, cheerleading, boys' and girls' soccer, football, boys' and girls' cross country, field hockey, boys' and girls' tennis, boys and girls' volleyball, boys' and girls' basketball,

wrestling, boys' and girls' bowling, boys' and girls' swimming, boys' and girls' track, baseball, boys' and girls' lacrosse, boys' and girls' track and field, and softball.

Planning Committee

Name	Role
Keith Arnold	Elementary School Teacher - Regular Education
Corbett Babb	Administrator
Shana Bellairs	Elementary School Teacher - Regular Education
Andrea Boerger	Elementary School Teacher - Regular Education
MaryKate Bogert	Middle School Teacher - Regular Education
Heather Clark	Business Representative
James Comerford	High School Teacher - Regular Education
Michelle Davis	Community Representative
Susie Derr	High School Teacher - Regular Education
Meghan Filoon	Parent
Lee Gallagher	High School Teacher - Special Education
Maria Gernert	High School Teacher - Regular Education
Danielle Gingrich	High School Teacher - Regular Education
Jessica Godek	Ed Specialist - Other
Eileen John	Elementary School Teacher - Special Education
Corey Jones	Administrator
Patricia Kane	Elementary School Teacher - Special Education
Robin Kline	Elementary School Teacher - Regular Education
Robert Kucharczuk	Ed Specialist - Other
Andrea Kupiszewski	Parent
Jessica Lenge	Special Education Liaison
Jennifer Mangold	Middle School Teacher - Regular Education
Danielle Metzger	Parent
Nathaniel Miller	High School Teacher - Regular Education
Curt Minich	High School Teacher - Regular Education
Steven Murray	Administrator
Stephanie Myers	Elementary School Teacher - Regular Education
Chris Nugent	High School Teacher - Regular Education
Sandra Reese	Business Representative
Jeannie Reid	High School Teacher - Special Education
Jennifer Reilly	Community Representative
Luci Schaeffer	Ed Specialist - Other

Daniel Smith	Elementary School Teacher - Regular Education
Rose Sneeringer	Elementary School Teacher - Regular Education
Matthew Stem	Administrator
Matthew Stem	Administrator
Julia Vicente	Administrator
Jill Werley	Elementary School Teacher - Regular Education
Jodi Wirebach	Elementary School Teacher - Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Accomplished
Career Education and Work	Needs	Needs

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

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

This narrative is empty.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Accomplished
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	Non Existent	Non Existent
Environment and Ecology	Developing	Accomplished
Family and Consumer Sciences	Developing	Accomplished
Geography	Developing	Accomplished
Health, Safety and Physical Education	Developing	Accomplished
History	Developing	Accomplished
Science and Technology and Engineering Education	Developing	Accomplished
Alternate Academic Content Standards for Math	Developing	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Developing	Accomplished

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Through committee work, our stakeholders were in agreement that we would strictly follow the State Board of Education approved state academic standards. These include the recently added PA Core Standards in English Language Arts, PA Core Standards in Mathematics, and PA Core Standards for Reading and Writing across content areas. Further, we are using the grade-level modules within the PA Standards Instructional Frameworks associated with the PA Core Standards to guide our instructional efforts. Therefore, enhancements to the Pennsylvania academic standards have not occurred.

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:

Committees have been established to analyze the rigor, relevance and instructional shifts embedded in PA Core Standards. The work from these committees has been disseminated to grade level teams who then make connections to past instructional practice and identify gaps in order to refine daily lessons. In addition, classroom teachers received professional development focused on increasing rigor in assessments to gauge acquisition of concepts and skills within the PA Core Standards. These practices are evident in Primary Level grades through Middle Level grades due to the importance of vertical alignment. Based on evaluative practices established such as walk throughs, evidence has been collected reflective of the shift in PA Core which we anticipate will result in increased student achievement.

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:

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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:

Committees have been established to analyze the rigor, relevance and instructional shifts embedded in PA Core Standards. The work from these committees has been disseminated to grade level teams who then make connections to past instructional practice and identify gaps in order to refine daily lessons. In addition, classroom teachers received professional

development focused on increasing rigor in assessments to gauge acquisition of concepts and skills within the PA Core Standards. These practices are evident in Primary Level grades through Middle Level grades due to the importance of vertical alignment. Based on evaluative practices established such as walk throughs, evidence has been collected reflective of the shift in PA Core which we anticipate will result in increased student achievement.

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

Not applicable

High School Level

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

Processes used to ensure Accomplishment:

Collaborative work groups among administration and department chairs have defined the scope of the work that needs to be done within each of the core academic content areas. In the process, they have been carefully reviewing eligible content and anchors reflecting what students need to know and be able to show demonstrated accomplishment. The next phase of curricular development includes incorporating each team of core academic teachers to strategically review objectives, content, inner connectivity of instruction and standards and assessment measures, to improve the overall alignment to PA Core Standards.

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.

Teachers are expected to know each of their student's individual strengths and needs through a variety of formal and informal means. This includes a review of each student's

educational history and any educational plans such as IEPs, GIEPs and 504 plans. Additionally, teachers review academic data which includes quarterly and benchmark assessments to determine individual student goals. Teachers then conferenced with students regarding the goals to elicit student input with the end result being student-ownership of academic progress and achievement. Throughout the year, teachers monitor goals and modify based on data analysis.

Based on data analysis, examples of modifications and accommodations include the following:

- Use of the RTII process, including tier 2 and tier 3 interventions
- Small group instruction
- Enrichment
- Extended time
- Interest-based instruction/extensions
- After school tutoring
- Content specific clubs and activities to provide enrichment
- Modified assessments
- High level questioning to develop and scaffold complex and creative thinking
- A variety of accommodations (i.e. vision, hearing, physical adaptations) to address those areas in 504 plans
- Strategic home-school communications

Planned instruction moves beyond the classroom to partnerships with the home and agencies working with the district to ensure that all students of all abilities are making adequate yearly progress. It is only when stakeholders are collaborative and focusing on the needs of students that we yield successful results.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators

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

WASD in collaboration with the WAEA revised the Observation/Evaluation and Supervision plan to ensure alignment and compliance with Act 82. Included in this plan are guidelines for walkthroughs, informal observations, formal observations, and differentiated supervision. As part of the plan teachers identify specific focus components upon which they will gather evidence of growth in their practice. Administrators review this evidence mid-year and at the end of the year as part of determining final rating. Beginning in 2014-2015 WASD began using the electronic PA-ESEP tool to facilitate the process more efficiently. Included in this tool are links to the Danielson learning modules on the PDE SAS website. Instructional Coaching occurs at targeted levels based on evidence/data review.

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

Peer evaluation/ coaching is part of our Differentiated Supervision model and is in the beginning stages of development. The process is not robust enough yet to indicate that it is an incorporated strategy in our habits of practice.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Not applicable

Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
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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.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was Not applicable)

High School Level

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

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

We work very closely with our local colleges and universities to seek highly qualified teachers who are entering the education profession. Other strategies incorporated include

using a wide array of media sources to advertise vacancies in order to promote our opportunities in a number of geographical areas. Additionally, we value the services of our substitute teachers and use that opportunity to further professionally develop their skill set so as to prepare them for the opportunity of a vacancy.

We believe that every teacher has the responsibility to meet the learning needs of students who are below proficiency or are at a risk of not graduating.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	31.00	31.00	31.00	31.00	31.00	31.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00	1.00	1.00	1.00
Electives	10.00	10.00	10.00	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Mathematics

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
Keystone Exams				X
Advanced Placement Exams				X
PSAT, required				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight		X	X	X
Study Island		X	X	
Fountas and Pinnell	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Program-based assessments	X	X	X	X
Teacher-developed assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDTs			X	X
Scholastic Reading Inventory	X	X	X	X
Scholastic Phonics Inventory	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Collaboration is the critical element to ensuring standards-aligned assessments. On the Elementary level, instructional teams, including the Principal, Reading Specialists, Special Education, ESL, and Classroom teachers, review assessments to ensure that all standards are being addressed with sufficient rigor. Furthermore, questions are formatted in a way that reflects the need for students to engage in higher-order thinking skills. Multiple levels of feedback lead to revisions and address any gaps that are identified. On the Secondary level, the Principal meets regularly with Department Chairs to discuss and review assessments through the lens of PA Academic Standards. The Principal then attends Department meetings during which time teachers collaborate on assessment formulation and alignment.

Development and Validation of Local Assessments

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

Not applicable

Collection and Dissemination

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

Most of our summative, benchmark and diagnostic data are maintained in electronic databases. Access to those databases is provided and teachers are trained on how to retrieve and review the information for their students. Principals and RTII coordinators also generate reports and disaggregate the data for the purposes of identifying patterns and trends to inform instruction. A variety of protocols (i.e. data-driven dialogue) are utilized during building-based data meetings to foster a better understanding of student achievement and what strategies are appropriate to increase student achievement and growth.

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.

Data team meetings occur quarterly. Team participation includes regular education teachers, special education teachers, ESL teachers, Reading Specialists, School Counselors, and Building Administration. One of the purposes of these meetings is to identify those students who have not demonstrated achievement commensurate with their ability. This may mean not scoring proficient or above on the assessments as well as not evidencing adequate growth over the course of a year.

Once students are identified, individualized goals are established. Multiple assessments and data sets are used to create and monitor these goals. If through monitoring progress is not

realized, plans are revised accordingly which may include providing additional scaffolded supports. To ensure fidelity and accountability, building principals look for evidence of individualized instruction aligned to set goals during walk throughs and observations.

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.

Whenever possible assessment results are disaggregated to the assessment anchor level. For example, the item analysis reports generated from 4Sight results allow teachers to make direct connections to eligible content. Additionally, when reviewing eMetric data to the student data level, teachers are able to gauge individual acquisition of concepts embedded within the standards. Based on the analysis of data, instructional practices are modified to increase student growth and achievement.

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

Not applicable

Distribution of Summative Assessment Results

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

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

Provide brief explanation of the process for incorporating selected strategies.

When disseminating assessment information, the district uses electronic and hard copy methods of communication. We are sensitive to those who may not have access to electronic means. Feedback from parents/guardians indicates a high level of awareness and satisfaction with our methods.

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

We maintain lines of communication with local print and television media and will look for future opportunities to distribute information regarding summative assessments.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The WASD strives to ensure the success of every student. Creating an environment conducive to learning with multiple supports is of paramount importance. Along those lines, we review resource allocation to ensure that schools are adequately equipped to support our students. Over the past two years, we have added several staff positions to support the holistic needs of our students as listed below:

- Student Assistance Specialist -- primary function includes working with families to remove obstacles that impede regular daily attendance;
- Behavior Support Specialist -- primary function includes creating and monitoring classroom level and individual behavior plans for identified students. These efforts are also aligned with the schoolwide behavior support program;

- ESL teacher -- after realizing a 50% growth in ESL population over a three year period, an additional ESL teacher was added to the staff;
- Kindergarten aides -- restoration of three aide positions to provide additional support to struggling students
- Special Education -- addition of a special education teacher to provide emotional support services to students in need

The positions listed above empower schools and teachers to provide meaningful supports to students with demonstrated needs who are not meeting annual student achievement targets. We will continue to monitor and adjust our practices and resource allocations as warranted.

Programs, Strategies and Actions

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

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

The only strategy not incorporated at this time is the use of School Resource Officers. We have a very strong and close working relationship with both police departments in our district who assist us when needed. Their response time is extraordinary as their proximity to all of our buildings is very close. To this point, we are satisfied with their services; however, we have not ruled out the incorporation of SROs in the future.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

The Wyomissing Area School District has a responsibility to educate all students to their fullest potential, provide opportunities for demonstrable future success, and to foster a life-long love of learning. The successful completion of this mission requires the district to capitalize on individual student's abilities and talents. For that reason, it is the responsibility of the district to provide gifted learners with individual learning programs, educational experiences, and academic opportunities that make the most of their inherent and developed talents and which provide the potential for personal success, self-fulfillment and valued production in our society.

Wyomissing Area uses multiple criteria to recommend students for testing and placement. These include teacher and/or parent recommendations; cognitive, affective, and behavioral surveys from the child's parent and teacher(s); academic progress as well as rates of acquisition and retention. To be eligible for participation, students must satisfy district/state criteria. The referral process begins by contacting the school guidance counselor or by sending a written request for screening to the building principal. Many children are screened to determine if they are viable candidates for individual IQ testing. Standardized, aptitude and achievement tests, as well as teacher recommendation, are considered to see if specific criteria for further testing are met. Only those children who meet those criteria are eligible for testing by a State Certified School Psychologist.

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Our gifted program offers a number of different opportunities for identified and high achieving students. Below is an outline of opportunities for our gifted students:

Wyomissing Hills Elementary Center Gifted Support

Students at WHEC engage in programmed problem-solving and critical-thinking opportunities. Students are introduced to higher-order thinking skills, strategies and concepts that can be used both in and out of the gifted support classroom. Students are also introduced to broader themes such as learning styles and group problem solving.

Grades K-4 : Pull-out enrichment time (during RTII block)

Grade 1 and 2 – 1.5 hours per 6 day cycle (30 minute blocks)

Grade 3 - 3 hours per 6 day cycle (30 minute segments)

Grade 4 – 4.5 hours per cycle (45 minute segments)

Grades K-4: Additional opportunities

Accelerated Math

Differentiated Instruction

West Reading Elementary Center Gifted Support

At WREC, students have the opportunity to engage in many problem-solving and critical-thinking activities while interacting with their intellectual peers. Beginning each theme with a common base of knowledge leads students into making decisions about their own

learning path within that theme. Throughout the year, a strong emphasis is placed on the use of technology.

Grades 5-6: Pull-out enrichment time (Writing Block and Period 1)

2 hours per cycle (1 hour segments)

Grades 5-6: Additional opportunities (not specific to Gifted Program, but meet the needs of gifted students as well as other high achieving students)

Newsletter Editors – (for students scoring Advanced on Grade 5 Writing PSSA)

Accelerated Math and Pre-Algebra Classes

Extension projects for grade level curriculum (examples include)

- Everest project – 6th Grade Language Arts based
- Scotland's fight for independence research activity – 5th Grade Social Studies
- Science fair projects
- Math Olympics Team
- Geography Bee
- Spelling Bee

Junior/Senior High School Gifted Support

At the 7th & 8th grade level, gifted students participate in a scheduled class to expand and explore their intellectual curiosity. At the high school level, grades 9-12, students are encouraged to engage in higher-order thinking skills and creative problem solving.

Opportunities for independent study, unique gifted programming, and gifted learning opportunities are some of the options available to our High School students.

Grades 7 and 8 – Investigative Studies Class

Meets daily for a class period

Grades 9-12 –Independent Proposals by GIEP students with Gifted Support Teacher

- Curricular Extension opportunities

Grades 7-12 – Additional Opportunities

- Wide variety of AP classes
- Independent Study Opportunities
- Math Counts Team
- You Be the Chemist
- Model UN

- Geography Bee
- Spelling Bee
- Chariot Newspaper
- Chess Club
- Debate Club
- Quiz Bowl
- A variety of musical groups
- Environmental club

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
Career Development/Planning				X
Coaching/Mentoring				X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition			X	X
Orientation/Transition		X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

No further explanation is necessary.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

No further explanation is necessary.

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				
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:

No further explanation is necessary.

Communication of Educational Opportunities

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

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		
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Effective communication and collaboration are an essential component to the culture of the Wyomissing Area School District. Structures are in place to foster student-centered dialogue between classroom teachers and interventionists. Examples of these structures include but are not limited to data team meetings, common planning time, department meetings and grade level meetings. Outside of formal meeting settings, email communications are used efficiently to monitor student progress in real time.

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

Community coordination of services and supports are critical to student well-being. We value the district partnerships that have been established to provide services outside of the school day.

Child care -- the district contracts with the YMCA to provide before and after school child care in our elementary schools. Summer child care is also available for our families.

After school programs -- we coordinate with organizations to provide both academic and athletic after school opportunities. Some of these programs include, Science Explorers, Snapology (in the planning stages for 2014-2015), Girl and Boy Scouts, and a variety of athletic programs such as youth basketball and lacrosse.

Youth workforce development programs -- our Special Education department works very closely with local agencies to provide appropriate workplace opportunities aligned to the capabilities of our students

Tutoring -- we believe in the importance of our teachers providing additional academic supports for our students. As a result, at this point in time we do not contract with outside agencies to provide tutoring services. While parents may opt for additional services, as a district we choose to have our teachers deliver high quality instruction to our students.

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.

The Wyomissing Area School District works closely with the Berks County Intermediate Unit to provide Early Intervention services which help families maintain a smooth transition from the Mental Health/Mental Retardation (MH/MR) (birth to age 3) to the Early Intervention Program into the BCIU Preschool (ages 3 to 5).

Early Intervention services are recommended based on a child's unique needs and are provided to enable a child with a disability to gain access to and participate in the general education preschool curriculum and related activities. Services may include education and related services such as speech therapy, occupational therapy, and physical therapy. Services may be delivered in a large group, a small group, or in an individual setting. Annually, each Spring, all prospective incoming Kindergarten students and their parents/guardians are invited to participate in our Kindergarten Orientation Program. This is communicated through the local newspaper as well as the district website to ensure knowledge in the community. During orientations, parents/guardians are introduced to the variety of services provided by the school district. Additionally, student screenings are conducted by our Kindergarten teachers to begin the identification of needs well in advance of the beginning of the new school year. Those students who are identified as candidates for additional supports, are invited to our Kindergarten Jump Start program. This program provides school readiness with an emphasis on building block of language fluency.

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	Developing

Provide explanation for processes used to ensure Accomplishment.

The Wyomissing Area School District is in the process of aligning the curriculum materials with the released Core Standards. The instructional frameworks located on the PDE SAS portal have been an invaluable resource for our teachers. We are incorporating all elements of the State's modules in ELA into our daily practice. We have invested in non-fiction texts to provide our students with the materials needed to engage in the higher-order thinking skills required. After careful program/data review, we have replaced our existing Mathematics series with an updated program better aligned to the shift in Mathematical Standards and practices.

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

Not applicable

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The Wyomissing Area School District is in the process of aligning the curriculum materials with the released Core Standards. The instructional frameworks located on the PDE SAS portal have been an invaluable resource for our teachers. We are incorporating all elements of the State's modules in ELA into our daily practice. We have invested in non-fiction texts to provide our students with the materials needed to engage in the higher-order thinking skills required. After careful program/data review, we have replaced our existing Mathematics series with an updated program better aligned to the shift in Mathematical Standards and practices.

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

No applicable

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The Wyomissing Area School District is in the process of aligning the curriculum materials with the released Core Standards. The instructional frameworks located on the PDE SAS portal have been an invaluable resource for our teachers. We are incorporating all elements of the State's modules in ELA into our daily practice which includes the expectation for reading across all content areas with the establishment of a required Reading Apprenticeship course for all middle level students. After careful program/data review, we have replaced our existing Algebra I series with an updated program better aligned to the shift in Mathematical Standards and practices. We currently have a team of Middle School Mathematics teachers who are involved in the Math Design Collaborative, offered by the Berks County Intermediate Unit with support from PDE.

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

Not applicable

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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	Developing

Provide explanation for processes used to ensure Accomplishment.

The Wyomissing Area School District is in the process of aligning the curriculum materials with the released Core Standards. The instructional frameworks located on the PDE SAS portal have been an invaluable resource for our teachers. We are incorporating all elements of the State's modules in ELA into our daily practice. Twenty teachers in three cohorts have been fully trained in the Reading Apprenticeship model, and they are actively incorporating learned strategies on a daily basis into instruction. Monthly meetings are held for those trained to provide support and further expansion of skills. Meetings are differentiated to meet the needs of the teachers.

After careful program/data review, we have replaced our existing Algebra II series with an updated program better aligned to the shift in Mathematical Standards and practices. We currently have a team of High School Mathematics teachers who are involved in the Math Design Collaborative, offered by the Berks County Intermediate Unit with support from PDE.

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

Not applicable

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	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	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Math	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	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

Further explanation for columns selected "

The majority of our primary teachers have created accounts in PDE SAS and regularly review the content and resources available to inform instruction. Career Education and Work, Civics and Government, Economics and Family and Consumer Science are not in the scope of Primary education.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
PA Core Standards: English Language Arts	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	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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
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Further explanation for columns selected "

The majority of our intermediate teachers have created accounts in PDE SAS and regularly review the content and resources available to inform instruction. Career Education and Work, Civics and Government, Economics and Family and Consumer Science are not in the scope of Elementary education.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 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	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district

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

Further explanation for columns selected "

Many of our Middle School teachers have created accounts in PDE SAS and are utilizing the resources available. They were also provided with detailed instruction on how to access the Danielson Professional Learning Modules as part of the WASD Observation/Supervision/Evaluation plan. Moving forward we will train our Middle School teachers to use the Standards documents including Eligible Content and Assessment Anchors.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in 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	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

Many of our High School teachers have created accounts in PDE SAS and are utilizing the resources available. They were also provided with detailed instruction on how to access the Danielson Professional Learning Modules as part of the WASD Observation/Supervision/Evaluation plan. Moving forward we will train our High School teachers to use the Standards documents including Eligible Content and Assessment Anchors.

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.				
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.				
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.

WASD recognizes that high quality professional development is essential for continuous improvement. As such, we support and provide professional development opportunities throughout the year in a variety of forms. District-led in-service days have been leveraged around effective instructional strategies, integration of technology, and best practices around school safety. Further, teachers at all levels are given opportunities to engage in workshops, conferences and webinars funded by the district. Finally, teachers are encouraged to pursue higher level course work related to advancing their skill set in teaching and learning and are reimbursed for the majority of the associated costs.

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

We recognize the opportunity for improvement to provide professional development in Gifted education and how to best meet the needs of our able learners. Beginning in Spring 2015 a series of workshops led by the Superintendent will be provided to staff to equip

them with a better understanding of the characteristics and academic and social/emotional needs of gifted learners. These workshops will also include instructional strategies that can be easily incorporated into daily instructional lessons.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Planning for Professional Development reflects collaboration between selected teachers and administration. Our Professional Development Committee identifies needs and provides feedback to district administration. The sessions offered by the district are targeted toward identified needs as well as district wide initiatives. Following each session teachers complete the PDE Professional Survey Form (posted on the district website) and the results are reviewed by district administrators.

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

Although we do not currently engage in a formal process for evaluating implementation strategies related to professional development, our new Observation/Supervision/Evaluation Plan will be used to gather evidence of implementation. These observations will be reviewed on a systems level through the PA-ETEP tool and professional development plans will be revised accordingly.

Induction Program

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

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

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

In addition to each inductee having a mentor and regularly scheduled meetings with the mentor and Principal to address WASD specific expectations and procedures, each Inductee completes the Berks County Intermediate Unit Induction Program. The follow sessions are offered and completed by WASD inductees:

- Behavior Principles
- Making Grading Meaningful
- Relevant School Law / Social Media
- Danielson Framework
- Meeting the PA Core Standards
- Standards Aligned Systems
- Assessment Literacy
- Technology-Supported instruction

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

Not applicable

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.

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

Each summer, inductees are required to attend a two-day session during which time district administrators provide information as well as identify future needs of inductees.

Additionally, all long term substitutes working in the District at least 45 days, are included in the scheduled meetings and plans for inductees.

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

To date we have not surveyed inductees locally; however, as a part of our revised Induction program, surveys are included and will be a part of the process beginning in the 2015-2016 school year. The summary information from the surveys will be reviewed and taken under advisement to improve the quality and delivery of the WASD induction program.

Mentor Characteristics

- 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.

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

Developing the skill set of teachers new to the profession is vital and imperative for the success of the students they teach. When seeking mentors, the qualifications we seek are reflected in the characteristics listed above. Various data sets are reviewed for each mentor which includes a review of evaluations, certifications, years of successful service, informal observations from supervisor, and their willingness to accept the responsibility of developing the abilities of a newer teacher.

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

One area we recognize as an opportunity for growth is the development of a mentor training program during which mentors will receive professional development to sharpen coaching skills as well as to better understand expectations as a mentor. Upon completion of the training, mentors will become 'certified' to work with an inductee. Every two years, we will conduct a refresher course for mentors who wish to continue in their role.

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

If necessary, provide further explanation.

Additional topics include instructional technology, the Danielson Framework and student behavior management which includes schoolwide positive behavior strategies.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

At the end of the year, the inductees submit a portfolio reflective of the work completed during the year. Specifically, each portfolio includes tracking tools for the following:

- Attendance at district level orientation;
- Attendance at building level orientation;
- Participation in goal setting meeting with Principal;
- Participation in school/community activities (i.e. Open House, Parent Night, Conferences, etc);
- Listing of workshops attended including all six BCIU Induction workshops;
- Portfolio review with supervisor; and
- Final submission of portfolio to Assistant Superintendent.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **315**

Identification Method

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

The Wyomissing Area School District continues to utilize the discrepancy model in conjunction with data collected through the Response to Intervention and Instruction (RtII) process. All three of our buildings are implementing an RtII model. The data collected through this process is one of the primary factors in our referral and identification process. The RtII process helps the team ensure a lack of exposure to appropriate reading and math instruction is not the cause of poor academic performance.

The pre-referral process consists of a team of teachers, counselors, psychologists and administrators reviewing individual student responses to core and remedial academic instruction, as well as their response to educational accommodations and modifications. If upon reviewing this data, the team feels the student is not making adequate progress comparable to their grade level peers, the student is then referred for a multi-disciplinary evaluation. This referral would be followed by the school psychologist issuing a Permission to Evaluate to the parents/guardians of the student. Once the Permission to Evaluate is returned with approval by the parent, one of our three school psychologists will administer standardized achievement and academic assessments. The discrepancy model is then used to analyze the student's profile. This allows the psychologist to identify individual strengths and weaknesses as evidenced by a severe discrepancy between intellectual ability and academic achievement and/or between academic achievement levels of the following skill areas: basic reading, reading fluency, reading comprehension, written expression, listening comprehension, mathematical calculations and mathematical problem solving. If the student's results show a severe discrepancy, the psychologist then determines whether or not the findings are not primarily a result of one or more of the following: emotional disturbance, intellectual disability, visual, hearing or orthopedic disability, cultural factors, environmental or economic disadvantage or limited English proficiency. To assess these areas, the school psychologist reviews the student's health records, cognitive aptitude, home language survey and assessments of English language proficiency levels. He/she also obtains parent and teacher input, including social, emotional and behavioral rating scales. Finally, the school psychologist would complete classroom observations to ensure the student's behavior is not having an adverse effect on their learning. If all of the above factors are met and the school psychologist identifies the student as one with a specific learning disability, they will determine the level of need for specifically designed instruction and the student will be found to be eligible for special education services.

Regardless of the outcome of the school psychologist's findings, they will be compiled in an evaluation report and a multidisciplinary meeting will be offered to the parents/guardians and school team members to discuss the results.

If a parent/guardian suspects their child has a specific learning disability and they request an evaluation in writing or verbally to a school staff member, the Wyomissing Area School District issues a permission to evaluate to the parent/guardian within 10 days of receiving the request. Following the return of the signed permission to evaluate, the school

psychologist follows the above plan.

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: <http://penndata.hbg.psu.edu/BSEReports>

According to the district's Special Education Data Report for the 2012-2013 school year, there is no disproportionate representation of race/ethnicity of students receiving special education services and support. However, according to the data, there are two disability categories that are disproportionate in comparison to the state percentage: autism and speech and language impairment.

Our students identified as having autism are more than double that of the state average. In previous years, our school district accepted 2 tuition students from neighboring school districts who were unable to provide appropriate programming for these students residing in their district. Those students' families then moved to our district last school year to allow for their children to be educated in their neighborhood school. In addition to these two new residents, our programming for students with autism has a reputation as being highly effective and therefore we have families that move into our District to have their child's needs be met. Our elementary building has two autistic support classrooms, our upper elementary grade building has one autistic support classroom and our Junior-Senior High School has one autistic support classroom. Finally, we have a number of students identified by our neighboring hospital as having autism. The hospital and its evaluators are easily accessible to families living in our district. We provide services to these students in the least restrictive environment.

Our student population identified as having a speech and language impairment is approximately one third of the state average. Since the 2012-2013 report, we have hired additional therapists and now employ two full time and one part time speech and language pathologist. We have developed a more appropriate screening process that is allowing us to identify students with speech and language impairments early in their educational career. Additionally, we are providing speech and language therapy sessions in one-on-one, small group and inclusion settings.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

The Wyomissing Area School District does not currently have any non-resident students, however, should this situation arise, the IEP team, including parents/guardians, would convene to assess the needs of the student. The District would work to provide these students appropriate educational programming and transportation to ensure the provision of FAPE, just as we do for students who reside within the district. At this time, no barriers have been identified due to the district not having a non-resident student.

Incarcerated Students Oversight

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

The District works collaboratively with the Berks County Intermediate Unit and utilizes the census information to locate and identify students who are not enrolled in our District or who have left the District without notification. The District works directly with facilities for incarcerated students to ensure FAPE.

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 Wyomissing Area School District is committed to ensuring that, to the maximum extent possible, all students with disabilities are educated with non-disabled peers and utilizes all opportunities to ensure the continuum of services for students. We offer a full continuum of services for most students identified with special education needs. District wide co-teaching and differentiated instruction is utilized. The district participates in progress monitoring of

all students, which enables data teams to make decisions on the least restrictive environment for individual students based on data analysis compared to grade level peers and standards. We consider all supports and services in the general education setting prior to providing pull-out instruction in a special education environment. The IEP team discusses an array of services as options prior to determining if a supplemental or full-time level of support is necessary.

The District replicates successful programs, evidence based models and other PDE sponsored initiatives to enhance or expand the continuum of supports and services by the following: school wide positive behavior support plans that are individual to each building level, Response to Intervention and Instruction in each school building that includes bi-weekly data team meetings, support from two Behavior Support Consultations from private agencies and support from the Behavior Analysts employed by the Berks County Intermediate Unit (BCIU), support and instruction from curriculum and instruction specialists employed by the BCIU, SAP and eSAP teams that are supported by the Reading Hospital and Caron Foundation, training on differentiated reinforcement through the Safety-Care training program and miscellaneous training to support our highly qualified paraeducators that support students in a one-on-one setting, small group setting or whole class setting.

According to the 2012-2013 Special Education Data Report, 44% of our special needs students are inside the general education classroom for 80% or more of the academic day. This is a decrease for the District from the previous year. The District will continue to review and monitor the distribution of students with specific learning disabilities in general education classrooms. We will continue to implement programs and provide opportunities for disabled students to participate in the general education environment.

Currently, we have 10 special education students placed in out-of-district educational sites. The Director of Special Education, or Superintendent's Designee, acts as LEA at each of these student's annual IEP meetings and each student's placement is reevaluated annually. If adequate progress is being made and the IEP team feels a transition back to the student's neighborhood school is appropriate, our District staff works with the student's current educational team to determine an appropriate transition back to the Wyomissing Area School District. A manifestation determination hearing is held for all special education students whose current placement is being questioned due to disciplinary reasons. The results of the manifestation determination hearing are used to determine if a more restrictive environment is appropriate and, if so, the length of the student's placement. While these students are placed in an alternative education program, their progress is monitored by the District's Director of Special Education, or Superintendent's Designee, and/or Transition Coordinator.

Behavior Support Services

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

behavior that may require immediate intervention. If the district also has School-Based Behavioral Health Services, please discuss it.

Board Policy No. 113.2 incorporates all of the requirements and limitations of Section 14.133 of the regulations of the State Board of Education, 22 Pa. Code Sec. 14.133, as the policy of the District and ensures that the Superintendent or his or her designee "shall provide for the regular training and re-training, as needed, of personnel in the use of specific procedures, methods, and techniques that those personnel will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP(s) of child(ren) with disabilities." The District requires that all IEPs developed for children with behaviors that interfere with their behavior or that of their peers, include goals for the development of appropriate replacement behaviors and behavior interventions and strategies that emphasize the use of positive behavior teaching and shaping techniques. Use of physical restraining methods is permitted only when necessary to control acute or episodic behaviors that present a danger to the child or others and only when less restrictive measures have proven to be or are ineffective. Such restraints are never used for the convenience of staff, as a substitute for an educational program, or as punishment. Behavior interventions and strategies are based on functional behavior assessments completed by the special education case manager, a school psychologist and/or a contracted behavior support consultant. Any staff member who may have to restrain a student is certified in Safety-Care. The District has leveraged resources to allow us to have three of our teachers trained as certified Safety-Care trainers. This training includes behavior interventions and strategies that are based on functional behavior assessments completed by the special education case manager, a school psychologist and/or a contracted behavior support consultant. It is delivered in a least to most restrictive format and includes incident prevention, incident minimization, physical safety procedures and physical management procedures. Incident prevention trains staff in antecedent strategies of using differential reinforcement and creating a safe and therapeutic environment. The incident minimization portion of the training focuses on de-escalation strategies to utilize with students in the beginning stages of behavioral crisis. Physical safety procedures provide trainees with instruction in managing student aggression like biting, grabbing, and hair pulls. And finally, the physical management training teaches staff to use physical interventions to safely manage very aggressive behavior.

The District has a partnership with the Berks County Intermediate Unit to implement a school-wide positive behavior support program. Each of our buildings has implemented a program individual to their building's specific needs. The programs were designed by teams of administrators, counselors and teachers.

Our K-4 building also employs a behavior support teacher. The main focus of this position is to provide behavioral support to both students and teachers. This is done in various ways. The behavior support teacher provides trainings to teachers in many areas, including data collection and the ABC framework of behavior. In addition, the behavior support teacher works with other staff to help create and implement individualized behavior plans for students. The creation of individualized behavior plans ties directly to the district's RtII program. Behavior concerns often add to student academic needs. The behavior support

teacher is part of the building's core RtII team to help address social and behavioral needs. Another responsibility of the behavior support teacher is to help improve the behavior of all students using the school-wide positive support behavior program. Reward systems have been established around this program to help reinforce students daily in all school settings including the classroom, cafeteria and bus. Consequences have also been established for behaviors including student think sheets. Collaboration with faculty and staff is a vital part of this process. In order to monitor behaviors across the building, data collection and analysis is conducted monthly.

Our 5-6 building utilizes a set of building rules to determine when students receive reinforcement of appropriate behaviors through a ticket system. The following rules are consistently enforced in all areas of the school: 1. Follow directions from all staff. 2. Put forth your best effort. 3. Come to class prepared. 4. Communicate respectfully. Teachers and staff members give out tickets when they see students exhibiting appropriate behaviors. Students can use the tickets to purchase items in the school store or they can use them to gain rewards from individual teachers. Individual teachers have created a menu of options for students to choose from.

Our 7-12 building runs a program that positively affects 100% of the students. All students, staff and teachers participate. The first four letters of the word graduate were made into an acronym that identifies the behaviors a student needs to graduate from the Wyomissing Area School District, and transition into their adult life. GRAD stands for: G -get to class on time and be prepared; R - respectfully communicate; A - appropriately interact; D - do what's expected and do the right thing. Tickets are used to visually reinforce appropriate behaviors. The idea is to "catch the student being good". When appropriate behavior is observed, a staff member will give the student a ticket and tell the student why they gave them the ticket. Students can enter their ticket(s) into a monthly drawing or use them to purchase items at the school store.

Behavioral data is collected and organized in web based program for grades 5-12 and analyzed by an administrator and team of teachers bi-weekly. Trends are identified for specific students, specific grade levels and relevant to calendar changes. Additionally, the District employs counseling services through the Reading Hospital and offers a variety of options for group counseling through the Caron Foundation.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The Wyomissing Area School District identifies programming options for hard-to-place students by collaborating with other school districts, the Berks County Intermediate Unit, non-educational agencies through the monthly meetings of the Berks Administrators of Special Education (BASE) and by convening interagency team meetings to address child-specific issues. These activities have resulted in successful placement in alternative education facilities, in approved private schools, in partial hospitalization programs, and in residential treatment facilities.

Interagency collaboration for children of transition age is identified through regular participation the Berks Country Transition Coordinating Council (BCTCC). The District's Transition Coordinator attends these bi-monthly meetings and participates on committees within the Council. Additionally, our Transition Coordinator helps students open and maintain cases with the Office of Vocational Rehabilitation.

The District has made arrangements with the Reading Hospital for forty hours of social work services weekly. The social worker, assigned to our District through this arrangement, assists families in linkages with services provided through other agencies, such as Medical Assistance, Service Access Management, Juvenile Probation, Berks County Children and Youth and others. She also ensures that the services accessed are coordinated with school-based services and, when appropriate, are made part of the free appropriate public education described in the individual child's IEP. We have strategically equipped our SAP team to consist of administrators, nurses, psychologists, teachers, counselors and social workers. In the future, we will look for more opportunities to expand this team to include even more staff members with different areas of expertise.

We have collaborated with interagency representatives to provide educational support to our students placed in Residential Treatment Facilities. The District believes that students who have not graduated from high school have a right to continue to receive public education while living at the treatment facility. For those students who have special education needs, paperwork is forwarded in a timely manner to ensure the continuation of services. Although the Wyomissing Area School District is not the Local Education Agency once the student resides in a treatment facility outside the district's boundaries, the Director of Special Education, or Superintendent's Designee, communicates with the treatment facility staff to ensure they fully understand the student's IEP and work to ensure the plan is implemented in the least restrictive environment. We maintain on-going communication with the school district where the facility is located so that when the student returns to the Wyomissing Area School District, the student is able to continue to make progress without any break in programming.

The District provides homebound instruction when a student is not able to attend school in their school building during regular school hours. Instructors are certified teachers employed by the school district. Students with special education needs remain on a special education teacher's caseload to allow for a continuation of their special education instruction. Progress reports are completed as they would be if the student was attending school. If data supports little to no progress, the case manager would convene an IEP meeting to discuss any necessary changes to the student's programming.

We have only had one case involving a student we had difficulty ensuring FAPE. Due to this student's behaviors, he is unable to be educated with peers. Numerous approved private schools and neighboring public school programs were visited to find a placement for this student. Additionally, we reached out to the BCIU for support in programming for this student. Our solution was to bring more resources and supports into our school district to allow for the student to be educated in a setting that is less restrictive than an alternative educational placement. Additionally, with the added resources and supports, neither this student's learning or safety is affected nor is the learning or safety of our other students affected.

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.

1. Transition – We have leveraged resources to have a full-time Transition Coordinator on staff who focuses primarily on planning the post-secondary outcomes for all students identified with disabilities. In this process, we have access to a wide variety of resources, such as the following:

- a. Keys 2 Work – three-year license for all students in grades 9-12
- b. Read-Free Vocational Interest Inventory
- c. Transition Coordinator meetings facilitated by the Berks County Intermediate Unit
- d. Transition Coordinator meetings with special education administrators and the Berks Career and Technology Center
- e. Berks County Transition Coordinator Council participation
- f. PAL (Preparation for Adult Living) Program
- g. Self-determination/Self-advocacy resources
- h. Naviance accounts for all students, with support from guidance counselors
- i. Project Search run through the Berks County Intermediate Unit at a local manufacturing facility
- j. Seminars and trainings offered through the Berks County Intermediate Unit and PaTTAN
- k. Volunteer opportunities with many local businesses, including the Reading Hospital
- l. Community-based instruction
- m. Participation in a county-wide Employability Expo and Transition Expo

In addition to transition planning for students 14 and older, this teacher also facilitates and helps plan for successful transitions for students transitioning between our district buildings, as well as in to our schools. This teacher attends all IEP meetings for our Early Intervention students, our 4th grade students who will transition to our upper elementary grade levels building and our 6th grade students who will transition to our junior-senior high school.

2. Progress Monitoring – Progress monitoring is a process that allows special education teachers to monitor student progress towards their annual goals and objectives, as well as drive their instruction. Special education teachers have received extensive training on progress monitoring tools and how to write measurable IEP goals. This training is on-going and is touched upon at monthly department meetings. The data from progress monitoring tools is used to evaluate student performance on skills instructed and to make educational decisions about that progress. On-going, weekly or bi-weekly, progress monitoring occurs for all areas of student need. Progress monitoring tools that are readily accessible include, but are not limited to:

- a. AIMSweb
- b. DIBELS
- c. Fuch's and Fuch's math computation and math application assessments
- d. Gray's Oral Reading Test
- e. Story starter probes
- f. SRI (Scholastic Reading Inventory)
- g. SMI (Scholastic Math Inventory)
- h. IRI (Informal Reading Inventory)
- i. QRI (Qualitative Reading Inventory)
- j. WADE (Wilson Assessment for Decoding and Encoding)

3. Professional Development – There are many opportunities within our department to learn new teaching strategies that will better our instruction for students. Many of the trainings we attend are provided by the Berks County Intermediate Unit and PaTTAN. Additionally, we utilize the Berks County Intermediate Unit for consultation on specific student concerns and employee training. Trainings that have occurred in recent years and will continue to be a focus for staff professional development are:

- a. legal issues
- b. Federal and State regulations
- c. IEP Plus

- d. eSchoolPlus
- e. Performance Tracker
- f. PSSA/Keystone Data Analysis
- g. PLATO
- h. Research-based instructional practices, including delivering instruction through Direct Instruction programs with validity and fidelity
- i. Development of Functional Behavior Assessment and Positive Behavior Support Plans
- j. Progress monitoring tools
- k. Monthly department meetings with teachers and support staff to provide current information and team building opportunities
- l. Wilson Reading System, Lindamood-Bell, Read 180, Math 180 and Orton-Gillingham
- m. Various trainings for students with Individualized Health Care Plans and/or 504 plans related to medical disabilities from area and regional hospitals

4. Highly-qualified paraeducators – Our paraeducators working in our special education classrooms are all highly qualified and continue to participate in trainings on an annual basis. The District has one person trained to provide the paraeducators with CPR and First Aid certifications on a bi-annual basis. In the beginning of each academic year, the paraeducators are provided with a menu of opportunities to choose from to earn their 20 hours of annual training. This menu includes in-house trainings, such as Safety-Care, on-sight trainings offered through the Berks County Intermediate Unit and PaTTAN and online training opportunities provided by PaTTAN.

5. Extended School Year (ESY) – Our ESY program is run within our district for 5 weeks in the middle of the summer. During this time, we allow for students to maintain learned skills and/or continue to make adequate, meaningful progress. Our secondary students participate in community-based instructional opportunities, as well as mock-employment opportunities within our school buildings. Our elementary students participate in activities run by a local playground with general education peers for portions of their time participating in our ESY services.

6. Research-based teaching materials – Our library of resources continues to grow, allowing us to choose the most appropriate program to meet individual student needs. The following materials are readily available to our special education teachers to use in their instruction:

- a. SRA Programs – Reading Mastery Signature Series, Connecting Math Concepts, Corrective Reading (Decoding and Comprehension), Corrective Math, Essential to Algebra,

Spelling Mastery, Language for Learning, Thinking and Writing, Essentials for Writing, High-Performance Writing

- b. Wilson Reading program
- c. Lindamood-Bell – Visualizing and Verbalizing, Seeing Stars
- d. Read Naturally
- e. Rocket Math
- f. Read 180
- g. Math 180
- h. PLATO

7. Pre-referral Intervention – All three of our District buildings have implemented a three tier, Response to Intervention and Instruction (RtII) program. We employ an RtII specialist in each building. Data teams in all three buildings meet on a weekly/bi-weekly basis to discuss pre-referral interventions and make individual student decisions. These meetings are facilitated by one of our school psychologists to create consistency of this process between the three buildings.

8. Evaluations/IEP paperwork – The special education staff are all aware of deadlines and work to meet all Chapter 14 regulations for timelines related to students with special needs. As a department, we use IEP Plus to help us track deadlines. Our school psychologists work expeditiously to have all evaluations completed within the mandated timelines.

9. Technology – Our teachers have access to projectors, video cameras, digital cameras and iPads. Special education laptop carts are shared among teachers in each of the buildings and each teacher has a district-issued laptop to use at home and at school. All teachers have received training in the use of SmartBoards and/or Promethium Boards and nearly all of our teachers have them in their classrooms. Numerous computer-/web-based programs are available to teachers, including, but not limited to:

- a. IEP Plus
- b. Performance Tracker
- c. eSchoolPlus
- d. PVASS
- e. PLATO – web-based courses aligned with standards

10. Assistive Technology – Our district has a teacher who also acts as our Assistive Technology Specialist. This person supports the implementation of assistive technology to support individual student needs. Support from other local Assistive Technology Specialists, the Berks County Intermediate Unit and conferences produced by PaTTAN are all utilized in the training of this teacher. Our special education department has purchased numerous iPads for student use, along with a long list of apps to meet student needs and support teacher instruction. Bookshare, Kurzweil, Dragon Speak Naturally and word prediction software are a few of our frequently used assistive technology programs.

11. Communication – The District is committed to on-going communication with all stakeholders.

- a. With Parent – Teachers are able to contact parents via phone and email on a daily basis. Parents are invited to annual meetings for student scheduling, Naviance usage, Medical Access and IEP meetings. The District plans to add Parent Network Meetings in the upcoming years with topics related to special education programming. During IEP meetings, teachers take time to answer all questions and address all concerns parents have related to their child's education plan. These meetings are held during times convenient to parents' schedules to maximize their participation.
- b. Department Meetings – Monthly meetings are held with special education teachers, special education paraeducators and administrators to maintain open lines of communication. These meetings allow for training time as a group, as well as problem solving opportunities as a team of professionals. Collaboration and cooperation are key components of these meetings.
- c. With Related Service Providers – On-going communication between our contracted and district employed related service providers and our special education case managers to monitor student progress occurs on a daily to weekly basis. Additionally, when a student is supported by an inter-agency, the district works diligently to have parents sign a Permission to Release and Receive Information to allow us to communicate openly with that staff to create a cohesive program for the student.
- d. With General Education Teachers – Open dialogue and collaboration between our general education staff and special education staff is encouraged and promoted by our administration. Time for this dialogue is given in monthly faculty meetings, data team meetings, grade level meetings and department meetings.

12. Contracted Consultants – Special education teachers have access to many contracted consultants to support their instructional decisions and implementation of IEPs. These include:

- a. Behavior consultants – The district employs two behavior consultants for support of various teachers and student programming. One of the consultants specialized in the Verbal

Behavior approach to behavior modification and the other specializes in the Pivotal Response approach to behavior modification.

- b. Berks County Intermediate Unit – The District works collaboratively with the Training and Consultative (TAC) staff from the BCIU to provide peer coaching for teachers. The areas of coaching and collaboration are direct instruction programs, behavior, assistive technology and progress monitoring.

13. Continuum of Special Education Services – All of our general education and special education teachers have been training to first address how individual student needs can be met within the general education classroom with supplementary aids and services being implemented. Staff have been advised to address the four questions regarding Least Restrictive Environment at all IEP meetings are aware of the Gaskin's settlement and its implications for education. All student programs are designed on an individual basis to meet their individual needs. If the District doesn't have an existing program, we work collaboratively with the parents to find an appropriate educational setting. As students move through grades, the District is committed to opening new classrooms in our buildings to ensure we are educating our students in the least restrictive environment in their neighborhood school.

14. Early Intervention Transition Planning – The District works with the Berks County Intermediate Unit to ensure a seamless transition to school age programs for students with disabilities. We attend student IEP meetings in the year before the student will transition to our school age program. A team of District representatives attends these meetings. Participants include the Director of Special Education, a school counselor, a school psychologist and, when appropriate, an autistic support teacher and a speech and language pathologist. When appropriate, we will have an incoming kindergartener diagnosed with autism participate in our Extended School Year program to begin the transition to our elementary building.

15. Interagency Collaboration – The District works collaboratively with representatives from different agencies throughout Berks County who provide services to our students. Agency representatives are invited to IEP meetings are called when changes occur in the student's programming. If we have a student with severe needs that cannot be successfully met in our district, an Interagency Meeting is schedule and decisions are made collectively. Agencies we work with often include, but are not limited to:

- a. Office of Vocational Rehabilitation
- b. Service Access and Management, Inc.
- c. New Story
- d. Concern

16. ACCESS Billing – We have trained all necessary staff regarding the services that are billable to Medical Access. Each service provided completes the necessary paperwork to ensure the District is receiving the allowable money. Our personal care assistants who provide supports for students are first aid and CPR trained. Money received from ACCESS are used to provide students with needed supports, services and materials.

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
- 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

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Vanguard School	Approved Private Schools	Full-time Autistic Support	2
Alsace School	Other	Full-time Emotional Support	2
Talk Institute	Approved Private Schools	Full-time Special Education	1
Janus School	Approved Private Schools	Full-time Autistic Support	1
Devereaux Cares	Approved Private Schools	Full-time Autistic Support	1
Woodlynde School	Other	Full-time Learning Support	1
River Rock Academy	Approved Private Schools	Full-time Emotional Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	5	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 11	6	1

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	13	1

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	11	1

Justification: This teacher works with students in grades K-4 who have behavioral and social needs. She sees the students at different times throughout the day and does not overlap her instructional time by more than two grade levels.

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	1

Program Position #6

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	1

Program Position #7

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	17	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	16	1

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	10 to 13	5	1

Program Position #11*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	10 to 12	3	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	18 to 21	8	1

Justification: Due to the small number of students requiring this level of support, and the configuration of the secondary program, age range waivers are signed by parents when applicable. IEP teams of students who are out of age range agreed this is the most appropriate placement.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	5	1

Justification: Due to the small number of students requiring this level of support, and the configuration of the secondary program, age range waivers are signed by parents when applicable.

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	13	1

Justification: Due to the small number of students requiring this level of support, and the configuration of the secondary program, age range waivers are signed by parents when applicable. IEP teams of students who are out of age range agreed this is the most appropriate placement.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 17	6	0.6

School	Building	Education programs are operated					
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Program Position #16*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 12	4	0.4

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	25	1

Justification: This teacher shares the caseload management of our junior high aged students with one other teacher and a number of the students receive an itinerant level of support.

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	18	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	21	1

Justification: This teacher shares the caseload management responsibilities for our 9th and 10th grade students with one other learning support teacher and a number of the students on this caseload are receiving an itinerant level of support.

Program Position #20*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	16	1

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	13	0.65
Justification: This teacher shares the caseload management responsibilities of our junior high students with one other teacher and many of these student receive an itinerant level of support.							
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	12	0.24

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	14	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High	A Junior/Senior	A building in which	Full-Time Special	Autistic Support	12 to 12	1	1

School	High School Building	General Education programs are operated	Education Class				
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Program Position #24*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 19	2	1

Program Position #25*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Hills Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	61	1

Justification: This speech and language pathologist works with students in grades K-4 who have speech and language needs. She sees the students at different times throughout the day and does not overlap her instructional time by more than two grade levels.

Program Position #26*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Reading Elementary Center	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	13	0.2

Program Position #27*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	41	1

Justification: This speech and language pathologist works with students in grades 7-12 who have speech and language needs. She sees the students at different times throughout the day and does not overlap her speech

therapy by more than two grade levels.
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Program Position #28*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	13 to 13	1	0.1

Program Position #29*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wyomissing Area Junior-Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	18 to 18	1	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologists	Wyomissing Hills Elementary Center	1
School Psychologist	West Reading Elementary Center	1
School Psychologist	Wyomissing Area Junior-Senior High School	1
Instructional Paraeducators	Wyomissing Hills Elementary Center	5.88
One-on-one Paraeducators	Wyomissing Hills Elementary Center	4
Instructional Paraeducators	West Reading Elementary Center	4
One-on-one Paraeducators	West Reading Elementary Center	2
Instructional Paraeducators	Wyomissing Junior-Senior High School	6.88
One-on-one Paraeducators	Wyomissing Area Junior-Senior High School	9.88
Speech and Language Pathologist	Wyomissing Hills Elementary Center	1
Social Worker - Reading Hospital and Medical Center	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	330 Minutes
Speech and Language Therapy	Outside Contractor	1080 Minutes
Speech and Language Therapy	Outside Contractor	2220 Minutes
Behavior Consultation/Support	Outside Contractor	1080 Minutes
Behavior Consultation/Support	Outside Contractor	420 Minutes
Occupational Therapy	Outside Contractor	1275 Minutes
Interpreter Services	Intermediate Unit	1800 Minutes
Orientation and Mobility	Intermediate Unit	342 Minutes
Deaf or Hearing Impaired Support	Intermediate Unit	44.17 Minutes
Blind and Visually Impaired	Intermediate Unit	102.5 Minutes

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:

Not applicable

District Accomplishments

Accomplishment #1:

Wyomissing Hills Elementary Center

- Implementation of Daily 5 and Cafe
- Alignment of Reader's Workshop to promote exposure to non-fiction text
- Implementation of School Wide Positive Behavior System with fidelity
- Incorporation of scientifically based strategies:
 - Fountas and Pinnell (grades Kindergarten - 2)
 - Read 180 / System 44 (grades 3-4)
 - Do the Math (grades 3-4)
- Reallocation of materials and resources to align with pacing of modules within the PA Core Instructional Framework
- Attendance Rate: 97.11% (2013-2014)
- Wyomissing Hills Elementary Center School Performance Profile score increased by 6.4% points from 2013 to 2014 (80.5% to 86.9%)

Accomplishment #2:

West Reading Elementary Center

- Implementation of School Wide Positive Behavior Support System with fidelity
- Implementation of Tier II interventions for all students below proficient in mathematics; interventions delivered by highly qualified instructors and aligned to PA Core On-level Standards
- Strategic integration of technology including instruction focused on coding using programming languages
- Increased frequency of grade level and data team meetings focused on best practices aligned to PA Core Standards in ELA and Math
- Increased opportunities to engage in multi-disciplinary projects integrating content areas and the visual arts
- Attendance Rate: 97.16% (2013-2014)
- The 2014 School Performance Profile score indicated significant growth in Reading and Writing PSSA with an AGI of 100.0 in both areas

Accomplishment #3:

Wyomissing Area Junior / Senior High School

- Successful roll out of a student 1:1 device initiative in grades 7-12
- Implementation of School Wide Positive Behavior Support System with fidelity
- 17 AP courses offered
 - 214 students scored a 3 or higher on at least one AP exam
 - 78% of all AP exams taken were scored a 3 or higher
 - 467 AP tests taken
- SAT scores:
 - Math average score 533
 - Reading average score 539
 - Writing average score 527
- ACT scores:
 - Math average 24.9

- Reading average 26.5
- English 25.33
- Science 25.44
- Completion of Reading Apprenticeship Course by three cohorts or 20 teachers in English, Science and Social Studies
- Graduation Rate: 95.97% (2013-2014)
 - 91% of 2014 Wyomissing Area High School graduates are moving onto a 2 year or 4 year institution

District Concerns

Concern #1:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Concern #2:

Align curriculum across the District, grades K-12, to PA Core Standards as well as the content associated with PSSA and Keystone Exams.

Concern #3:

Finalize a plan to cyclically review and improve the District infrastructure, noting its impact specifically on instruction and the environment, safety and security as well as overall system efficiency.

Concern #4:

Continue to improve student access to rapidly changing advances in technology with consideration given to a moving toward a district-wide 1:1 device initiative.

Prioritized Systemic Challenges

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

Aligned Concerns:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Align curriculum across the District, grades K-12, to PA Core Standards as well as the content associated with PSSA and Keystone Exams.

Systemic Challenge #2 (*System #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:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Align curriculum across the District, grades K-12, to PA Core Standards as well as the content associated with PSSA and Keystone Exams.

Systemic Challenge #3 (*System #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:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Align curriculum across the District, grades K-12, to PA Core Standards as well as the content associated with PSSA and Keystone Exams.

Continue to improve student access to rapidly changing advances in technology with consideration given to a moving toward a district-wide 1:1 device initiative.

Systemic Challenge #4 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Align curriculum across the District, grades K-12, to PA Core Standards as well as the content associated with PSSA and Keystone Exams.

Systemic Challenge #5 (*System #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:

Finalize a plan to cyclically review and improve the District infrastructure, noting its impact specifically on instruction and the environment, safety and security as well as overall system efficiency.

Systemic Challenge #6 (*System #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:

Finalize a plan to cyclically review and improve the District infrastructure, noting its impact specifically on instruction and the environment, safety and security as well as overall system efficiency.

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

Aligned Concerns:

Student growth among our advanced students in 10 out of the 17 PSSA and Keystone content areas reflects significantly less than 1 year's worth of growth.

Systemic Challenge #8 (*System #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Systemic Challenge #9 (*System #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.

Systemic Challenge #10 (*System #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

District Level Plan

Action Plans

Goal #1: Ensure all students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to PA Core 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 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: Instructional Frameworks and curriculum maps aligned to PA Core Standards.

Specific Targets: Increased student achievement in ELA, Mathematics, and ELA across Science and Social Studies as evidenced on assessments.

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

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://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Increase STEM-related courses and learning opportunities

Description:

WASD recognizes the importance of Science, Technology, Engineering and Mathematics as gateway courses to 21st Century learning. Therefore, we are aggressively modifying how and when students are immersed in STEM related instructional opportunities. We are soliciting the active participation of community stakeholders to share resources and partner in the work.

SAS Alignment: Instruction

Implementation Steps:

Instructional Technology Integration Coaches

Description:

Two qualified teachers in each of the three buildings will be identified and given time within their teaching schedule to fulfill the role as our Instructional Technology Integration Coaches for their respective school. This will also include professional development responsibilities.

Start Date: 9/3/2014 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

PA Core Standards Alignment

Description:

Create K-12 curriculum maps that are aligned to the PA Core Standards in ELA, Mathematics and Reading across content areas. The PDE SAS instructional frameworks will be used as the base from which to work.

Start Date: 1/2/2014 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

STEM Teaching Position

Description:

Resources to support goals can be in the form of materials or fiscally based. However, resources can also be in staffing. WASD has created a district-wide STEM Specialist position. The responsibilities of this position focus on integrating K-12 STEM content and providing direct instruction at the Middle and High School level.

Start Date: 1/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Increase STEM-related courses and learning opportunities

Goal #2: Utilize data-driven evidence to support and guide instructional practices, professional development and organizational improvement.

Related Challenges:

- 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: PSSA and Keystone Exams and other standardized assessments

Specific Targets: Increase in overall percentage of students scoring at the proficient and advanced levels.

Type: Annual

Data Source: PVAAS

Specific Targets: Increase in students making at least one years worth of growth as evidenced by their exceeding their projected proficiencies. More specifically, this growth should be evidenced among students projected in all four quartiles.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

RtII

Description:

Response to Instruction and Intervention is an assessment and instruction framework for conceptualizing , organizing and implementing Pennsylvania's Standards Aligned System. The overarching goal of RtII is to improve student achievement using research-based curriculum instructional practices, and tiered interventions matched to the assessed needs of the students.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Implementation Steps:

Common Assessments K-12

Description:

Develop common assessments across content areas with a particular focus on PA Core Standards. These common assessments will allow teachers and administrators to monitor acquisition of skills and concepts among student groups. Grade level teams and content area departments will collaborate with Administration on the development of these assessments.

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Common Assessment within Grade/Subject

Data Informed Instruction

Description:

Data meetings (school wide, department specific) will be held quarterly to analyze data and plan to adjust instruction based on the available data. Data interaction will be used as a component of teacher observations.

Start Date: 9/2/2014 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

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

RTII Implementation

Description:

Implementation of Tier 2 and Tier 3 research based reading and math programs (such as Read 180 and System 44) for students identified through universal screening tools. Student data reports and formative assessments will serve as evidence that the action step has been implemented.

Start Date: 9/2/2014 **End Date:** 6/10/2017

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

Supported Strategies:

- RtII

Goal #3: Attract, develop, retrain and promote cooperation among competent, student-focused teachers and leaders.

Related Challenges:

- Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Indicators of Effectiveness:

Type: Annual

Data Source: Professional Development Surveys

Specific Targets: Professional development surveys will be administered after each activity to evaluate the effectiveness of the delivered program. Adjustments to offerings will be made based on perceptual data in conjunction with student assessment data to ensure that quality programs impact student learning positively.

Type: Annual

Data Source: PAETEP

Specific Targets: The percentage of teachers receiving proficient and distinguished ratings across each of the Danielson components will increase.

Strategies:

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes,

supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Educator Effectiveness System

Description:

The purpose of the Wyomissing Area School District Supervision and Evaluation Plan is to foster continuous professional growth and maximize student achievement. We believe that building the capacity of our teachers and empowering them to unlock every student's full potential will best prepare our students for lifelong success. To that end, this process maintains a collaborative focus and shall be designed to meet the individual needs of each teacher.

The supervision process is based on research findings associated with effective schools, effective classrooms and effective leadership. This plan also adheres to the guidelines established by the Pennsylvania Department of Education during the summer of 2013. Within this model, professionals will have the opportunity to work with administrators, colleagues, and/or independently by participating in one of two modes of supervision:

Formal Observation or Differentiated Supervision.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Educator Effectiveness System

Description:

The Pennsylvania Educator Effectiveness Model will be implemented with fidelity and will result in improved teaching and learning. Walkthroughs will be conducted to gather evidence of implementation of focus strategies and initiatives. Differentiated supervision will increase teacher ownership around their professional growth. Finally, the Student Learning Objectives will be used to set performance goals for targeted groups of students and measure instructional efficacy accordingly.

Start Date: 9/2/2014 **End Date:** 6/10/2017

Program Area(s): Professional Education

Supported Strategies:

- Educator Effectiveness System

Differentiation of Instruction

Description:

Implementation of research-based teaching strategies will be evidence of differentiation in the classrooms as observed by classroom walkthroughs and observations.

Start Date: 9/2/2014 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Educator Effectiveness System

Professional Development Sessions

Description:

Professional development will be regularly scheduled at the building and district level. These sessions will be strategically aligned to yearly goals based on student data. Furthermore, high leverage, research-based instructional strategies will be shared to meet the academic needs of students which includes meeting the needs of all learners inclusive of students with IEPs and GIEPs.

Start Date: 9/2/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Substantial Professional Development

Goal #4: Create a climate of trust, value and respect for all staff, students and community members. In addition, foster a sense of ownership through meaningful dialogue among all stakeholders.

Related Challenges:

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: Stakeholder surveys

Specific Targets: Stakeholder surveys will reflect an increase in higher levels of satisfaction in regard to safety and security measures instituted across the district.

Type: Annual

Data Source: Discipline Data

Specific Targets: Decrease in the number of students receiving out of school suspensions as a result of disciplinary infractions.

Strategies:

Positive Behavior Support

Description: “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of

fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Parent Workshops

Description:

A series of parent workshops will be created annually. Workshop topics will focus on 'hot topics' in education as well as to provide strategies on how parents/guardians can support their child's or children's academic progress and social/emotional development.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

School Wide Positive Behavior Program

Description:

SW-PBS is a process for creating safer and more effective schools by structuring the learning environment to support the academic and social success of all students. The process supports the adoption and long-term implementation of efficient and effective discipline throughout the school environment. SW-PBS methods are research-based, proven to significantly reduce the occurrence of problem behaviors in schools and supported by a three-tiered model. (taken from Missouri Center for SW-PBS)

Start Date: 8/26/2014 **End Date:** 6/30/2019

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Positive Behavior Support

Principal/Parent Council Meetings

Description:

Documentation of parent/administrative meetings will reflect parent/community involvement in establishing a shared vision of a positive school climate.

Start Date: 8/26/2014 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Parent Workshops

Parent/Guardian Workshops and Training

Description:

Seven parent workshops have been created for the 2014-2015 school year. Each year after, another slate of workshops will be created based on education trends and parental/guardian input. This year, our series includes:

- Internet Safety
- 1st Generation Students Attending Post High School Schooling
- Financial Aid Night
- Drug Trends in Berks County and What Parents/Guardians Need to Know
- Teens and Coping with Stress
- Post-Secondary Transition Fair for Special Education Students
- Health and Wellness Fair

Start Date: 9/23/2014 **End Date:** 4/30/2015

Program Area(s): Special Education, Student Services

Supported Strategies:

- Parent Workshops

Goal #5: Provide timely, accurate data to support financial decision-making, envisioning of the district's future, and long-range planning. Furthermore, WASD offer a cost effective education for every student that maximizes the impact of taxpayer dollars.

Related Challenges:

- 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.

Indicators of Effectiveness:

Type: Interim

Data Source: Quarterly Budget Reports

Specific Targets: Each cost center is fiscally maintained and adheres to projected budgets with minimal variance.

Strategies:

Financial Oversight

Description:

WASD will identify and implement best practice strategies to ensure fiscal stewardship within short- and long-term planning.

SAS Alignment: Materials & Resources

Implementation Steps:

Fiscal Management

Description:

To ensure fiscal responsiveness, WASD will implement the following steps to ensure fiscal responsibility

- Ensure the budget adequately supports the district's mission, vision and goals.
- Review monthly budget reports and take appropriate actions.
- Review and update multi-year strategic fiscal plan to illustrate and forecast the impact of constricted revenue. Continue cost containment efforts.
- Continue to seek new sources of revenue including grants

Start Date: 9/2/2014 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Financial Oversight

LEA Goals Addressed:		#1 Ensure all students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to PA Core Standards			Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase		
Start	End	Title			Description		
9/3/2014	6/30/2019	Instructional Technology Integration Coaches			Two qualified teachers in each of the three buildings will be identified and given time within their teaching schedule to fulfill the role as our Instructional Technology Integration Coaches for their respective school. This will also include professional development responsibilities.		
		Person Responsible	SH	S	EP	Provider	Type
		Building Principals	1.0	10	25	Instructional Technology Assistant (staff member) identified in the building.	School Entity
		Knowledge			Teachers will be exposed to instructional technology resources/strategies that complement the standards aligned curriculum.		
		Supportive Research			Presenters will only present research-based, best practice strategies.		
		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.

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

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

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

Instructs the leader in managing resources for effective results.

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

School Whole Group Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson	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

discussion
Lesson modeling with
mentoring

Classroom student assessment data
Review of written reports
summarizing instructional activity

LEA Goals Addressed:	#1 Ensure all students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to PA Core Standards	Strategy #1: Curriculum Mapping
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/2/2014	6/30/2019	PA Core Standards Alignment	Create K-12 curriculum maps that are aligned to the PA Core Standards in ELA, Mathematics and Reading across content areas. The PDE SAS instructional frameworks will be used as the base from which to work.	District and Building Administration	1	5	20	District Administration, lead teachers and content experts (external)	School Entity	No

Knowledge Participants will gain a deeper understanding of the rigor and instructional shifts associated with the PA Core.

Supportive Research PA SAS Portal will be used to determine the Best Practices Base

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.

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.

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

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

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

Instructs the leader in managing resources for effective results.

Series of Workshops

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		New Staff Other educational specialists		
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or		Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers
 Analysis of student work,
 with administrator and/or peers
 Creating lessons to meet
 varied student learning styles
 Joint planning period
 activities

instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment
 data other than the PSSA
 Classroom student assessment data
 Participant survey
 Review of written reports
 summarizing instructional activity

LEA Goals Addressed:	#1 Ensure all students, without exception, will have access to research-based effective teaching and programs that include rigorous content aligned to PA Core Standards	Strategy #1: Increase STEM-related courses and learning opportunities
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/1/2015	6/30/2019	STEM Teaching Position	Resources to support goals can be in the form of materials or fiscally based. However, resources can also be in staffing. WASD has created a district-wide STEM Specialist position. The responsibilities of this position focus on integrating K-12 STEM content and providing direct instruction at the Middle and High School level.	Assistant Superintendent or designee	1.0	10	25	STEM Specialist	School Entity	No

Knowledge

Participants will gain a deeper knowledge of 21st Century learning skills related to STEM and how to incorporate these skills into rigorous instruction.

Supportive Research

Framework for 21st Century Learning

<http://www.p21.org>

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

LEA Whole Group Presentation
Series of Workshops

Participant Roles

Dir

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex

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	Team development and sharing of content-area lesson implementation outcomes, with involvement of 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.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
			Participant survey
			Review of written reports summarizing instructional activity

LEA Goals Addressed:	#1 Attract, develop, retrain and promote cooperation among competent, student-focused teachers and leaders.	Strategy #1: Educator Effectiveness System
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Start	End	Title	Description
9/2/2014	6/10/2017	Educator Effectiveness System	<p>The Pennsylvania Educator Effectiveness Model will be implemented with fidelity and will result in improved teaching and learning. Walkthroughs will be conducted to gather evidence of implementation of focus strategies and initiatives.</p> <p>Differentiated supervision will increase teacher ownership around their professional growth. Finally, the Student Learning Objectives will be used to set performance goals for targeted groups of students and measure instructional efficacy accordingly.</p>

Building
Administration

3

3

25

Administrators and Lead Teachers

School
Entity

No

Knowledge

Participants will deepen their knowledge around the 22 components in the Danielson Framework.

Supportive Research

Danielson Framework; SAS Portal

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex		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	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
	Analysis of student work, with administrator and/or peers		Student PSSA data
	Creating lessons to meet varied student learning styles		Standardized student assessment data other than the PSSA
	Joint planning period activities		Classroom student assessment data
			Review of participant lesson plans
			Review of written reports
			summarizing instructional activity

LEA Goals Addressed:	#1 Attract, develop, retrain and promote cooperation among competent, student-focused teachers and leaders.	Strategy #1: Substantial Professional Development
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Start	End	Title	Description
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9/2/2015	6/30/2019	Professional Development Sessions			Professional development will be regularly scheduled at the building and district level. These sessions will be strategically aligned to yearly goals based on student data. Furthermore, high leverage, research-based instructional strategies will be shared to meet the academic needs of students which includes meeting the needs of all learners inclusive of students with IEPs and GIEPs.		
Person Responsible		SH	S	EP	Provider	Type	App.
Assistant Superintendent		1.0	10	25	Administration and Lead Teachers	School Entity	No
<hr/>							
Knowledge		Participants will learn how to appropriately plan instruction based on assessed individual student need. Strategies will be shared that can be easily incorporated into instructional designs/plans. Specific strategies will be shared for struggling learners as well as advanced learners to foster at least a year's worth of growth.					
Supportive Research		Professional development sessions will focus only on those topics that have a significant research-based/best practice base.					
Designed to Accomplish							
For classroom teachers, school counselors and education specialists:		Enhances the educator's content knowledge in the area of the educator's certification or assignment.					
		Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
		Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.					
		Empowers educators to work effectively with parents and community partners.					
For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.					
		Provides leaders with the ability to access and use appropriate data to inform					

		decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format		Series of Workshops School Whole Group Presentation Department Focused Presentation	
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex 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		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	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 Review of written reports summarizing instructional activity

District Level Affirmations

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

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

No signature has been provided

Board President

Affirmed by Julia Vicente on 11/25/2014

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.

Affirmed by Lesa Butera on 4/29/2014

Board President

Affirmed by Julia Vicente on 5/1/2014

Chief Executive Officer