West Branch Area SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

516 Allport Cutoff
Morrisdale, PA 16858
(814)345-6832
Superintendent: Michelle Dutrow
Director of Special Education: Allison Koleno   (Principal of Special Student Programs)

Planning Process

The West Branch Area School District has dedicated significant time to the development of its Comprehensive Plan. The process began last fall with the formation of the Comprehensive Planning Committee comprised of representation from the PDE required stakeholder groups. The work of the Planning Committee was parceled out to subgroups that met once or twice a month to complete the various components of the plan. Periodically, the full Planning Committee met to address the over-arching areas of mission statement, vision statement and shared values. This full Planning Committee also served to review the work of the subgroups and provide input from the parent, Board, business and community perspective. Following a period of public inspection, the Board of Directors reviewed and approved the plan prior to PDE submission.

Mission Statement

Inspiring Today . . . Improving Tomorrow . . . Learning for Life

Vision Statement

The West Branch Area School District, in partnership with the community, is committed to a safe and secure learning environment which will develop each student to his/her full potential, talents, and self-understanding. As a result of high-quality instruction, all students will be expected to become life-long learners and productive citizens while developing the skills to thrive in an ever-changing and increasingly diverse world.

Shared Values

The West Branch Area School District believes . . .

1. A safe and secure environment is the right of every student and staff member.

2. All students can learn and succeed.

3. Every student has a unique set of attributes that will be nurtured, challenged and respected.

4. Lifelong learning for students and staff is valued.

5. Technology is an integral part of the learning experience.

6. Knowledge and interpersonal skills are critical for lifelong success.

7. Family and community involvement are essential to each student's educational success.

8. High ethical standards and a code of conduct will define our interactions.

9. Our investment in early childhood education creates the foundation for future success.

10. Our community prospers from the educational experiences of its children.

Educational Community

The West Branch Area School District is located in Clearfield County, Central Pennsylvania. The District is a rural area approximately thirty minutes from State College. The District encompasses 165 square miles and serves the following townships: Morris, Cooper, Graham, Karthaus, and West Keating. The District further serves the communities of Morrisdale, Karthaus, Hawk Run, Allport, Kylertown, Grassflat, Winburne, Munson, Lanse, Pinchey and Pottersdale.

The West Branch Area School District is comprised of one elementary building and one secondary building, serving approximately 1100 students. The District Office is adjacent to the secondary buliding and the elementary and secondary structures are connected by an interior causeway. The elementary school serves 580 students in grades PreK through sixth grade. The elementary school offers a foundation in literacy and math with a Multi-Tiered System of Support (MTSS) model that supports at-risk students. The secondary school serves 520 students in grades 7-12. At this level, there is currently a shift to better align instruction to career pathways and extended learning opportunities in an effort to personalize the high school experience.

The West Branch Area School District currently employs 9 administrators, 82 professional staff members and 60 support staff members to facilitate its instructional program. The curriculum provides students with an integrated and comprehensive course of study, along with increased opportunities for exploratory learning. The instruction is provided by a 100% highly qualified teaching staff who are skilled at engaging students in a rich educational experience. The District embraces technology and believes that we must enhance our instruction with these tools in order to prepare our students for a global society. In 2013, the school district developed a virtual academy that provides a blended educational opportunity. Students may choose to participate fully in a cyber model or engage in a blended approach where they attend school for some courses while accessing others virtually from their home.

The West Branch Area School District provides a high quality education based on community support, a strong staff, and curriculum and instruction designed to meet the needs of all learners. The District welcomes the opportunity to learn and grow as it seeks to improve itself as an educational entity.

Planning Committee

Name	Role
Michelle Dutrow	Administrator : Professional Education
Joseph Holenchik	Administrator : Professional Education
Allison Koleno	Administrator : Professional Education Special Education
Mark Mitchell	Administrator : Professional Education
Larry Allen	Business Representative : Professional Education
Chris Howe	Business Representative : Professional Education
Christine Brown	Community Representative : Professional Education
Joe Kovalcin	Community Representative : Professional Education
Stephanie Graboski	Ed Specialist - School Counselor : Professional Education
Jen Porter	Ed Specialist - School Counselor : Professional Education
Kelly Hubler	Elementary School Teacher - Regular Education : Professional Education Special Education
Paula McGonigal	Elementary School Teacher - Regular Education : Professional Education
Sue Betts	Elementary School Teacher - Special Education : Special Education
Carrie Peterson	High School Teacher - Regular Education : Professional Education Special Education
Debra Moriarity	High School Teacher - Special Education : Professional Education Special Education
Dennis McCamley	Middle School Teacher - Regular Education : Professional Education
Stacy Ricciotti	Middle School Teacher - Regular Education : Professional Education
Denise Cherry	Parent : Professional Education
Molly Diviney	Parent : Professional Education
Michele Guerra	Parent : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

Although considerable time has been dedicated in past years to the task of curriculum mapping, there has been a lag in the needed annual review/revision process for the areas noted as "NI" above. At this time, the district needs to revisit ELA and Science to ensure that assessment data is being analyzed and the appropriate mapping/alignment measures taken.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing

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

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

Although considerable time has been dedicated in past years to the task of curriculum mapping, there has been a lag in the needed annual review/revision process for the areas noted as "NI" above. At this time, the district needs to revisit ELA and Science to ensure that assessment data is being analyzed and the appropriate mapping/alignment measures taken.

Middle Level

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

Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Not Applicable

High School Level

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

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

School Climate has been identified as an area that needs improvement at the high school level. There has been a struggle to shift many of the programs, structures and intiatives from the elementary and mid level to the high school level. The District needs to start with teacher "buy-in" and then work from that point forward to increase mapping and alignment.

Adaptations

Elementary Education-Primary Level

Checked answers

- Career Education and Work
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Elementary Education-Intermediate Level

Checked answers

- Career Education and Work
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Science and Technology and Engineering Education

Unchecked answers

> *None.*

Middle Level

Checked answers

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

Unchecked answers

> *None.*

High School Level

Checked answers

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

Unchecked answers

> *None.*

Explanation for any standards checked:

The West Branch Area School District has included the PA Academic Standards in the state-mandated subject areas.

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:

The West Branch Area School District will restore a routine review of planned instruction for the purpose of accomplishing the required plan components of objectives, content, relationship and procedures for measurement. This annual task will be built into department/grade level meetings and work sessions.

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:

The West Branch Area School District will restore a routine review of planned instruction for the purpose of accomplishing the required plan components of objectives, content, relationship and procedures for measurement. This annual task will be built into department/grade level meetings and work sessions.

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:

Although considerable time has been dedicated in past years to the task of curriculum mapping, there has been a lag in the needed annual review/revision process for a number of subject areas. At this time, the district needs to reestablish its efforts in this area and include the other subjects/courses where this work has been addressed at a minimal level. Further, a focus on the PA Common Standards needs to be included in the mapping process.

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:

The West Branch Area School District will restore a routine review of planned instruction for the purpose of accomplishing the required plan components of objectives, content, relationship and procedures for measurement. This annual task will be built into department/grade level meetings and work sessions.

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.

The West Branch Area School District recognizes that all students come to school with different experiences, background knowledge, abilities and interests. The District understands that planned instruction must contain modifications and accommodations to address the varying levels of students. The District's planned instruction provides for these differences through a number of means, including differentiated instruction, tiered intervention, ability-level grouping, co-teaching and classroom adaptations/modifications.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Peer evaluation/coaching

Unchecked Answers
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers
- Not Reviewed

Unchecked Answers
- Administrators
- Building Supervisors

- Department Supervisors
- Instructional Coaches

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

The West Branch Area School District has a differentiated model of Teacher Supervision and Professional Growth. The plan includes: formal classroom observations, walk-through observations, peer coaching, and action research.

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

The District provides an instructional coaching model designed to target the areas of literacy, math, science and technology. The District is formally participating in the Pennsylvania Institute for Instructional Coaching (PIIC) towards this goal.

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.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

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

While the instructional practices currently employed for subjects such as reading, writing and mathematics naturally lend themselves to gifted education, such is not the case for other subjects such as science, social studies and special subject courses. The District has identified differentiated instruction as a professional development neeed; one which will improve teachers' ability to meet the needs of gifted students.

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.	Implemented in

	50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in 50% or more of district classrooms

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

Not Applicable

Middle Level

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

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

The West Branch Area School District is not structured to include a "middle school concept". Rather the 7th and 8th grades are contained within the High School master schedule. The District is exploring a change to the master schedule to address the need for flexible instructional time and structured grouping at this level. Furthemore, the District has identified the topic of Differentiated Supervision for future professional development.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	Implemented in less than 50% of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in

	less than 50% of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Implemented in less than 50% of district classrooms

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

The West Branch Area School District will need to continue with the concept of Extended Learning Opportunity (ELO) this school year at the secondary level. Furthermore, the District has identified the topic of Differentiated Supervision for future professional development.

Recruitment

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

The West Branch Area School District has been highly successful in its recruitment of highly qualified teachers with a rate of 95%+. In regards to assignment, the District is comprised of one elementary and one secondary building and as such, the issue of "equity" as set forth by the Division of Federal Programs is not applicable. Most recently, the District has initiated the process of reviewing student achievement and growth data to inform assignment decisions as it applies to both regular instruction and intervention.

Assessments

Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.50	3.50	3.50
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	3.50	3.50	3.50
Minimum % Grade Required for Credit	70.00	70.00	70.00

(Numerical Answer)			

Graduation Requirement Specifics

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

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

Unchecked answers

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

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

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

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

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

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

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

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Chapter tests/Textbook assessments	X	X	X	X
Student portfolios	X	X	X	X
Course finals			X	X
Accelerated Reader (AR) comprehension tests	X	X	X	X
Scientific Experiments	X	X	X	X
PSSA/PASA	X	X	X	
Keystone exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMS Web	X	X		
SRI	X	X	X	X
i-Ready	X	X	X	
USA Test Prep			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Writing prompts	X	X	X	X
BDA (Before, During, After)	X	X	X	X
Projects	X	X	X	X
Scientific Experiments	X	X	X	X
i-Ready	X	X		
Fitness Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT			X	X
Accelerated Reader(AR) STAR tests		X	X	X
SRI	X	X	X	X
i-Ready	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review		X		
Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X

Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

District assessments are curriculum based and developed by classroom teachers. They are designed and reviewed collaboratively by course and/or grade level but may not be an exact duplication between classrooms depending on the material covered and the needs of the students assigned. The building administrator, as the instructional leader, is responsibile for reviewing assessments and ensuring a process of review at the teacher level.

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.

A fair number of the assessments in the school district are locally created assessments. They are a joint effort by teachers in a grade level or at a course level. Teachers use the planned course guide/curriculum map as a starting point for developing an assessment. The standards addressed in a unit are first reviewed. Secondly, the specific concepts and skills taught in the unit are identified. Through this process, teachers create an assessment that fits the needs of the unit and addresses the standards with an eye toward the eligible content. The validation process is a check and balance approach using data from the assessment to see if it meausres what the students were taught as well as PSSA/Keystone data to determine the level of need which may require assessment revisions.

Collection and Dissemination

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

At both the district and building levels, administrators work with lead teachers to analyze PSSA/Keystone data. Results are then disseminated to multiple groups (grade levels/departments, intervention teams, support teams) for use at the classroom level, mainly at the beginning and end of the year to facilitate instructional decisions and intervention schedules.

Data Informed Instruction

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

The West Branch Area School District implements the concept of Extended Learning Opportunity (ELO) as part of the master schedule at both the elementary and secondary levels. Through this structure students receive Tier II intervention in flexible groups for the areas of reading, writing and/or science on a daily/weekly basis. The district plans to expand this model moving forward and build in Tier III interventions as well.

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level/department teams meet to review data results and determine how instruction should be designed to meet student need. Informal data review occurs periodocally throughout the school year as time is permitted.

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

In the future, the West Branch Area School District will refine the use of formal data meetings and scheduled data days.

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	X	X	X	X
Website	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

The West Branch Area School District strives to disseminate information in a way that strategically reaches those who have digital and non-digital means of communication. The goals is to communicate with both our parents and community. The district contends that providing multiple distribution methods will better ensure that our parents and community members are kept well-informed.

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

The West Branch Area School District believes we make a conscious effort to communicate with our parents and the community. Although we are always looking for ways to improve our communication, we do not believe that it is necessary to implement all strategies listed above simultaneously but rather alter our plan as our parents and community dictate.

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 West Branch Area School District does have schools that struggle to meet the annual student achievement targets. Toward this goal for continued growth in student achievement, the District annually undertakes the process of developing an improvement plan that considers both the elementary, secondary and district level perspectives. This improvement plan is designed to address issues of curriculum, instruction, assessment, intervention, technology and support services with a goal of increased student performance.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS

Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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 West Branch Area School District does have all programs, strategies and actions in place with the exception of a School-wide Positive Behavioral Support (SWPBS) program at the high school level and the placement of school resource officers. To date, the high school does have a team that is exploring the expansion of the SWPBS from the elementary into the high school. Although the District does not employ school resource officers, the District does work closely with the local township police officer who provides support as needed.

Screening, Evaluating and Programming for Gifted Students

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

The West Branch Area School District conducts awareness activities on an annual basis. The West Branch Area School District informs the public of gifted eduation services through our handbook, local newspaper,and school district web page. Additionally, gifted education services are shared with parents/families during annual events such as Open House, Parent Teacher Conferences, and workshops designed specifically around the topic.

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

The West Branch Area School District implements a process for identifying gifted students. To begin with, staff are tasked with the routine review of student data sources to identify those students who consistently score in the advanced range. Beyond that child find activity, teachers and parents can refer students for gifted education consideration. Educational screening tools are used as indicators for students thought to be in need of gifted education based on student data, (benchmark assessments, PVAAS, classroom based assessments).

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

Educational screening tools are used as indicators for students thought to be in need of gifted education. Various sources of student data, (benchmark assessments, PVAAS, classroom based assessments) are considered. Students are evaluated by the School Psychologist to determine eligibility. Students meeting PA eligibility requirements are scheduled for a GIEP where the need for an educational program is discussed and developed as warranted. This process includes parents, student (as appropriate), teachers, administrators, school psychologist and others as needed.

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

The West Branch Area School District provides a number of program options for acceleration and/or enrichment. At both the elementary and secondary levels, students have the opportunity to participate in pull out programs where educational activities, projects, and curriculum are tailored to student needs, interests and talents. In the elementary, the core program for ELA is structured around the concept of ability-level grouping which naturally permits acceleration for gifted students within the regular education environment. In the high school, students may access Honors, Advanced Placement and Dual Enrollment courses as a means to receive acceleration, in addition to enrolling in cyber coursework as deemed appropriate by the GIEP team.

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

Explanation of developmental services:

The West Branch Area School District offers a full array of Developmental Services designed to provide a comprehensive educational program: academic, health, wellness, behavioral, safety, and career readiness.

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

Explanation of diagnostic, intervention and referral services:

The West Branch Area School District offers a full array of diagnostic, intervention, and referral services designed to meet the unique and diverse needs of all students. With a focus on academic success, these services seek to support students while maximizing academic potential.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education		X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The West Branch Area School District offers a full array of consultation and coordination services across all educational levels. With a focus on academic success, these services, outside the traditional learning environment, seek to support students while maximizing academic potential.

Communication of Educational Opportunities

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

The West Branch School District provides a response to Multi-Tiered System of Support (MTSS) model at the elementary level. At the secondary level, the process is more along the lines of a Child Study team although efforts are underway to shift the MTSS model to the high school level. Through this process, classroom teachers are able to collaborate with other staff members to analyze student data, design intervention and progress monitor. At all levels, the Extended Learning Opportunity (ELO) model is implemented as part of the master schedule to allow daily intervention in the areas of reading and/or math. Designated as a Tier II level of intervention for at-risk students, ELO is provided to students beyond the core.

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

The West Branch Area School District recognizes the value of community coordination. Toward this effort, the District has established a working relationship with a number of early childhood and after school program providers, including: Central Intermediate Unit 10, CenClear Preschool and Gethsemane Day Care. While the partnership to date has grown,

the District has plans to increase their early childhood partnerships and increase interaction around issues of professional development, recruitment, assessment, curriculum, instruction, environment and transition. In regards to after school programming, the District would like to strengthen collaboration with the YMCA program around student learning, thereby increasing educational benefit outside the classroom.

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 West Branch School District does coordinate with select preschool agencies as it relates to transition. In particular, the District does participate in the required transition activities designed for students with disabilities who receive early intervention services through the Intermediate Unit. Additionally, the District houses an early intervention program operated by CenClear and as such is able to coordinate services and transition for these students. In the future, the District needs to expand its effort to any other community providers as well as reaching out to parents who will have children entering kindergarten.

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	Developing
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 West Branch Area School District addresses materials and resources through a number of activities, including: Administrative Team, Grade Level/Department Teams and District Level Committees. The topic is explored on an ongoing basis with particular focus during the budget planning process.

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	Developing
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 West Branch Area School District addresses materials and resources through a number of activities, including: Administrative Team, Grade Level/Department Teams and District Level Committees. The topic is explored on an ongoing basis with particular focus during the budget planning process.

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

Not 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	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing
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 West Branch Area School District addresses materials and resources through a number of activities, including: Administrative Team, Grade Level/Department Teams and District

Level Committees. The topic is explored on an ongoing basis with particular focus during the budget planning process.

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

The West Branch Area School District has re-implemented material/resource acquisition at the secondary level after several years of budget cuts. The District needs to continue the process of acquiring updated and additional materials and resources as indicated by student performance data.

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	Needs Improvement
Accessibility for students and teachers is effective and efficient	Developing
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 West Branch Area School District addresses materials and resources through a number of activities, including: Administrative Team, Grade Level/Department Teams and District Level Committees. The topic is explored on an ongoing basis with particular focus during the budget planning process.

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

The West Branch Area School District has re-implemented material/resource acquisition at the secondary level after several years of budget cuts. The District needs to continue the process of acquiring updated and additional materials and resources as indicated by student performance data.

SAS Incorporation

Elementary Education-Primary 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
Early Childhood Education: Infant-Toddler→Second Grade	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

Further explanation for columns selected "

Although professional development regarding SAS has been provided to staff, the access and usage of the materials and resources section is at a minimal level and without consistency within departments/grade levels. A refresher of the SAS portal is warranted at this time.

Elementary Education-Intermediate 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	Implemented in

Technical Subjects	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

Further explanation for columns selected "

Although professional development regarding SAS has been provided to staff, the access and usage of the materials and resources section is at a minimal level and without consistency within departments/grade levels. A refresher of the SAS portal is warranted at this time.

Middle Level

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

Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 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 50% or more of district classrooms

Further explanation for columns selected "

Although professional development regarding SAS has been provided to staff, the access and usage of the materials and resources section is at a minimal level and without consistency within departments/grade levels. A refresher of the SAS portal is warranted at this time.

High School Level

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

	classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 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 50% or more of district classrooms

Further explanation for columns selected "

Although professional development regarding SAS has been provided to staff, the access and usage of the materials and resources section is at a minimal level and without consistency within departments/grade levels. A refresher of the SAS portal is warranted at this time.

Early Warning System

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

Not answered

Professional Education

Characteristics

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.

The West Branch Area School District considers professional development a critical component of its overall program. Toward this goal, the district dedicates considerable time, resources and funds to ensure the professional education characteristics enumerated above. The Administrative team, in collaboration with the Professional Education committee, annually plans for professional education and seeks input from the professional staff in terms of needs and program deficits.

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

While considerable time has been dedicated toward meeting student needs, it has tended toward the bottom end of the spectrum with a focus on accommodating students with deficits. Moving forward, the District needs to better include accommodations for gifted students within its professional development offerings.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
6/8/2015 3 hours (Online Course) - Group #1 (All Employee Groups)
1/29/2016 3 hours (Online Course) - Group #2 (All Employee Groups)

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

Questions
The LEA has conducted the training on:
1/18/2016 3 hours (Online & Face-to-face) - High School (Educators only)
2/29/2016 3 hours (Online & Face-to-face) - Elementary (Educators only)
The LEA plans to conduct the training on approximately:
1/15/2018 1 hour (Refresher) - All
8/28/2018 1 hour (Refresher) - All

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

Questions
The LEA plans to conduct the training on approximately:
1/15/2018 4 hours

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- 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.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Unchecked answers

- Using disaggregated student data to determine educators' learning priorities.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- 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.

The West Branch Area School District believes strongly that increased student achievement is directly impacted by professional development. The district is working hard to increase the quality of its professional development offerings for staff training and growth. The Administrative team, in collaboration with instructional coaches, consider professional development plans on a regular basis and monitor and adjust accordingly so that the staff receives what is needed.

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

The West Branch Area School District is aware that its approach to professional development has grown significantly over the past several years but more can be done. As such, the topic of professional development has been identified as a priority need within the Comprehensive Plan and an action plan developed to address additional strategies needed at this time. It should be noted that the essence of this action plan is not relative to content but rather to the structure and philsophy used to design a professional education model.

Induction Program

Checked answers

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

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

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

> *None.*

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

The West Branch Area School District provides an Induction program to address the goals, objectives and competencies required. The program is implemented through a number of structures, including: orientation, district-level sessions, mentor/inductee meetings, mentor observation, inductee observations and visitations, inductee surveys, book chats and presentations.

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

Not Applicable

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

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

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Knowledge of successful research-based instructional models.

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

Unchecked answers
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

The West Branch Area School District provides an Induction program to address the goals, objectives and competencies required. The program is implemented through a number of structures, including: orientation, district-level sessions, mentor/inductee meetings, mentor observation, inductee observations and visitations, inductee surveys, book chats and presentations.

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

The West Branch Area School District has indicated that all strategies are applied with the exception of written summaries and inductee portfolios. The District will explore these strategies to determine if their inclusion into our model is warranted in the future.

Mentor Characteristics

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

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

Unchecked answers

None.

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

The West Branch Area School District has implemented an application and review process for the selection of mentors. Both principals and central office administration work through this process and use the application and interview as well as other performance data (i.e. observation summaries and annual evaluation appraisals) to confirm mentor candidates.

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

Not Applicable

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		
Best Instructional Practices			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.

Not Applicable

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The West Branch Area School District has included program evaluation into the Induction program. At the end of the induction year, each new inductee is asked to evaluate the experience using a survey instrument. Additionally, all participating administrators and mentors meet annually to review the program components and make suggestions for revisions.

Recording Process

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

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

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

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

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

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Unchecked answers
None.

Special Education

Special Education Students
Total students identified: **225**

Identification Method

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

When a student is referred for a special education evaluation, and he or she is suspected of having a Specific Learning Disability, the process used is:
West Branch Area School District is not approved to use RtII as a method for SLD determination, therefore we continue to use the discrepancy model for all students during the evaluation process.
During the process the district addresses whether the child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following

areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and mathematics problem solving.

The district ensures this by examining whether a child exhibits a pattern of strengths and weaknesses, relative to the intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not to be primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited english proficiency).

By using this process the district is able to ensure that underachievement in a child, suspected of having a specific learning disability, is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as part of, the referral process, the child was provided scientifically based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Also, repeated assessments of achievement are conducted at reasonable intervals. These reflect formal assessment of student progress during instruction, and are provided to the child's parents as completed.

Enrollment

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

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

West Branch's speech and language enrollment data (27.2%) exceeds the state percentage (15.4%) by more than 10%; this is a trend within our Intermediate Unitand therefore we will be addressing this concern with the other districts to determine if our evaluation procedures need altered or our criteria for qualification needs revised. We will also be discussing the high number of students entering kindergarten with a speech and language IEP with our area preschools to determine if the early Intervention evaluation procedures and/or criteria need revised as well. Finally, the group will be considering whether extenuating circumstances in the area are resulting in the excessively high number of students requiring speech and language services.

Non-Resident Students Oversight

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

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

In the event that a facitlity was with in the district, the LEA would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Pulic School Code as outlines in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between the district and the 1306 facility to ensure chhild find and the provision of FAPE for students with disabilities.

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).

Students who are incarcerated are provided an appropriate educational program by the host district. Parents are offered an evaluation. If the student is eligible and in need of special education services, he/she is provided with an Individual Education Program. If the student is currently identified as a special education student, the district provides the facility with current Evaluation Report (ER/RR) and the Individualized Education Program (IEP). As the student nears the end of his/her period of incarceration, the district is contacted so a smooth transition to the regular school can be planned.
The student's Probation Officer contacts the school to notify the district of the student's incarceration. Also, the correctional facility requests records from the school district. If the student is placed in the local county jail, the special education office from the host district will contact the home district.

Least Restrictive Environment

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

of the district and how those placements were determined to assure that LRE requirements are met.

The school district considers, on a student by student basis, the most appropriate and least restrictive environment. This commitment is demonstrated in our description of services spanning the full continuum of special education services. We have students receiving Itinerant to Full-time services. To the maximum extent appropriate, students are included with their regular education peers, with supplementary aids and services that are necessary, to access the general education curriculum. Each year we look at our student data and determine which classes would benefit from the co-teaching model so that additional students might be included with their typical peers. The district makes every effort to educate students in their home school.

At the elementary level, many academic services are provided within the regular education environment, with in-class support from special education teachers and paraprofessionals. For students requiring more direct instruction, services are provided in a separate learning environment.

At the junior/senior high school level, learning support students receive itinerant services in-class or in a special education classroom during their study hall period, or they might receive instruction for academic subjects in a resource room environment. Regardless, they are integrated with their typical, non-disabled peers for elective subjects. Regular education class support is also provided by special education teachers via the inclusion model as well as by paraprofessionals on an as needed basis.

Students requiring emotional support are provided a continuum of services based on their level of need. For students requiring itinerant support services, weekly meetings with the guidance counselor or school psychologist are a specially designed instruction within the student's IEP or if at the elementary level time is scheduled for these students to meet with the emotional support teacher. For students requiring an increased level of emotional service, part-time to full-time services are provided in a separate learning environment. Psychiatric services for medication checks are also provided to students who have this service identified in their IEP.

Elementary and Secondary school counselors regularly meet with students (special education students are included in these groups) for social skills and bullying prevention. West Branch has a full-time school psychologist on staff allowing the school psychologist and guidance department the opportunity to plan additional groups to encourage positive behavior and anti-bullying strategies.

Based on current data, West Branch Area SD did meet the SPP requirements in the area of 80% or more time with typical peers inside the regular class; we have worked very hard to meet this requirement through implimentation of an improvement plan which calls for the placement of all elementary students within regular education reading classes for the guided reading model (ability level grouping) and we also try to include more students in math by using the Go Math program. We are also increasing the time our high school special education students are in regular classes by providing inclusion classes that meet their needs.

West Branch Area SD also met the SPP requirement for students placed outside of the

district; to meet this requirement, we returned our elementary life skills program to our district and we continue to support incoming students into that program . We now have an emotional support teacher at the high school level who supports students on a daily basis with emotional needs. FInally, we have an in-district School Based Behavioral Health Program (SBBH) for K- 8. This program provides our district with one (1) Masters level Behavior Specialists and two (2) TSS workers in-house 5 days a week to assist in meeting the needs of our students with emotional and behavioral needs.

The district has a strong School Wide Positive Behavior Support (SW-PBS) in grades K-8 to provide a more structured and consistent environment for our students; with clear expectations, rewards for appropriate behavior and recognition of appropriate behavior and a reduction in discipline referrals, we are able to focus more on assisting those students who exhibit more significant behavioral needs.

The district continues to provide training to all staff members in the areas of SW-PBS and the SBBH program for a more efficient and effective implementation of each program.

Only a small percentage of special education students are assigned to programs outside the regular school. Such programs are recommended only after programs, SAP referrals, IEP revisions, and Positive Support Plans within the regular school have been tried, revised, and proven unsuccessful. Opportunities for integration with non-disabled peers are generally provided via community-based instruction or through extracurricular activities.

Supplementary Aids and Services

- After School Tutoring: Students have availabe to them after school tutoring 4 days a week via Project Success.

- Peer Tutoring: Students have available to them peer tutoring during each of the 5 school days each week; a certified teacher is available for assistance.

- Breakfast/Lunch Programs: Cafeteria service is provided to both K - 6 and 7 - 12 schools. The cafeteria meals qualify under the US Dept. of Agriculture recommended guidelines for federal subsidy and reimbursement. Free or reduced price meals are offered to eligible families. Point of sale is available and each child has an online account.

- Cen-clear Child Services: A family resource room is hosted in the elementary school for pre-school children and parents. A Pre Counts class is hosted in the elementary.

- Cen-clear Consortium: Project Success is offered to mid-school children for tutoring and recreation during the school year as well as during the summer.

- Central Intermediate Unit 10: The IU provides services to the special education population during the pre-school and school age years. Other services include assistance with state mandates and behavioral and curriculum issues.

- Clearfield-Jefferson Drug/Alcohol Commission: Supports the work of the high school Student Assistance Program. Clearfield-Jefferson D/A commission also assists the district

with education classes for those students with tobacco or drug violations on school grounds.

- Community Connections of Clearfield-Jefferson County: Supports the work of the high school Student Assistance Program and the elementary and high school counseling offices. They also offer service (Mobile Therapy, TSS, BSC) to many of our students with mental health issues.

- Intervention Team: the elementary intervention team assists students, teachers and families with academic, behavioral and/or mental health concerns, the team will determine appropriate interventions for the child as well as offer suggestions for outside assistance for the student and family

- Collaboration; When looking at the category of collaboration within the framework of considering the full range of supplementary aides and services the following list, although not inclusive, are examples of how West Branch Area SD assists our students in being successful: co-teaching model, Study Tools - a Co-teaching manual for teaching study skills, partnership with CIU 10 in professional development to assist our co-teaching teams in becoming a more cohesive team, para educator support within the regular education classroom, scheduled time for team meetings and planning, ongoing support for teachers with the use of assistive technology for individual students, teacher teams attend trainings together in relationship to individual students, daily communication with parents if noted in the IEP, ongoing communication with the guidance department regarding student progress and academic and behavioral need

- Elementary PTO: An active elementary parent-teacher organization serve eh K-6 program by offering volunteer services and financial donations for cultural activities and SW-PBS rewards. The PTO has sponsored various assemblies, speakers and field trips to increase the opportunities for our students to be exposed to the arts, history and entertainment in our area.

- Guidance Services: Counselors are provided to assist students in succeeding in school, dealing with family issues and preparing for post-secondary education and/or employment. One counselor serves the elementary school while two counselors serve the high school. The high school guidance counselors teach classes during each of our 30-day cycles emphasizing organization skills, social skills and career exploration. They also provide the opportunity, via a field trip, for our students to visit the local career and technical school to view the various educational opportunities available to them. The elementary guidance counselor also teaches classes throughout the year to each grade level; the class topics range from appropriate social skills to good touch/bad touch to organization skills or any topic the teacher feels appropriate based on current student needs.

- Health Services: A certified school nurse and two part-time RN's are available to the students. During the year sports physical examinations, vision/hearing screening and scoliosis/tuberculin screenings are held. Heights and weights are recorded. Medications are

distributed. OUr nurses, on occassion, are identified within an IEP to provide services to individual students on a daily basis, this can range from special feedings to changing leg braces.

- Instructional: When looking at the Framework for considering the Full Range of Supplementary Aids and Services in the Instructional category West Branch Area SD uses the following (this is not an all inclusive list): Instructional adaptations based on student need, provide large print books and books on CD, provide modified curriculum and goals, provide access to Read Outloud program, provide tests and assignment modifications, adapted method of presentation dependent upon student strengths, supply supplementary materials on student instructional level, allow students to use computers to type assignments/answers to tests, modified school day, cyber classes when more appropriate to meet the students needs, emotional support at the elementary and high school level

- Library Services: The district has two school libraries which are staffed by certified librarians. Classes are scheduled weekly in the elementary school for grades K - 6. The high school library is used as needed throughout the day. The libraries are open one day a week during the summer. OUr libraries are utilized frequently during the school day for students to take Accelerated REader tests which in the elementary provide the students the opportunity to receive awards based on their total points accumulated and in the high school the total accumulated points are converted to 20% of the students' grade in English in grades 8 - 12 and 20% of the students' reading grade in 7th grade.

- Lock Haven University: Places student teachers in the K-12 program. Provides access to college classes for high school students on the Clearfield campus.

- Penn Highlands Community College: In cooperation with the high school administration, offers college credit for courses taught at the high school.

- Pennsylvania State University: Places field experience and student teachers in the K-12 program within our district.

- Physical environment: When looking at the category of physical environment within the framework for considering the full range of supplementary aids and services the following list, although not all inclusive, are examples of how West Branch Area SD assists our students in being successful: provide specific seating arrangements, provide adaptive equipment (slant board, T-chairs, bounce chair), provide for sensory concerns (Light speed system, FM system, sensory room, ear phones, whisper phones, provide air conditioning when excessive heat results in migraines or seizures, wheelchair accessibility, grab bars on stairs, in cafeteria and in restrooms

- Psychological Services: The district employs a full-time certified school psychologist who serves district needs on a daily basis. The school psychologist assists classroom teachers in determining appropriate techniques or strategies to accommodate a child who is encountering academic or socialization challenges. The psychologist conducts the individualized testing and assessment of students who are referred for additional services

or adaptations necessary for successful completion of an educational program. The school psychologist also conducts individual and group sessions to assist students with emotional needs. The school psychologist is an active participant in the SW-PBS program, the planning of the SBBH program and the SAP and interventions team.

- School Booster Clubs: The marching band and athletic teams have parent booster clubs that support the team and their coaches through fund-raising for team accessories and end of season banquets.

- School Wide Positive Behavior Support: The elementary school and grades 7 and 8 are implementing School Wide Positive Behavior Support under the guidance of a School Wide Behavior Team from the CIU10; this program provides clearly identified school rules which are taught to each student at the beginning of the school year and then periodically throughout the school year (after breaks in the school year or when behaviors are in need of correction).

- Social Work Services: Guidance counselors provide social work services to identified students on an individual basis. THe district utilizes private providers at the parent's request or in consultation with parents. The providers most commonly used are: Cen Clear Child Services, High Point and University of Pittsburgh Medical Center.

- Social-Behavioral: When looking at the category of social-behavioral within the framework for considering the full range of supplementary aids and services the following list, although not inclusive, are example of how West Branch ARea SD assists our students in being successful, emotional support classroom with social skills instruction, social skills instruction provided in small group setting with the guidance counselor, social skills and coping skills instruction provided one-on-one with the school psychologist, peer supports - lunch buddy groups are conducted by the guidance counselor, rules and expectations are modified to meet the needs/skills of the individual student, Positive Behavior Supports on a school wide and individual basis, use of a personal care professional to promote appropriate social skills and appropriate behavior, individualized reward system based on student need

- Special Education and Related Services: The district has an active child-find program for the purposes of identifying students who may be in need of special education and related services. These related services address various disability needs as identified through the screening process. In compliance with state and federal law, the district will provide, without discrimination, to each protected handicapped student, special education services, aides and accommodations, which are needed to provide equal opportunity to participate in and obtain the benefits of the school program.

- Student Assistance Program: The SAP is a program for the identification, intervention and referral for adolescents who may be at risk for suicide, depression or alcohol/drug abuse which interferes with their education. The district complies with the requirements for training, meetings and agency support. The SAP team meets 2x week throughout the school year and 1x year for their maintenance training.

- Title 1 Services: We offer school wide Title1 services to all students within the elementary school. We employ 2 reading specialists. The District also provides four instructional paraprofessionals to assist the reading specialists with interventions for students whose data indicates a need for intervention.

- Transition: OVR visits the high school 1x per 9 week period to meet with special needs students to assist them in preparing for academic life after high school. Career Link is available to the special education department for each IEP meeting where their services are thought to be necessary. Both agencies assist our students with transition and planning and are available to the students' parents as well. We employ a transition coordinator who attends County Wide Transition Council meetings, has a dedicated transition period in her schedule each day during which students are administered transition assessments and questionnaires to determine future goals and interests.

- Transportation Services: All students are transported to and from school via a bus. Transportation is also provided for field trips and athletic events. Van transportation is provided on an as needed basis which is determined by the student's needs and the IEP team.

Behavior Support Services

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

District Policy

Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with disabilities shall develop a positive behavior support plan if the student requires specific interventions to address behavior that interferes with learning. The identification, evaluation and plan or program shall be conducted and implemented in accordance with state and federal law and regulations (Ch. 14/IDEA).

The behavior plan shall be based on positive rather than negative techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques; prone restraints are prohibited. The use of

restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques, such as CPI. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

Staff training in the writing of and implementation of positive behavior support plans will be provided to staff as needed.

Restraints will be reported via the Restraint Information System Collection (RISC).

Students with disabilities who engage in inappropriate behavior, disruptive or prohibited activities and/or actions injurious to themselves or others shall be disciplined in accordance with their IEP, Behavior Support Plan, and Board Policy.

The School Board directs that the district shall comply with provisions of the Individuals with Disabilities Education Act and federal and state regulations when disciplining students with disabilities for violations of district policy or school rules and regulations. No student with a disability shall be expelled if the student's particular misconduct is a manifestation of his/her disability.

A student with a disability may be suspended for 10 consecutive and 15 cumulative days of school per school year, regardless of whether the student's behavior is a manifestation of his/her disability.

Any removal from school is a change of placement for a student identified with an intellectual disability.

A student with a disability whose behavior is not a manifestation of his/her disability may be expelled pursuant to district policy and procedures.

A student with a disability who carries a weapon to school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.

A student with a disability who knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function may be removed from his/her current placement. The student shall be placed in an appropriate interim alternative educational setting for no more than forty-five (45) days.

Positive Behavior Supports (PBS)

The district utilizes a model of School-Wide Positive Behavior Support (K-8) under the leadership of a Schoolwide Behavior Team from Central Intermediate Unit #10 and an individual school based team; this program provides clearly identified rules which are taught to each student at the beginning of the school year and then periodically throughout the school year (after breaks in school year or when behaviors are in need of correction).

Staff Training

In August of each school year and throughout each school year as needed, all special education staff, including paraprofessionals and administration, will become familiar with implementing Positive Behavior Support plans. All special education teachers will be fully trained in knowing when and how to write these plans. With the successful training of these individuals, appropriate plans will be written for each student demonstrating such a need. Progress may be noted in the number of referrals received by the student decreasing. The targeted participants are new staff, paraprofessionals, instructional staff, and administrative staff. These trainings will occur on-site with guided practice, at conferences, or through distance learning conducted by PATTAN staff, IU staff, and/or West Branch School District administration.

De-escalation Techniques

Each year the district offers initial and refresher courses in the de-escalation technique Non-violent Crisis Intervention (CPI). This is offered to all staff members K-12. There is a slight increase each year of staff members interested in attending. If staff are unable to attend the training offered at the district they are made aware of scheduled dates at off-site locations. Anticipated increases each year are as follows: each year new staff will be offered the initial training and the previous year's new employees will be offered the refresher course to remain certified. The targeted participants are new staff, paraprofessionals, instructional staff, administrative staff, and related service personnel. These trainings will occur on-site with guided practice or at conferences conducted by IU staff.

School-Based Behavioral Health

SBBH has four main components: Clinical Interventions, Crisis Planning, Case Management, and Consultation

The services are delivered in a team model consisting of 1 Master Level licensed therapist and 2 Behavioral Health workers who have a minimum of a Bachelor's degree.   The team is based in a school setting serving as the clinical home, but is also required to provide interventions in the community and home settings.   The service is provided year round with a summer program component included. Because it is an authorized service as a "program" there is no limitation to the number of hours of service the team provides to an identified student or his/her family member in any given week.

To be eligible for the program, the client must be a member of Community Care Behavioral Health, have a qualifying mental health diagnosis, and meet the eligibility requirements for the program in terms of severity of need.

The therapists will work with students in grades K – 8.

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.

Ensuring FAPE

West Branch Area School District is committed to providing FAPE for all students receiving special education services. Any issues that are a barrier to an educational placement are addressed using the interagency model in collaboration with the Central Intermediate Unit #10. We also partner with area school districts who offer partial programs for students with significant mental health needs. Additionally, there are also alternative education programs for students with severe behavioral issues and for drug and/or alcohol concerns. There are also privately run programs for students with autism who demonstrate a high need of specially designed instruction and supplementary aides that cannot be satisfactorily met in lesser restrictive settings.

Hard to Place Students

West Branch Area School District works collaboratively with the interagency coordinator from the Central Intermediate Unit #10 regarding CASSP referrals. Interagency meetings are held for students requiring emotional support classes, school-based hospitalization programs or when team input is needed to make recommendations for other programming. Agencies that have been involved in such meetings include Clearfield County Children and Youth Services, Community Connections of Clearfield and Jefferson Counties (MH/IDD), Office of Vocational Rehabilitation, Clearfield County Career and Technology Center, Western Pennsylvania School for Blind Children, and private hospitals that serve district students. Students with multiple disabilities are included whenever possible in the regular school setting.

Collaboration in Providing Services

West Branch Area School District works closely with interagencies to ensure adequate support services and programs for each child demonstrating that need. The school district works through our local CASSP system and the Central Intermediate Unit #10 Interagency Coordinator and Mental Health Consultant to help locate appropriate mental health and educational placements for students. This process facilitates communication between all

parties: the parents, service agencies, and the school. When the district is having difficulty meeting the needs of a particular student, contact to our local CASSP coordinator or Interagency Coordinator at the Central Intermediate Unit #10 is made. The coordinator who was contacted then knows the additional people who need to be contacted and can set up a CASSP meeting for a student. This system is easily accessed by calling the local CASSP Coordinator and requesting a meeting.

When necessary, a referral is made to the local CASSP Coordinator, Interagency Coordinator, or Mental Health Consultant. These contacts help students on an individual basis. The contact made through the local transition council has helped our district expand services for all students. The North Central Youth Development Program has helped the district expand its transition services by linking us with other agencies that can provide job shadowing, work experience, and other opportunities. The district also works closely with Cen-Clear Child Services, Inc., The Meadows Psychiatric Center, High Point, and Clearfield Behavioral Health to coordinate Therapeutic Support Staff (TSS) services, Mobile Therapy, Behavior Specialist, Family Based Services, etc. for students with behavioral needs.

The school district works with the county probation office to assist with attendance and to support mandated court orders.

The Central Intermediate Unit #10 invites county service agencies to be present at the local transition council meetings. This forum keeps districts informed of services available for students with disabilities and who to contact to access those services for a student.

When the school district determines that they are or may encounter difficulty in placing a student in the appropriate placement, the Special Education Office will contact the Regional Interagency Coordinator (RIC) at the state level. Through this contact, it is expected that an appropriate educational placement will be located and/or the coordinator can assist the district in enhancing our programs to better meet the need of our students with disabilities in the public setting. West Branch Area School District's RIC is located at PATTAN in Harrisburg and can be reached at 1-800-360-7282

Strengths and Highlights

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

The greatest strengths of our programs and services at West Branch Area School District are: offering a full continuum of services, the percentage of time special education students spend in an inclusion setting, full-time instructional aides for learning support classrooms, technological applications in the special education department, an active assisstive technology device team, positive relationships with parents and a positive rapport and effective communication among regular and special education staff and administrators.

The West Branch Area School District offers a full continuum of services for all special education students living in the district. The district currently has learning support classes for students in grades K-12. These itinerant, supplemental, and full-time classrooms serve students with all levels of need. Most learning support classrooms have a full-time para

educator. This allows for extra assistance in the learning support classroom and in the regular education classroom where special education students are included. The elementary and high school have an emotional/learning support teacher to better meet the needs of an ever growing population of students with more significant social-emotional behavioral needs within our district. The district currently hosts two multi-district classrooms: two life-skills classes serving ages 5-21. These students are integrated with typically-abled peers to the maximum extent appropriate and are very much a part of our school community.

The district is committed to professional development for teachers and staff. Many elementary and high school teachers, and all special education staff have been trained in Non-Violent Crisis Intervention. Teachers in both the elementary and high school have received training in Functional Behavior Assessments to address the needs of students with behavioral concerns. Regular and Special Education teachers in grades K-6 receive ongoing training in Balanced Literacy as well as in Reading Apprenticeship in grades K-12.   A team of regular education teachers, special education teachers, and administrator attend trainings on the new MTSS (Multi-Tiered Systems of Support) which is replacing Response to Instruction and Intervention. The K-8 district staff have also been trained in and are implementing Schoolwide Positive Behavior Support. We have both a Tier I and Tier II team for the schoolwide PBS at the elementary level.

The elementary school implements the Olweus Bullying program to address and help to eliminate bullying with in the building. At the HS level, the staff has taken students to 'Empowering the Bystander' trainings and now works with that group to help change the climate as well within that setting.

Just this year, the district opened it's first pre-k classroom. This will benefit the district by reaching students at an earlier age and providing services needed to help them succeed.

The district is currently working collaboratively with the North Central Youth Development program and the Central Intermediate Unit #10 to enhance the transition and tutoring services for our high school students. This collaboration will allow us to provide more job readiness skills, as well as more job shadowing and work experiences to our high school special education students. West Branch Area School District continues to work with the Intermediate Unit Transition Council to ensure we comply with our transition services. West Branch, along with the CIU #10 and local districts lease an apartment to provide additional independent living and community skills to our special needs students. We are also working closely with local businesses to provide our life skills students with unpaid work experiences. During the 2012-2013 school year a similar work experience program was started for learning support students who were unable to attend vo-tech for various reasons. Students attend classes for half of the day and then attend their jobs for the remaining part of the day. The students in the learning support work experience program obtain their jobs through a collaboration with the school district and the North Central Youth Development program. Students are able to receive pay through this program.

The West Branch Area School District special education department utilizes DARTs, a student information web-based program, to enhance management of data and development of IEPs, ERs, and other special education documents and data. The school district also

utilizes PowerSchool in both the elementary and high school as a student information system. The curriculum mapper found through the PDE SAS website as been utilized to assist in unit and lesson plan development working toward increased student achievement.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Central PA Autism Spectrum Disorder Academy	Other	Full-time Autistic and Emotional Support	4
NHS	Other	Full-time Autistic and Emotional Support	1
New Story	Other	Full-time Autistic and Emotional Support	1
Manito	Other	Full-time Behavioral and Emotional Support	1
Sarah A. Reed Children Center	Other	Full-time Behavior and Emotional Support	1
New Vista	Other	Full-Time Emotional Support Services	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	7	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 8	5	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.25
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 10	6	0.25
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	5 to 13	15	0.5
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #3 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	8	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	4	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #4 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: March 2, 2016

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

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	2	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	6	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

        Type: Class

        Implementation Date: March 2, 2016

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

    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	6	0.5
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	5	0.5
Justification: Teacher always meets with students in appropriate age range groups				
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

    Operator: School District

    PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: March 2, 2016
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	12	0.7
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	10	0.3
Locations:				
West Branch High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class
Implementation Date: March 2, 2016
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	21	0.5
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	2	0.25
Locations:				
West Branch High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 18	8	0.25
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Class

          Implementation Date: March 2, 2016

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

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 16	17	0.5
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	5	0.5
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: ClassandPosition

          Implementation Date: March 2, 2016

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

      PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 13	7	0.5
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	5 to 13	2	0.5
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	25	1
Locations:				
West Branch Area Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	9	0.5
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	14 to 21	2	0.5
Justification: The IEP team has determined this to be an appropriate placement for students who are outside the typical age range.				
Locations:				
West Branch Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	53	1
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch Area SD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 21	56	1
Justification: Grouping of students complies with age range requirements				
Locations:				
West Branch Area SD	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: March 2, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	11 to 11	2	0.1
Justification: Hearing therapists meets with students in appropriate age range groups.				
Locations:				
West Branch Area SD	An Elementary School Building	A building in which General Education programs are operated		

Program Position #15

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	5 to 13	3	0.85
Justification: Vision teacher meets with groups meeting the age range requirements.				
Locations:				
West Branch Area SD	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Classroom Paraeducators	West Branch School	11
Personal Care Aides	West Branch School	5
Adapted Physical Education	West Branch Elementary	0.25
Principal of Special Student Programs	West Branch Elementary	1
Special Education Secretary	West Branch School	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Intermediate Unit	2 Days
School Psychologist	Outside Contractor	3 Days
Interpretor	Intermediate Unit	5 Days
Life Skills Adapted PE/Health	Intermediate Unit	1 Days
School Based Family and Behavioral Health Program	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
The following patterns related to systemic challenges have been identified:
1. Writing program needs revisited.
2. Curriculum mapping needs completed.
3. Lack of wireless is impacting instructional strategies.

District Accomplishments

Accomplishment #1:
The District has demonstrated a strong proactive approach to safe schools.

Accomplishment #2:
The attendance rate exceeds the state average.

Accomplishment #3:
Grade 3 exceeded the state average in Mathematics and English Language Arts for the achievement measure (Grade 3).

Accomplishment #4:
Grade 4 exceeded the state average in Science for the achievement measure (2017).

Accomplishment #5:
Grade 6 exceeded the state average in English Language Arts for the achievement measure (2017).

Accomplishment #6:
The District continues to demonstrate growth within the Basic and Below Basic categories in most grades.

Accomplishment #7:

The participation rate meets or exceeds the state average.

Accomplishment #8:
The special education rate for student dropout and suspension is low.

Accomplishment #9:
The District has made additional strides to improve the infrastructure necessary to support its technology needs and efforts.

Accomplishment #10:
The District has shown marked improvement in the area of technology integration.

Accomplishment #11:
The faculty demonstrates a strong grasp of technology used for classroom management and organizational tasks.

Accomplishment #12:
The District offers a strong instructional coaching model for professional development.

Accomplishment #13:
The District facility and property are well-maintained.

Accomplishment #14:
The administration, faculty and staff collaborate well on educational matters.

District Concerns

Concern #1:
Grade 4 and Grade 8 demonstrated low achievement in the area of Mathematics (2017).

Concern #2:
Algebra I achievement and growth scores continue to be low (2017).

Concern #3:
The IEP subgroup achievement and growth scores were low for all tested subjects and grade levels.

Concern #4:
A gender gap exists among high school students as it relates to achievement.

Concern #5:

Although strides have been made in the area of technology integration, additional gains are needed.

Professional development opportunities lack differentiation based on assignment, experience and need.

Family involvement is minimal at the mid and high school level.

Effective school climate efforts are a struggle at the high school level as it pertains to both staff and students.

Prioritized Systemic Challenges

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

    Aligned Concerns:

        Algebra I achievement and growth scores continue to be low (2017).

        The IEP subgroup achievement and growth scores were low for all tested subjects and grade levels.

        Although strides have been made in the area of technology integration, additional gains are needed.

        Grade 4 and Grade 8 demonstrated low achievement in the area of Mathematics (2017).

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

    Aligned Concerns:

        Algebra I achievement and growth scores continue to be low (2017).

The IEP subgroup achievement and growth scores were low for all tested subjects and grade levels.

Although strides have been made in the area of technology integration, additional gains are needed.

A gender gap exists among high school students as it relates to achievement.

Professional development opportunities lack differentiation based on assignment, experience and need.

Family involvement is minimal at the mid and high school level.

Effective school climate efforts are a struggle at the high school level as it pertains to both staff and students.

Grade 4 and Grade 8 demonstrated low achievement in the area of Mathematics (2017).

Systemic Challenge #3 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

A gender gap exists among high school students as it relates to achievement.

Family involvement is minimal at the mid and high school level.

Effective school climate efforts are a struggle at the high school level as it pertains to both staff and students.

Systemic Challenge #4 *(Guiding Question #0)* Establish a district system that fully ensures technology is integrated into both the educational and operational program.

> **Aligned Concerns:**
>
> > Although strides have been made in the area of technology integration, additional gains are needed.
> >
> > ··
> >
> > Effective school climate efforts are a struggle at the high school level as it pertains to both staff and students.

Systemic Challenge #5 *(Guiding Question #1)* Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

> **Aligned Concerns:**
>
> > Algebra I achievement and growth scores continue to be low (2017).
> >
> > ··
> >
> > The IEP subgroup achievement and growth scores were low for all tested subjects and grade levels.
> >
> > ··
> >
> > Grade 4 and Grade 8 demonstrated low achievement in the area of Mathematics (2017).

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Keystone Exams / PSSA

Specific Targets: Increase in student achievement

Type: Annual

Data Source: PVAAS

Specific Targets: Increase in student growth

Type: Interim

Data Source: Diagnostic and/or Benchmark (i-Ready, DIBELS, USA Test Prep)

Specific Targets: Increase over periodic administrations

Type: Interim

Data Source: Formative Assessments (Running Records)

Specific Targets: Increase over periodic administrations

Strategies:

Instructional Coaching: The Principles of Partnership

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

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, http://www.hepg.org/hel/article/499; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf)

SAS Alignment: Instruction

Reading Across the Curriculum

Description: "This report looks at what reading across the curriculum interventions states and districts might consider in their plans to improve reading outcomes at the secondary level. Seven interventions were identified for review: ReadAbout, Reading in the Content Areas, Concept-Oriented Reading Instruction (CORI), CReating Independence through Student-owned Strategies (CRISS), Reading Apprenticeship, Literacy First, and Strategic Instruction Model?Content Literacy Continuum (SIM?CLC). While not an exhaustive list of the professional development interventions available, these seven represent the types of external support that schools might access. Of the seven interventions, only Concept-Oriented Reading Instruction has had several quasi-experimental studies and an experimental study conducted on its effectiveness. In addition, four

interventions?ReadAbout, CReating Independence through Student-owned Strategies, Reading Apprenticeship, and Strategic Instruction Model?Content Literacy Continuum?are currently the focus of federally funded studies that will examine the interventions? effectiveness through experimental studies." (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Effective Practices for Teaching Academic Vocabulary

Description:

Academic vocabulary is the vocabulary critical to understanding the concepts of the content taught in schools. It is vocabulary that supports student comprehension of instructional content. Academic vocabulary exposes students to the word origins, multiple meanings of words, and reference to abstract concepts that relate and connects directly to the targeted content area. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Effc_Tch_Vocab311.pdf/528268006/Effc_Tch_Vocab311.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Assessment, Instruction

Instructional Practices for an Effective Classroom

Description:

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

SAS Alignment: Instruction

Teaching Literacy in the Content Areas

Description:

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

SAS Alignment: Instruction

Implementation Steps:

Differentiated Instruction

Description:

Effective instruction requires teachers to differentiate to meet the needs of diverse learners. The district needs to provide professional development in this area to both elementary and secondary teachers.

Start Date: 9/1/2016   **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Collins Writing

Description:

Reading and writing are most effectively taught when incorporated into all subject areas. To improve, students must be reading and writing every day beyond formal language arts classes. The district needs to provide professional development around this topic using the Collins Writing model.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Reading Across the Curriculum

Balanced Literacy

Description:

The overall success of a balanced literacy approach is the consistent implementation, with fidelity, of the key components: shared reading and writing, guided reading, read alouds, interactive writing (kid writing, process writing, Collins writing), and reader and writer workshops. The District needs to revisit this area to improve issues of implementation and fidelity.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Reading Across the Curriculum
- Effective Practices for Teaching Academic Vocabulary
- Instructional Practices for an Effective Classroom

Co-teaching

Description:

Co-teaching is an effective way to meet the diverse needs of learners at the classroom level, particularly in those subject areas that do not lend themselves to ability grouping within the building or classroom schedule.

The District needs to continue its effort to educate staff on the benefits and structures of co-teaching and pursue additional co-teaching arrangements.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Differentiating Instruction
- Instructional Practices for an Effective Classroom

Learning Management System

Description:

Students graduating from high school and moving on to post-secondary programming are required to utilize a Learning Management System (LMS) as part of their educational experience. The high school needs to expand its efforts to incoporate the use of an LMS into core subject areas as a way to prepare students for post secondary programming as well as a means to increase technology integration.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Differentiating Instruction

PLN Expansion

Description:

Student achievement is positively impacted when students are engaged in reading and writing every period or every day. The Pennsylvania Litercy Network (PLN) offers effective teacher-friendly strategies for reading and writing in the content areas. The District needs to expand its efforts with PLN.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- Reading Across the Curriculum
- Effective Practices for Teaching Academic Vocabulary
- Instructional Practices for an Effective Classroom
- Teaching Literacy in the Content Areas

Equipment Expansion

Description:

The District has made significant strides in the acquisition of equipment for both students and employees. The District needs to expand this effort and continue to replace outdated equipment and develop 21st century learning opportunities.

Start Date: 9/1/2017   **End Date:** 6/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- Differentiating Instruction
- Instructional Practices for an Effective Classroom

Goal #2: Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/Keystone Exams

Specific Targets: Increased student achievement scores

Type: Annual

Data Source: PVAAS

Specific Targets: Increased student growth

Type: Interim

Data Source: Diagnostic and/or Benchmark (i-Ready, DIBELS, USA Test Prep)

Specific Targets: Increased student achievement over periodic administrations

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping:

http://webserver3.ascd.org/handbook/demo/mapping2.html
Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Common Assessment within Grade/Subject

Description:

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

SAS Alignment: Assessment, Instruction

PA Core Standards Implementation

Description:

"The State Board approved the final Chapter 4 regulations on September 12, 2013. The Independent Regulatory Review Commission (IRRC) approved the final regulation on November 21, 2013. With publication of Chapter 4 in the Pennsylvania Bulletin, the new regulations took effect on March 1, 2014. As part of the new regulations, Pennsylvania's Core Standards offer a set of rigorous, high-quality academic expectations in English Language Arts and Mathematics that all students should master by the end of each grade level. The PA Core Standards are robust and relevant to the real world and reflect the knowledge and skills our young people need to succeed in life after high school, in both post-secondary education and a globally competitive workforce." (Source: http://www.pdesas.org/standard/PACore) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Curriculum Framework

Implementation Steps:

Curriculum Mapping

Description:

To ensure student achievement as demostrated on state mandated tests, it is imperative that the curriculum be aligned to the newly adopted PA Core Standards. The district needs to review and revise its existing curriculum maps as needed.

Start Date: 9/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Diagnostic Assessment

Description:

As part of the Multi-Tiered System of Support (MTSS) model, universal screenings should be followed by a diagnostic assessment to provide detailed information on students identified as needing strategic or intensive intervention. The elementary school needs to refine its implement a diagnostic assessment as part of the MTSS process while the high school needs to expand its use of a diagnostic assessment to additional courses and students.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

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

Common Assessments

Description:

The use of common assessments ensures that all students in a given subject, regardless of instructor, are being taught and assessed on the

same standards. These assessments yield comparable data (what was tested and test design) that can be used to inform future instruction. The district needs to build common assessments for subjects/courses with more than one instructor.

Start Date: 9/1/2017   **End Date:** 6/30/2019

Program Area(s): Special Education, Gifted Education

Supported Strategies:

- Curriculum Mapping
- Common Assessment within Grade/Subject

Mathematics (Fast Facts)

Description:

A review of student achievement data over a number of years has revealed an ongoing issue with fact accuracy (addition, subtraction, multiplication, and division). The District needs to implement instruction at the elementary level specific to fact acquisition and accuracy.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- PA Core Standards Implementation

Phonics (Fundations)

Description:

A review of student achievement data over a number of years has revealed an ongoing issue with phonics. The District needs to implement a phonics program in the early grades (PreK - Grade 2) to address this deficit area within the ELA area.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Professional Education

Supported Strategies:

- PA Core Standards Implementation

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Staff Needs Assessment

Specific Targets: Alignment between Needs Assessment results and District Professional Development plan

Type: Annual

Data Source: PSSA/Keystone Exams

Specific Targets: Increased student achievement

Type: Annual

Data Source: PVAAS

Specific Targets: Increased student growth

Type: Annual

Data Source: Professional Development Staff Evaluation forms

Specific Targets: Positive staff feedback

Strategies:

Instructional Coaching: The Principles of Partnership

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

SAS Alignment: Instruction

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

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf) Jenny DeMonte July 2013. Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

PLCs - Professional Learning Communities

Description:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Professional Development Calendar

Description:

Professional development is most effective when it is structured and planned out in advance. The district needs to develop a professional development calendar that provides for both the upcoming school year as well as a tentative plan for the followig school year.

Start Date: 8/1/2016   **End Date:** 9/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

Professional Development Follow-up

Description:

Professional development is only as good as its timely and accurtate implementation at the classroom level. The District needs a system whereby administration and instructional coaches are providing regular check-ins with teachers as to their implementation of new strategies, models, techniques, etc.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- High Quality Professional Development for Teachers

Content Format

Description:

Effective professional development further requires an understanding that the staff needs opportunities that are tailored to their skills, experience and assignment. The district needs to structure professional development that is ongoing and differentiated.

Start Date: 8/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership

Peer Coaching (Refined)

Description:

Peer Coaching is an effective means by which teachers can hone their craft and seek feedback from their collegaues. The District needs to refine their approach to peer coaching in an effort to increase the fidelity of the model. Additionally, peer coaching needs refocused to align with district iniatives.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers

Professional Learning Communities (PLC)

Description:

Professional Learning Communities allow teachers to engage in professional development in a self-directed and peer learning group format. The district needs to fully implement PLCs as part of the overall professional development model.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education

Supported Strategies:

- PLCs - Professional Learning Communities

Instructional Coaching Center

Description:

Professional development is often held in whatever student space is available. This arrangement does not allow for a consistent space nor is it conducive to adult learning. The District needs to establish a dedicated professional learning space for the faculty and staff through the creation of a coaching center.

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

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- High Quality Professional Development for Teachers

Goal #4: 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.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Parent Survey

Specific Targets: Increased Parent Involvement; Decreased student discipline

Type: Annual

Data Source: Student Survey

Specific Targets: Increased positive survey responses

Type: Annual

Data Source: Professional Development Needs Assessment

Specific Targets: Increased perceptual results

Type: Annual

Data Source: Student Discipline Data

Specific Targets: Decreased student discipline

Strategies:

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Description:

(Source: http://www.readingrockets.org/article/building-parent-teacher-relationships) Resource:
http://effectivestrategies.wiki.caiu.org/Parent+Involvement

SAS Alignment: Materials & Resources

Pennsylvania's Schoolwide Positive Behavior Support System

Description:

"Schoolwide Positive Behavior Support (SWPBS) is a proactive approach to discipline that promotes appropriate student behavior and increased learning. Traditionally, models of school discipline tend to be reactive (i.e., student misbehavior results in punitive consequences). The word "approach" is key in that SWPBS provides direction, not a canned program, for developing a comprehensive system of behavior support tailored to individual school needs. " (Source:
http://effectivestrategies.wiki.caiu.org/file/view/SWPBS_Intro1213.pdf/528271388/SWPBS_Intro1213.pdf) Resource:
http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Top 5 Reasons Schools Need to Engage Parents

Description:

(Source:
http://effectivestrategies.wiki.caiu.org/file/view/Top_5_Reasons_0311.pdf/528273366/Top_5_Reasons_0311.pdf) Resource:
http://effectivestrategies.wiki.caiu.org/Parent+Involvement

SAS Alignment: Materials & Resources

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf) Jenny

DeMonte July 2013. Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

SAS Alignment: Safe and Supportive Schools

PLCs - Professional Learning Communities

Description:

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Personalizing Professional Development

Description:

Educators come to professional development with different experiences, levels of understanding and comfort with any given topic. When educators recieve professional development that considers experience, ability level and interest, the likelihood of effective implementation at the classroom level is positively impacted. The District needs to increase its efforts to differentiate professional development and permit choice when possible.

Start Date: 9/1/2017   **End Date:** 9/30/2021

Program Area(s): Professional Education

Supported Strategies:

- High Quality Professional Development for Teachers
- PLCs - Professional Learning Communities

PBS Expansion

Description:

The West Branch Elementary School has been recognized by PDE for the past 5-7 years for their work in the area of Positive Behavior Support (PBS). Efforts to move the model to the mid-level have met with moderate success while efforts to move it beyond have proven unsuccessful. The District needs to educate the high school staff regarding the benefits of a strong PBS program and work to implement the basic tenents.

Start Date: 8/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

Parent Teacher Organization (PTO) Expansion

Description:

Although the Elementary School has a strong PTO that supports and supplements the work of the School, there exists no such group beyond 6th grade. The District needs to pursue a Parent Teacher Organization at the mid and high school levels that is age appropriate in its mission.

Start Date: 9/1/2017   **End Date:** 6/30/2020

Program Area(s): Student Services

Supported Strategies:

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys
- Top 5 Reasons Schools Need to Engage Parents

Youth Advisory Committee (Food Service)

Description:

The High School currently has a Youth Advisory Committee that advises the Food Service Department. The students have provided strong insights and made worthwhile suggestions for improvement within the cafeteria. The District needs to continue this committee as part of its overall effort to improve school climate.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Student Services

Supported Strategies:

* Pennsylvania's Schoolwide Positive Behavior Support System

Parent Teacher Conference Format

Description:

The District holds parent teacher conferences annually as a means to communicate with parents. Although the conferences are well attended for PreK through Grade 5, attendance drops off drastically starting in Grade 6 with minimal parents attending at the high school level. The District needs to explore alternative formats to increase participation.

Start Date: 9/1/2017   **End Date:** 6/29/2018

Program Area(s): Student Services

Supported Strategies:

* Top 5 Reasons Schools Need to Engage Parents

Revisit Student Discipline

Description:

The handling of student discipline continues to be an issue of debate at the high school level. There appear to be differences as it relates to infractions,

consequences, tracking and communication. The high school needs to revisit both the discipline code and process in an effort to decrease issues of student discipline while improving the overall building climate.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Student Services

Supported Strategies:

- Pennsylvania's Schoolwide Positive Behavior Support System

Early Home School Relationships

Description:

The District often has no interaction with the families of young children within our community until kindergarten registration. The District needs to establish this relationship at birth and then foster the relationship prior to the start of kindergarten through a series of events, including: "Wee Warrior" baskets, Toodler Birthday gatherings, and Parent Professional Development workshops.

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

Program Area(s): Student Services

Supported Strategies:

- Top 5 Reasons Schools Need to Engage Parents

Parent Involvement Plan

Description:

While the District, and its Early Childhood Education (ECE) partners, have various parent involvement activities in place to meet specific program requirements, there doesn't exist a formal group or comprehensive plan that captures what we have in place, looks for gaps, and explores new offerings. The District needs to establish a Parent Involvement Committee and develop a Parent Involvement Plan to address this area.

Start Date: 9/1/2017   **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Top 5 Reasons Schools Need to Engage Parents

Goal #5: Establish a district system that fully ensures technology is integrated into both the educational and operational program.

Indicators of Effectiveness:

Type: Annual

Data Source: 21st Century Teaching and Learning Perceptual Scan

Specific Targets: Increased responses of "Developing" and "Accomplished"

Type: Annual

Data Source: Technology Infrastructure PATI Data

Specific Targets: Increased responses of "Yes"

Strategies:

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Description:

(Source: http://www.readingrockets.org/article/building-parent-teacher-relationships) Resource: http://effectivestrategies.wiki.caiu.org/Parent+Involvement

SAS Alignment: Materials & Resources

Technology and Student Achievement

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) Resource: http://effectivestrategies.wiki.caiu.org/Organizational+Structure

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Curriculum Scope & Sequence

Description:

The instruction provided to our students is "spotty" at best with teachers at each level teaching in isolation of the other levels. The District needs to develop a scope and sequence that maps out technology instruction K-12.

Start Date: 9/1/2017   **End Date:** 6/30/2018

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Learning Management System

Description:

Students graduating from high school and moving on to post-secondary programming are required to utilize a Learning Management System (LMS) as part of their educational experience. The high school needs to expand its efforts to incoporate the use of an LMS into core subject areas as a way to prepare students for post secondary programming as well as a means to increase technology integration.

Start Date: 9/1/2017   **End Date:** 6/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology and Student Achievement

Equipment Expansion

Description:

The District has made significant strides in the acquisition of equipment for both students and employees. The District needs to expand this effort and continue to replace outdated equipment and develop 21st century learning opportunities.

Start Date: 9/1/2017   **End Date:** 6/30/2019

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

Technology Integration

Description:

The West Branch Area School District has made strides in the area of technology integration. Most teachers are integrating technology into the learning environment albeit at varying levels and degrees of complexity. The District needs to continue to pursue technology integration at the classroom level with an effort toward increasing the frequency and rigor of use.

Start Date: 9/1/2017   **End Date:** 9/30/2021

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Technology and Student Achievement

Appendix: Professional Development Implementation Step Details

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

Start	End	Title	Description
9/1/2016	6/29/2018	Differentiated Instruction	Effective instruction requires teachers to differentiate to meet the needs of diverse learners. The district needs to provide professional development in this area to both elementary and secondary teachers.

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent / Principals	3.0	1	35	IU Consultant	IU	No

Knowledge How to effectively differentiate the instruction to allow for mixed ability grouped classes.

Supportive Research TBD

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.

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

Training Format
School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	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.

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

Start	End	Title	Description

9/1/2017	6/30/2018	Collins Writing	Reading and writing are most effectively taught when incorporated into all subject areas. To improve, students must be reading and writing every day beyond formal language arts classes. The district needs to provide professional development around this topic using the Collins Writing model.		

Person Responsible	**SH**	**S**	**EP**	**Provider**	**Type**	**App.**
Principals	3.0	3	40	Wilson Trainer	For Profit Company	No

Knowledge Effective writing in the content areas (Type I and Type II)

Supportive Research Writing in the Content Area

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format Series of Workshops
School Whole Group Presentation

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

Principals / Asst. Principals	Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
Follow-up Activities Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Focus Groups (i.e. Lunch Bunch)	**Evaluation Methods** Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	**Strategy #1: Reading Across the Curriculum** **Strategy #2: Effective Practices for Teaching Academic Vocabulary** **Strategy #3: Instructional Practices for an Effective Classroom**

Start	End	Title	Description
9/1/2017	6/30/2021	Balanced Literacy	The overall success of a balanced literacy approach is the consistent implementation, with fidelity, of the key components: shared reading and writing, guided reading, read alouds, interactive writing (kid writing, process writing, Collins writing), and reader and writer workshops. The District needs to revisit this area to improve issues of implementation and fidelity.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	3.0	3	40	Coaches / Literacy Expert Cadre	School Entity	No

| **Knowledge** | Balanced Literacy: Components Overview / Implementation Strategies |

| **Supportive Research** | Balanced Literacy |

Designed to Accomplish

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

Training Format

School Whole Group Presentation

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals | **Grade Levels** | Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8) |

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	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

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Differentiating Instruction Strategy #2: Instructional Practices for an Effective Classroom

Start	End	Title	Description
9/1/2017	6/30/2021	Co-teaching	Co-teaching is an effective way to meet the diverse needs of learners at the classroom level, particularly in those subject areas that do not lend themselves to abiity grouping within the building or classroom schedule. The District needs to continue its effort to educate staff on the benefits and structures of co-teaching and pursue additional co-teaching arrangements.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal for Special Student Programs	3.0	3	15	Educational Specialist	Private Consultant	No

Knowledge	Structures of Co-teaching; Partner dynamics; Effective planning/scheduling
Supportive Research	Co-teaching

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.

    Instructs the leader in managing resources for effective results.

Training Format

School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Joint planning period activities	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Reading Across the Curriculum Strategy #2: Effective Practices for Teaching Academic Vocabulary Strategy #3: Instructional Practices for an Effective Classroom Strategy #4: Teaching Literacy in the Content Areas

Start	End	Title	Description
9/1/2017	6/30/2018	PLN Expansion	Student achievement is positively impacted when students are engaged in reading and writing every period or every day. The Pennsylvania Litercy Network (PLN) offers effective teacher-friendly strategies for reading and writing in the content areas. The District needs to expand its efforts with PLN.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals / Instructional Coaches	6.0	5	5	University of Penn Instructor	College or University	No

Knowledge Strategies to incorporate reading and writing in the content areas

Supportive Research Reading and Writing in the Content

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	Series of Workshops		
Participant Roles	Classroom teachers Principals / Asst. Principals	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion Lesson modeling with mentoring PLN Culminating Project	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of participant lesson plans

LEA Goals Addressed:	**Establish a district system that fully ensures consistent implementation of standards**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &**

aligned curricula across all schools for all students.	Data Warehousing

Start	End	Title	Description
9/1/2017	6/30/2018	Diagnostic Assessment	As part of the Multi-Tiered System of Support (MTSS) model, universal screenings should be followed by a diagnostic assessment to provide detailed information on students identified as needing strategic or intensive intervention. The elementary school needs to refine its implement a diagnostic assessment as part of the MTSS process while the high school needs to expand its use of a diagnostic assessment to additional courses and students.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	3.0	1	20	Vendor	For Profit Company	No

Knowledge　Administration and analysis of data for a diagnostic assessment

Supportive Research　Assessment

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation	

Participant Roles	Classroom teachers Principals / Asst. Principals 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	Formal data teams/meetings	**Evaluation Methods**	Standardized student assessment data other than the PSSA

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
	Strategy #1: PA Core Standards Implementation

Start	End	Title	Description
9/1/2017	6/30/2018	Phonics (Fundations)	A review of student achievement data over a number of years has revealed an ongoing issue with phonics. The District needs to implement a phonics program in the early grades (PreK - Grade 2) to address this deficit area within the ELA area.

Person Responsible	SH	S	EP	Provider	Type	App.
Elementary Principal	6.0	3	10	IU Consultant	For Profit Company	No

Knowledge	Program philosophy and implementation strategies
Supportive	Phonics is one of the five (5) basic componenents of a balanced literacy approach

Research

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1)

Follow-up Activities

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

Evaluation Methods

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

LEA Goals Addressed:	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.	Strategy #1: Pennsylvania's Schoolwide Positive Behavior Support System

Start	End	Title	Description
8/1/2017	6/30/2021	PBS Expansion	The West Branch Elementary School has been recognized by PDE for the past 5-7 years for their work in the area of Positive Behavior Support (PBS). Efforts to move the model to the mid-level have met with moderate success while efforts to move it beyond have proven unsuccessful. The District needs to educate the high school staff regarding the benefits of a strong PBS program and work to implement the basic tenents.

Person Responsible	SH	S	EP	Provider	Type	App.

Superintendent / Principals	3.0	1	35	Educational Consultant	IU	Yes

Knowledge   PBS: basic tenents, strategies, benefits

Supportive Research   Positive Behavior Support (PBS)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Empowers educators to work effectively with parents and community partners.

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

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   School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional	**Grade Levels**	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer Discussion; Employee Feedback; Climate Survey	**Evaluation Methods**	Climate survey results

LEA Goals Addressed:	Establish a district system that fully ensures technology is integrated into both the educational and operational program.	Strategy #1: Technology and Student Achievement

Start	End	Title	Description
9/1/2017	9/30/2021	Technology Integration	The West Branch Area School District has made strides in the area of technology integration. Most teachers are integrating technology into the learning environment albeit at varying levels and degrees of complexity. The District needs to continue to pursue technology integration at the classroom level with an effort toward increasing the frequency and rigor of use.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals / Technology Coaches	5.0	5	80	District Technology Staff	School Entity	No

Knowledge	Technology Academy: various technology tools, applications, and strategies designed for instruction, assessment, intervention and management
Supportive Research	Technology Integration / Student Motivation

Designed to Accomplish

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

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

- Provides 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 Principals / Asst. Principals School counselors 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	Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

District Level Affirmations

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

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

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

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

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

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

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

No signature has been provided

Board President

Superintendent/Chief Executive Officer