Wellsboro Area SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

227 Nichols Street
Wellsboro, PA 16901
(570)724-4424
Superintendent: Brenda Freeman
Director of Special Education: Amy L. Repard

Planning Process

The Plan Committee met on the following dates:

September 2018: community partners meeting.

September 2018 : Comprehensive Planning, building level plans

September 2018: Comprehensive Planning, mission and vision refinement and realignment

July 2018: Comprehensive Planning, strengths and challenges

May 2018: Comprehensive Planning, strengths and challenges district level/ building level, vision and mission, curricular alignment, building goals, concerns and improvements.

March 2018: Comprehensive Planning, Educational Community statistics updates, graduation requirements - goals, challenges

January 2018: Induction program, accomplishments

November 2017: One-to-One initiative, teacher survey results re-examined, district concerns and accomplishment, systemic challenges, alignment of concerns and challenges, action plans

October 1, 2017: Topics of Discussion - Comprehensive Planning Process, Data collection through teacher surveys, Professional Development Survey, One-to-One Technology initiative elementary level, STEM programming and initiatives, Gifted programming

May 27, 2017:- Topics of Discussion - One-to-One Technology initiative, Gifted programming, Math curriculum and Algebra sequencing at the middle level, Data Analysis from Emetric and PVAAS, Professional Development Survey Results and Graduation requirements for future years

August 20, 2018: Long-range planning, Implementation of goals

The Technology Committee met on the following date:

October, 2017 : Topics of Discussion - One-to-One initiative and its relation to schools at all levels, Professional Development for One-to-One Initiative, Staff/Student Survey results

All above dates the technology committee also met to assist in the plan development

Mission Statement

Wellsboro Area School District

Mission Statement

To work in partnership with students, families, and the community to assure that every student acquires the knowledge, skills, and core values necessary to realize his/her fullest potential.

We Believe:

- Education, with measurable goals and high expectations, empowers all individuals to achieve full potential.

- Because every individual is important and unique, education endeavors to meet the varying abilities may require different learning strategies so that all individuals can learn.

- Each individual has the right to a respectful, safe learning environment that promotes academic excellence, responsibility, creativity, cooperation, critical thinking and life-long learning.

- Positive educational experiences reinforce honesty, integrity, strong moral character, and appreciation of diversity.

- An educational partnership must include family, school and community to provide for our area's cultural, social, economic, and intellectual development.

Vision Statement
A community of life-long learners that demonstrate the knowledge, skills, and values required for productive citizenship.

- Everyone will be competent, compassionate and motivated.

- Everyone will be held accountable for communicating effectively, solving problems competently, thinking critically and creatively, and acting responsibly.

- Our environment will be safe, welcoming, respectful and stimulating and will promote open, effective communication with active parent involvement.

- Everyone will share the responsibility for our success by choosing the appropriate resources to improve efficiency and accountability in the learning experience.

- Everyone will promote the development of positive character traits while striving to achieve excellence in academics.

- Everyone will partner together to create career opportunities for all students.

- Everyone will take on responsibility to fulfill labor shortages in our region.

Shared Values
We Believe:

- Education, with measurable goals and high expectations, empowers all individuals to achieve full potential.

- Because every individual is important and unique, education endeavors to meet the varying abilities may require different learning strategies so that all individuals can learn.

- Each individual has the right to a respectful, safe learning environment that promotes academic excellence, responsibility, creativity, cooperation, critical thinking and life-long learning.

- Positive educational experiences reinforce honesty, integrity, strong moral character, and appreciation of diversity.

- An educational partnership must include family, school, and community to provide for our area's cultural, social, and intellectual development.

Educational Community
Wellsboro Area School District is a rural District located predominately in Tioga County, Pa. The 330 square mile District includes the borough of Wellsboro and the following townships: Middlebury, Charleston, Delmar, Duncan, Shippen and Pine Township in Lycoming County. The major

transportation roads that traverse through the area are state routes 6, 15, and 287. There is an active commercial railroad and small local airport within the Wellsboro area. The Elmira and Williamsport Airports are about an hour's drive north and south, respectively.

There are approximately 11,958 people within the school district boundaries according to the 2012 Census, with 98% of them being White Caucasians. The Poverty rate for the area in the 2012 Census was 13.36%. Wellsboro Area School District has four buildings all located within the borough of Wellsboro; the Charlotte Lappla is a K-1 building, Don Gill is a 2-4 building, Rock L. Butler is a 5-8 building and the Wellsboro High School is a 9-12 building. Penn College also rents rooms at the high school and District Administration Building for their nursing program. The student ethnic demographics are similar to that of the County population with 95% being White Caucasian, 1.8% African American, 1.3% Hispanic, and 1.1% Asian. In 2017 the graduation rate for the Wellsboro High School was 80.77%

The larger industry within the District includes Truck-Lite which makes light assemblies for vehicles. Other major employers in the area include the Wellsboro Area School District the Soldiers and Sailors Memorial Hospital operated by UPMC/Susquehanna Health. In recent years, the natural gas production from the Marcellus Shale has created an increase in the employment opportunities within the area. Agriculture and tourism are also important to the area's economy. According to 2009 Census data, the Median Family Income for the area was approximately $48,775. According to the Northern Tier Workforce Investment Board, as of July 2018 the unemployment rate for Tioga County was 4.6%.

Some of the students within the Wellsboro Area School District find part-time employment in the local restaurants and stores. Some youth participate in activities run through the Parks and Recreation program which offer sports and exercise type programs for multiple age groups as well as other learning activity based programs. There are active Scouting troops in the area for boys and girls as well as 4H programs. The youth volunteer programs at the different township fire halls provide positive social interaction and leadership training for the area, as do the local churches.

Planning Committee

Name	Role
Steve Adams	Administrator : Professional Education
Brenda Freeman	Administrator
Rob Kreger	Administrator : Professional Education
Emily Ostrom Graham	Administrator : Professional Education Schoolwide Plan
Michael Pietropola	Administrator : Professional Education
Chris Gastrock	Board Member
Wayne Hackett	Board Member
Sue Judlin	Board Member : Professional Education

Frank Button	Business Representative : Special Education
Tracy Doughtie	Business Representative : Professional Education
Alan Garrison	Business Representative : Professional Education
Alan Garrison	Community Representative : Professional Education Schoolwide Plan
Kathleen Largey	Community Representative : Special Education
Maureen Poirier	Community Representative : Professional Education Schoolwide Plan
Rob Repard	Community Representative
Joyce Butler	Ed Specialist - Nutrition Service Specialist
Tanya Harmon	Ed Specialist - School Counselor : Professional Education
Shane Mascho	Ed Specialist - School Counselor : Professional Education
Matt Rendos	Ed Specialist - School Counselor : Professional Education
Sharon O'Shea	Ed Specialist - School Nurse
Sarah Tinney	Ed Specialist - School Nurse
Ben Largey	Ed Specialist - School Psychologist : Professional Education Special Education
Jacob Rogers	Ed Specialist - School Psychologist : Professional Education Special Education
Isaac Cary	Elementary School Teacher - Regular Education : Professional Education
Melissa Ryan	Elementary School Teacher - Regular Education : Professional Education
Rhoda Mann	Elementary School Teacher - Special Education : Special Education
Jessica Witmer	Elementary School Teacher - Special Education : Special Education
Penny Button	High School Teacher - Regular Education : Professional Education
Mary Peropat	High School Teacher - Regular Education : Professional Education
Daren Getty	High School Teacher - Special Education : Special Education
Tammy Knowlton	Instructional Coach/Mentor Librarian : Professional Education
Bryan Murphy	Instructional Technology Director/Specialist : Professional Education

Todd Fitch	Middle School Teacher - Regular Education : Professional Education
Tina Kreisler	Middle School Teacher - Regular Education : Professional Education
Candy Lewis	Middle School Teacher - Special Education : Special Education
Heather Callahan	Parent : Professional Education
Tina Colton	Parent : Professional Education Special Education
Maureen Poirier	Parent : Professional Education
Amy Repard	Special Education Director/Specialist : Special Education
Shelby Osgood	Student
Regan Regina	Student : Professional Education
Olivia Ryan	Student

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	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	Accomplished	Accomplished
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	Accomplished	Accomplished
Alternate Academic Content Standards for Reading	Accomplished	Accomplished
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Developing
English Language Proficiency	Accomplished	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

This narrative is empty.

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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

Standards	Mapping	Alignment
Science and Technical Subjects		
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

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

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":

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	Accomplished	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Non Existent	Non Existent
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	Accomplished

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

Currently a specific course in Geography has not been taught in a few years at the 9-12 level. It is taught at the 7th grade level to all students. At the high school level, one could select Geography as an elective course through our online academy.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

> *None.*

Explanation for any standards checked:

Teachers at all levels are expected to make the necessary adaptations and accommodations for their students as stated in each individual education plan or IEP.

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:

Teachers are using the Learning Focused Framework to develop their Units, lessons and assessments which are all tied to their content's PA Academic and PA Core Standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
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:

Teachers are using the Learning Focused Framework to develop their Units, lessons and assessments which are all tied to their content's PA Academic and PA Core Standards.

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

This narrative is empty.

Middle Level

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:

Teachers are using the Learning Focused Framework to develop their Units, lessons and assessments which are all tied to their content's PA Academic and PA Core Standards.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Teachers are using the Learning Focused Framework to develop their Units, lessons and assessments which are all tied to their content's PA Academic and PA Core Standards.

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

This narrative is empty.

Modification and Accommodations

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

The lesson framework builds in areas for differentiated instruction and the identification of areas that may be difficult for some students. The classroom teacher must work with the Special Education teacher or Instructional Aide in advance of the lesson so that adaptations/modifications can be done ahead of time. Prior to the lesson, time could be spent to pre-teach background information that may be essential for the student to be successful. The lesson format also allows the teacher to build in Challenge Activities for those students who need enriching activities above and beyond the mid-level of the class.

Instruction

Instructional Strategies

Checked Answers
- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching

Unchecked Answers
- Instructional Coaching

Regular Lesson Plan Review

Checked Answers
- Administrators

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

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

Wellsboro Area School District uses a differentiated supervision and evaluation plan where all non-tenured teachers are evaluated formally two times a year and tenured teachers are formally evaluated at least one time every three years. On the 2nd year, teachers are required to complete a differentiated plan in line with the state guidelines and Danielson Framework. On the third year, teachers may choose a formal observation or differentiated project. This is a rotating schedule in each building which is maintained across the district. Principals, the Superintendent, Supervisor of Special Education and Director of Curriculum and Instruction do walkthroughs at anytime during the year.

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

Wellsboro does not formally use the Instructional Coaches model except with the Teacher Induction Plan with the mentors helping the inductees. The administrators are the Building Supervisors. Our Department Chairs are teachers and do not have supervision authority, so they do not review lesson plans or evaluate teachers.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

gifted students.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

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

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

In most cases when students are in need of specialized help, students must meet the teacher before or after school or during their tutorial time if the teacher is not assigned a specific remediation class to teach.

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.

Through our hiring process, Wellsboro advertises openings in newspapers, our District Web Page, and with Universities. The administrators review applications and decide on the pool of possible candidates based on certifications, experiences, transcripts and letters of recommendation. In the interview process, the Superintendent, administrators, Supervisor Special Education, and Director of Curriculum and Instruction along with board members make up the interview team. After the question-answer based interviews are complete, the team deliberates on which candidate they feel is the best for the position. Selection of a candidate is based on consensus of the team then that name is put on the Board Agenda and the Board votes for approval during Board Meeting.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	33.00	33.00	33.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	7.00	7.00	7.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences,	2.00	2.00	2.00

Career and Technical Education			
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

Unchecked answers

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

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

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

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

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

assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

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

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

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Teacher created textbook based tests	X	X	X	X
PSSA		X	X	
Keystone Exams				X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island benchmark assessments		X	X	X
CDT			X	X
AIMSweb	X	X	X	
iReady	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher created assessments	X	X	X	X
iReady	X	X	X	
STAR	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
AIMSweb	X	X		
CDT			X	X
iReady	X	X	X	
STAR	X	X	X	

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Grade level teams strive to create common assessments to allow for a balanced approach in assessment providing feedback across an entire grade level or department. As PLCs are further-developed and target goals are established, assessment reviews are more frequent. Also, as standards-driven instruction and analysis is required to strengthen student performance on state assessments, assessments are further dissected to improve teacher feedback on present student learning.

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.

In the past Wellsboro High School developed a local assessment for seniors to show how they were proficient in Reading and Math for the PSSA graduation requirement. Wellsboro used a team of core subject teachers, special education teachers, guidance counselors, parents and administrators to build their system. On an external review conducted for PDE by Penn State University, Wellsboro's local assessments were deemed to be valid in rigor and process to satisfy the graduation criteria.

Collection and Dissemination

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

Wellsboro has used PVAAS trainings held at our I.U. to train teacher leaders, administrators and counselors on how to use PVAAS information for data analysis. Through faculty meetings all teachers have been trained on how to work with both the PVAAS and emetric data. Building administrators, counselors and lead teachers disaggregate data for classroom teachers to use at the classroom level. Classroom teacher teams to break down student data for regular instructional purposes as well as groupings for RtII groups. Multiple forms of data are used including PSSA and Keystone scores, CDT scores, AIMSweb data, SAT data as well as Study Island data.

Data Informed Instruction

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

Teachers use assessment data results from CDT exams, Emetric and PVAAS, the SAS website and Study Island to look at standard areas, anchor areas and eligible content to align curricula, find materials and instructional resources to help students during regular classroom instruction, RtII and tutoring sessions.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

As mentioned earlier, teacher teams will analyze data from multiple sources to get to areas of weakness within the curriculum associated with the assessment anchors and eligible content. They look for outside resources other than the textbooks to find materials and instructional strategies that will help the students learn. Special Education teachers use the progress monitoring process to help with their data analysis.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Student Handbook	X	X	X	X
Secure internet site			X	X

Provide brief explanation of the process for incorporating selected strategies.

The District Calendar is built around the testing schedules, and the dates are labeled within the calendar. The calendar is published on student handbooks, school calendars, the school and district web sites as well as special messages being posted on the web sites. Performance results are reported out at Board meetings, open houses, different community club meetings (Rotary, Lions etc.) as well as the District Newsletter and local paper. The individual student data sheets reproduced from Emetric are sent home to parents of students, this information is used in parent-teacher conferences as well as IEP meetings.

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

The District uses a secure internet site for registered users to gain information on student assessments and progress. This information can be specific to students and individual courses.

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.

Wellsboro Area School District currently does not have any Focus or Priority schools. We will demonstrate continued growth in student achievement through our teachers incorporating the PA Academic and PA Core Standards into their lesson plans to increase rigor and incorporate higher level thinking activities. Also, we continue to work with students to bring all students up to successfully working on grade level rather than require remediation.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement				
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X

Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

Wellsboro Area School District updates and executes our MOU with local law enforcement annually, not biennially. Due to lack of funding, we do not intend to incorporate school resource officers but do work with the local probation office and have an office at our high school for the probation officer to work with his student caseload. Those students are typically middle or high school age students.

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.)

1. The Wellsboro Area School District uses multiple criteria for Gifted identification. WASD recognizes a student in need of gifted services who demonstrates overall cognitive abilities above the 98th percentile. If a student's overall cognitive abilities are below the 98th percentile, the team examines seven constructs in addition to their cognitive abilities to determine gifted eligibility. Those include individual achievement scores in reading and math, group achievement scores in reading and math, classroom achievement scores in reading and math, and a teacher evaluation using the Hawthorne Gifted Rating Scale. The multidisciplinary team examines these scores using a matrix in which a student needs to meet a minimum score. This minimum score was determined by the district so that a student could be eligible for gifted services by scoring below the 90th percentile in one construct as long as they scored above the 95th percentile in all other constructs measured. If a student does not meet either criteria, but demonstrates giftedness in another area not assessed, the team may consider eligibility based on further team input.

2. The Wellsboro Area School District offers gifted programming based on each student's individual needs. In grades K-8, the GIEP team identifies each student's strengths and weaknesses and develops goals and programming appropriate in order to encourage further development of learning strengths and areas of giftedness. The GIEP teams meet annually to determine appropriate goals and programming. In grades K-6, student's work

on gifted goals during a specified pull-out time multiple days per week. In grades 7 through 12, goals are worked on and in a more inclusive format within the regular education setting. Gifted programming in grades 9-12 focuses on individual goals related to career exploration, advanced academic coursework, cultural experiences, and community service.

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

Grade level teams meet weekly to discuss progress of each student. Classroom grades, academic benchmark assessments, state assessments, classroom performance in leadership and other possible gifted abilities are reviewed by grade level teams to make recommendations for gifted evaluations. Parents may also provide a written request for an evaluation.

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

A gifted multi- disciplinary team meets to conduct a comprehensive evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition and retention, intervening factors that may mask giftedness, and educational needs.

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 elementary gifted program (k-4) includes acceleration in math and ELA concepts. Enrichment is provided through project based learning focused on student interests and strengths.
Middle School (5-8) meets needs through project based learning focused on student interests and strengths. If academic acceleration is determined a need, students have acceleration options through traditional classrooms and Wellsboro Online Academy.
High School (9-12) meets gifted needs through project based learning, focused career exploration, community service projects, and academic acceleration options through the traditional classroom, Wellsboro Online Academy, and school - to-work experiences.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e.,	X	X	X	X

	EEP	EEI	ML	HS
Immunization				
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
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:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Wellsboro Area School District does not have an in-house caseworker but we do work closely with caseworkers to facilitate success for the students on their caseload.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X

Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings				
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	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Individuals providing interventions collaborate with classroom teachers as often as necessary to provide for the differing student needs and monitor academic progress. All parties meet to discuss the needs, interventions and progress to determine any further course of action per student. They may meet as a team or with individual teachers depending on the needs and interventions for the student.

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

Wellsboro Area School District does not offer a child care program or after school programs. We currently offer a child care program within our curriculum to educate current students. It is offered only by invitation and not open to the public. We do have

child development classes for current students to take and then a child care class within the curriculum. We work with a Transition Council to provide workforce development programs and offer school-to-work opportunities for students at the high school level. Tutoring is available throughout the year in grades K-12.

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 Wellsboro Area School District currently does not offer a Pre-K program. The district does provide transition activities with community Pre-K and K programs. With the community program, students are invited to spend a day at the Charlotte Lappla, an elementary school, and go through a normal school day schedule. This includes special classes (music, art, library, and PE), regular classroom activities, lunch, and recess. The WASD also holds a Kindergarten orientation day that tests students on cognitive ability, as well as their social comfort level. Students are tested by classroom teachers and observed interacting with other students. Parents are provided an opportunity to meet with staff and information is provided including curriculum offerings and extra-curricular opportunities. The WASD also partners with the BLaST Early Intervention program to identify students and student need. BLaST is permitted to use a room in the Wellsboro Elementary school (Don Gill) and this provides some familiarity for the student and their families.

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	Developing

student motivation, performance and educational needs	

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

This narrative is empty.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

This narrative is empty.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

This narrative is empty.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

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 50% or more of

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

Further explanation for columns selected "

This narrative is empty.

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	Implemented in

Technical Subjects	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 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms

Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

Early Warning System

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

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

Professional Education

Characteristics

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

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

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

Multiple levels of training have been provided to all teachers through the local I.U.and Director of Curriculum and Instruction on creating learning units that are standards aligned and student learning focused by using researched based instruction strategies. Work has been done with the appropriate use of both formative assessments and summative assessments and the data analysis to adjust curricula to make sure all students are growing and moving towards the intended benchmarks.

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

Some teachers felt that there was not enough professional development in their specific content area provided or available. The District will have to do a better job at seeking resources for these teachers to gain the content knowledge development through different avenues such as online classes, workshops through outside agencies or other I.U.s and support and encourage the teachers to attend the professional development opportunities.

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:
11/1/2015
9/8/2014 Staff trained prior 2015
The LEA plans to conduct the required training on approximately:

10/1/2020
10/14/2019 Staff trained prior 2015

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

Questions
The LEA has conducted the training on:
8/1/2016
The LEA plans to conduct the training on approximately:
8/1/2021

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 has conducted the training on:
8/1/2016
The LEA plans to conduct the training on approximately:
8/1/2021

Strategies Ensuring Fidelity

Checked answers

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

- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

> *None.*

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

Teachers are surveyed to assess their needs for professional development in the form of workshops, conferences and trainings. Teachers are asked to analyze student performance data on their classroom assessments, diagnostic and benchmark testing as well as summative tests to determine where students may need more intensive instruction. Data analysis on the District level is used to find possible gaps in global areas such as literacy skills, writing or mathematics. Per the Indicator 13 Audit and training, our secondary Special Education faculty participated in transition goal writing training, implemented career interest surveys, developed a Graduation Portfolio for our students to track their transition activities.

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

In the teacher survey, some teachers noted the need for more content oriented training for their specific fields rather than the focus on instructional practices the District has been providing over the last three years. Working individually with the teachers to find training offered in specific content areas through the use of the Intermediate Units within the region as well as finding appropriate conferences to attend will help in this area. Wellsboro already supports the taking of post baccalaureate classes within the teacher contract by reimbursing the teachers the cost of the class.

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.

- Inductees will attend all scheduled training's/meetings

- Inductee will maintain a record of all formal/informal meetings during the induction process

- Inductee will maintain a journal of their experiences, impressions and reflections

- Inductee will participate in all building and inservice activities

- Inductee will visit classrooms once per quarter in/out of their certified area and possibly outside the district to experience a variety of educators and classrooms

- Inductee will communicate with the building Principal regarding any problems with the induction program

- Inductee will collaborate with mentor and building Principal to understand diverse needs and design coherent instruction to address the need

Unchecked answers

> *None.*

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

The Inductees go through the Induction process while documenting their interaction with the Principal, Mentor, and any other LEA staff member that can help to ensure each characteristic is completed.

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

The only characteristic not checked was: Inductees will assign challenging work to diverse student populations.
To incorporate that characteristic, the LEA will direct each inductee to consider the student population in their classrooms and assign the challenging work to those groups diversly.

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.

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers
- Student PSSA data.
- Standardized student assessment data other than the PSSA.

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

The induction process includes written documentation of meeting notes, observations and journaling to ensure the adherence to the Wellsboro Area School District Induction Plan.

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

PSSA data, standardized assessment data, formative and summative assessment data are not used to determine the needs of the inductee. They can be incorporated by working with the inductee on how to analyze the data and use it to better plan for lessons and determine what teaching strategies to implement. With the implementation of the new Educator Effectiveness system where more emphasis is put on student achievement we plan to incorporate more data analysis in our induction plan.

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.
- We try to assign mentors to inductees that work in the same building

Unchecked answers

    None.

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

Each mentor is carefully chosen for each inductee according to expertise, teaching department and ability to work with and supervise the inductee. Teacher schedules are considered to allow for common time to facilitate meetings. The following are the specific criteria used to select a mentor:
1. Five years of successful teaching experience within the district
2. Instructional II Certificate
3. Assigned to the same building as Inductee if possible
4. Subject area and/or grade level appropriate to Inductee, if possible
5. Demonstrated knowledge of instructional and classroom management techniques
6. Willingness to serve

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

This narrative is empty.

Induction Program Timeline

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

Materials and Resources for Instruction	X	X				X

If necessary, provide further explanation.

The expectation of the Wellsboro Area School District is that all of these topics are an ongoing topic of discussion between the inductee, mentor, and the Principal.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The criteria for completion includes:
Observations by the mentor and building Principal
Completed evaluation forms by the Inductee and mentor
Task check lists are completed by the Inductee, Mentor, and Administrator
Reflection papers
Lesson Plan completion
Assessment of successful implementation of teaching strategies and classroom management techniques
Successful completion of district in-service trainings
Superintendent verification of program completion.

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: **296**

Identification Method

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

Wellsboro Area School District is committed to delivering a full continuum of special education services. The district currently employs 13 certified special education teachers and 35 Highly Qualified Para Professional, 11 full-time and 24 part-time.

Child Find Process

The Wellsboro Area School District currently uses a discrepancy model when identifying students with specific learning disabilities. The Student Support team, comprised of the two school psychologists and the Supervisor of Special Education, meet weekly to staff the referrals that are funneled to the Special Education office. The team discusses the referral and what steps should be taken next - screening, counseling or issuing a Permission to Evaluate. Information on the referral form can include attempted classroom interventions, classroom diagnostic tools, Study Island benchmarks scores, behavioral data, standardized scores – PSSAs/Keystones, course grades, AR Reading Quiz scores, STAR benchmark scores (reading levels) and AIMSWeb benchmark scores.

After review of the information collected, a plan is developed for intervention and then monitored for progress. If the intervention(s) are not successful, the student will be assigned to a school psychologist to complete a multidisciplinary evaluation. Wellsboro has employed the RtII model as a means to address academic deficits in students but have chosen to use the Discrepancy to identify students with specific learning disabilities, K-12. The district implemented a Response to Intervention (RtII) model at the elementary and middle school levels that included grades K through 8. Students that are struggling will receive additional researched-based interventions. We will identify our levels/tiers of interventions using data from our benchmarks scores and assessment scores. Progress monitoring will be a part of the intervention programs and the data will be included in the evaluation process to identify students with specific learning disabilities.

Psychological Services

The two school psychologists serve on the Student Support team, one coordinates the Wellsboro Online Academy. They also conduct multidisciplinary evaluations (MDE) to determine eligibility of students for special education services through an Individualized Education Plan (Chapter 14; IEP) or Student Service Plan (Chapter 15; SPP/504 Plan).

Multidisciplinary Evaluation (MDE)

The MDE process is used to determine if a student is disabled or exceptional and in need of specially designed instruction. Information is gathered then reviewed by the team (parent/guardian, school personnel and any other resource persons) to determine a recommendation of services in any of the following areas:

Autistic Support

Emotional Support
Gifted Support
Hearing Impairment
Intellectual Disability
Learning Support
Life Skills Support
Multiple Disabilities
Orthopedic Support
Other Health Impaired
Specific Learning Disability
Speech and Language Support
Traumatic Brain Injury
Visual Impairment
The district also contracts for occupational therapy, physical therapy, audiology support, orientation and mobility, as well as music therapy.

Parent Requests for Evaluations

A parent has the right to refuse the pre-referral screening process and request an evaluation. When this occurs, the parent is provided the "Notice and Request for Consent to Evaluate" permission form. When the form is signed and returned to the district, the evaluation timeline process commences; 60 calendar days (excluding summers) to complete the evaluation and conduct the evaluation report (ER) meeting.

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

Demographic Information

Wellsboro Area School District (WASD) is a rural district that encompasses approximately 330 square miles in central Tioga County. The district serves the Borough of Wellsboro and Middlebury Township, Charleston Township, Delmar Township, Duncan Township, and Shippen Township. WASD also serves Pine Township in Lycoming County, which is not connected to the district. WASD currently has 1,528 students in Kindergarten through 12th grades. Wellsboro Area School District operates four schools: Charlotte Lappla Elementary (K-1), Don Gill Elementary (2-4 grades), Rock L. Butler Middle (5-8 grades), and Wellsboro Area High School (9-12 grades). Approximately 19% of the student population is serviced through the special education department in one or more of the support areas.

There are no disability groups that are significantly disproportionately represented by a higher or lower identification rate in WASD. If the district needs to address any significant disproportionality, WASD ensures that all assessments and evaluation materials shall be selected and administered so as not to be discriminatory on a racial or cultural basis. When necessary, assessments and evaluations will be administered in the language and format most likely to provide accurate information about the student.

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?

Wellsboro Area School District currently employees a Highly Qualified Teacher to educate any youth that are incarcerated at the county prison. At this time, there are no students incarcerated. When there is a student at the prison, the teacher goes to the prison five days a week for designated times of instruction. The students are provided FAPE in the prison because they are not eligible for work-release or study-release and must remain within the confines of the prison. We currently are not experiencing any barriers with regard to meeting our obligations under Section 1306 with the exception of time that may be lost due to inclement weather and school cancellations.

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).

WASD is responsible for the education of incarcerated youth at the Tioga County Prison. Students requiring an evaluation are tested by a WASD school psychologist. WASD provides a special education teacher to provide 20 hours per week of instruction in the four main academic areas to any student under 21 years of age who does not have a high school diploma and wishes to receive instruction. In addition, the Annual Public Notice is posted at the prison and the RAST database is utilized when an inmate is suspected of needing the program.

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.

Wellsboro Area School District is committed to the education of all our students, including our identified students, in the least restrictive setting. As our history would indicate, our district has used outside educational settings on only a few occasions over the past fifteen years. Those students placed outside of the district have been severely disabled and/or in need of significantly specialized programming.

Historically, the district has averaged five students per year who are placed in residential treatment programs either by the courts or by the county human service agency. The district maintains communication regarding each student and works with the outside agencies to smoothly transition students back to Wellsboro when their treatment indicates they are ready to return.

Wellsboro prides itself on providing many supports and services. The district staffs over 30 paraprofessionals. In addition, the district works closely with Provider 50 agencies to have therapeutic staff supports (TSS) working with children who qualify for this service. Most of our identified students are educated within the regular education setting with supports and services in place. It is our practice to support a student in the regular education setting with the necessary supports and services prior to even considering a more restrictive setting.

There will continue to be more growth in this area during the time span of this special education plan. In addition to our universal assessment, we will continue to use Study Island and Accelerated Reader. The district is currently investigating more researched-based programs to assist all our students in progressing within the regular curriculum.

WASD has always used Intermediate Unit #17 for technical assistance, staff development and site-based training.

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.

Wellsboro Area School District offers a wide array of behavioral supports for all students. The district has a district-wide behavior management policy as well as a district-wide anti-bullying program, STING. The goal of our current practice in regard to behavior is to be positive and proactive. The district utilizes a pre-referral Student Support Team, building level SAP teams and individual guidance counselors and school psychologists at each level to respond to student needs in the area of behavior. The district has also offered "Tough Kids Toolbox" training, as well as APL training to assist teachers and paraprofessionals in continually improving their classroom management techniques.

The district has alternatives in place of always using suspension and expulsions for misbehavior. For example, the school psychologists or guidance counselors will conduct student groups for social skills, attention issues, study skills and antisocial behavior. The district also uses the SAP teams to intervene when drugs or alcohol are suspected to be the cause of misbehavior.

When a student with a disability exhibits behavioral issues, the district assists the family in securing TSS services or the district provides paraprofessional support in the regular education setting. A behavioral consultant from the IU is also used to assist the district is developing a behavior management plan and/or identifying the root cause of the behavior. By using a team approach, the district is often able to educate the student in the regular education setting.

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.

WASD is committed to the CASSP process of interagency collaboration. The Supervisor of Special Education is a member of the Tioga County CASSP Advisory Council as well as the Wellsboro Core CASSP Team. This process offers regular meeting times that bring the

County Human Services, Probation, Drug and Alcohol, IU #17, Mental Health, parent and district representation together at the same table. This core group has been established for each school district in the county and when there is a "hard to place" student, the case is brought before the CASSP core team. Recommendations are made and follow-up is completed by the Tioga County CASSP Coordinator.

At this point in time, there are no glaring gaps in services. With that said; however, we remain in a very rural area of the state and therefore services are not plentiful in any area and funding is a constant issue.

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 Wellsboro Area School District is committed to providing the most appropriate education in the least restrictive environment. Our special education programs offer a continuum of services at each level and it is our belief that we can provide the services needed within our own district for most of our students with disabilities. Some of the strengths and highlights of our district include the following:

1. Our continuum of services for students with disabilities. We are proud to offer Learning Support, Life Skills Support, Emotional Support, Autistic Support and Speech or Language Support, physical therapy, occupational therapy and music therapy in all of our four buildings. In addition to those options, we also offer a continuum of levels, such as Itinerant, supplemental and Full-Time. Our IEP teams review each student as an individual and strive to provide programs that meet each student's needs.

2. Since, we have four buildings that means a number of transitions for student and parents. We offer orientations to students entering Kindergarten, Second Grade (separate elementary building), Fifth Grade (middle school) and Ninth Grade (high school). While the orientations are open to all students, our special education staff is present to assist with questions that parents may have regarding special education services. We also prepare students about building changes by taking them on field trips to the new building ahead of the actual move to decrease their frustration and anxiety.

3. Our focus on inclusion continues to be a strength because the ultimate goal is to include our students with disabilities with their nondisabled peers as much as possible. Along with the focus on inclusion, the knowledge that our special education staff has regarding the curriculum and PA standards is an additional strength.

4. The district's commitment to provide the supports, such as paraprofessionals, in the regular education setting is also a strength. We currently employ 35 paraprofessionals to

work with special education students throughout the district. Without this amount of support, many students would not have the support to be successful in regular education programs.

5. Our Extended School Year program has proven to be extremely beneficial to our students. We offer individual and small group instruction to those students needing to remain on level with academic skills and we send many life skills students to an integrated camp for a portion of the summer to maintain their academic, social and independent skills. In addition, every other year, we are fortunate to offer Mansfield University's Reading Clinic to a group of students with reading disabilities.

6. Parent communication is a strength for our programs. Along with the required progress monitoring, all of our parents have the opportunity to log onto to the Parent Portal, which gives them access to their students' grades and assignments as often as they wish, or a daily communication log that the parents can review. As well, all students have an agenda to use. At the middle school and high school level, we also provide progress reports every four and a-half weeks, so that parents are informed of any potential problems while there is still time to reconvene and assist the student.

7. An important strength of our district is the commitment to employing highly qualified individuals to work with students with disabilities. All of our special education teachers have been previously designated highly qualified in their current positions. Some are dually certified and others received HOUSSE distinctions. Every paraprofessional is also highly qualified either by having two years of post-secondary education or by having completed credentialing through PaTTAN.

8. A final strength is our pre-referral, or Student Support Team. In an effort to include parents from the beginning, the Student Support Team process is to contact the parent prior to any actions taken and to conduct a thorough history of the student. Each school psychologist also offers an "interpretation" meeting to parents whose child has received an evaluation. This meeting is a chance for the parents to meet individually with the school psychologist to hear the report results and ask questions before holding the formal Multidisciplinary Team meeting. We offer this to the parents to give them time to understand the results, to add additional input and to learn about the various options in a setting where they do not feel intimidated or unable to ask questions. The Student Support Team is an integral part of the district's efforts to provide the proper identification and placement for all students.

Assurances

Safe and Supportive Schools Assurances
The LEA has verified the following Assurances:

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

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

- School Rules (in compliance with § 12.3)

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

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

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

- Freedom of Expression (in compliance with § 12.9)

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

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

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

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

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

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

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

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

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Tioga County Department of Human Services - Residential Treatment	Nonresident	Wellsboro Area School District.	8
Tioga County Prison	Incarcerated	Wellsboro Area School District	0
CLM	Nonresident	BLaST IU 17	6
Southwood School	Nonresident	Canon-McMillan School District	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Partial Hospitalization Program	Neighboring School Districts	Behavioral and Academic support	7
Woods	Approved Private Schools	Autistic/Academic/Behavioral	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 9, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	35	0.6
Locations:				
Rock L. Butler Middle School	A Middle 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 14	1	0.3

Locations:				
Rock L. Butler Middle School	A Middle 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 14	3	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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	Life Skills Support	15 to 20	5	0.25
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	5	0.75
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 21	7	1
Justification: One student's age is beyond the age range restriction. That student's needs are such that the IEP team agrees his/her needs are best met in this program setting.				
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: May 1, 2018

   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	17	0.7
Locations:				
Wellsboro Area High School	A 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	15 to 18	2	0.3
Locations:				
Wellsboro Area School District	A Senior High School Building	A building in which General Education programs are operated		

Program Position #5

   Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 17	8	0.8
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	2	0.2
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

   Operator: School District

PROPOSED PROGRAM INFORMATION

   Type: Class

   Implementation Date: June 9, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	16 to 17	2	0.1
Locations:				
Wellsboro Area High	A Senior High School	A building in which General Education		

School	Building	programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A 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	15 to 21	25	0.8
Justification: One student is out of the age range and it has been determined by the IEP team that this placement will best meet his/her needs.				
Locations:				
Wellsboro Area High School	A 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: May 1, 2018

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	Life Skills Support	5 to 7	3	0.5
Locations:				
Charlotte Lappla	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 7	3	0.5
Locations:				
Charlotte Lappla	An Elementary School Building	A building in which General Education programs are operated		

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: June 9, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	15	0.9
Locations:				
Charlotte Lappla	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	8 to 8	1	0.1
Locations:				
Charlotte Lappla	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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	Life Skills Support	8 to 10	7	0.1
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	4	0.8
Locations:				
Don Gill		An Elementary School Building	A building in which General Education programs are operated	

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 9	1	0.1
Locations:				
Don Gill 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: August 20, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	3	0.1
Locations:				
Don Gill	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	7 to 10	25	0.9
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: June 9, 2017
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	8 to 10	3	0.1
Locations:				
Don Gill	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	8 to 10	20	0.8
Locations:				
Don Gill	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 11	1	0.1
Locations:				
Don Gill	An Elementary 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: May 1, 2018

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	Life Skills Support	11 to 11	2	0.1
Locations:				
Rock L. Butler Middle School	A Middle 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%)	Life Skills Support	11 to 14	3	0.2
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	11 to 15	5	0.6
Justification: The students needs are such that the IEP team feels his needs are best met in this setting.				
Locations:				
Rock L. Butler Middle School	A Middle 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 12	1	0.1
Locations:				
Rock L. Butler Middle School	A Middle 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: May 1, 2018

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	10 to 13	26	0.9
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 12	1	0.1

Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: June 9, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.2
Justification: The one students needs are such that the IEP team feels his needs are best met in this setting.				
Locations:				
Rock L. Butler Middle School	A Middle 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 12	13	0.8
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 22, 2017

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	34	0.8
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	12 to 14	3	0.2
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: May 1, 2018

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	8	0.2
Locations:				
Wellsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 18	2	0.1
Locations:				
Wellsboro High School	A 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	15 to 18	10	0.4
Locations:				
Wellsboro High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	18 to 18	1	0.1
Locations:				
Wellsboro Area High School	A Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: ClassandPosition
Implementation Date: August 22, 2017
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	10 to 12	12	0.8
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 12	2	0.1
Locations:				
Rock L. Butler Middle School	A Middle 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 10	1	0.1
Locations:				
Rock L. Butler Middle School	A Middle School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	Wellsboro Area School District	1
School Psychologist	Rock L. Butler Middle School/Wellsboro High School	1
School Psychologist	Charlotte Lappla/Don Gill	1
Title 1 Instructional Aide	Don Gill	1
Personal Care/Instructional Support Aide	Charlotte Lappla Elementary	1
Personal Care/Instructional Support Aide	Rock L. Butler Middle School	1
Personal Care Aide	Rock L. Butler Middle School	1
Personal Care Aide	Don Gill Elementary	1
Personal Care/Instructional Support Aide	Don Gill	1
Personal Care/Instructional Support Aide	Wellsboro High School	1
Personal Care/Instructional Support Aide	Wellsboro High School	1

Personal Care/Instructional Support Aide	Charlotte Lappla Elementary School	1
Personal Care/Instructional Support Aide	Rock L. Butler Middle School	1
Personal Care/Instructional Support Aide	Charlotte Lappla Elementary	1
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Wellsboro High School	0.5
Instructional Aide	Charlotte Lappla Elementary	0.5
Instructional Aide	Rock L. Butler Middle School	0.5
Instructional Aide	Don Gill Elementary	0.5
Speech Therapist	Charlotte Lappla Elementary/Rock L. Butler Middle School	1
Speech Therapist	Don Gill Elementary	1
Instructional Aide	Wellsboro High School	0.5
Personal Care Aide	Wellsboro High School	1
Instructional Aide	Wellsboro High School	0.5

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Music Therapist	Outside Contractor	4 Days
Speech Therapist	Outside Contractor	0.5 Days
Physical Therapist	Outside Contractor	3 Days

Audiology Support	Intermediate Unit	1 Days
Hearing Impaired	Intermediate Unit	2 Days
Occupational Therapist	Outside Contractor	3 Days
Occupational Therapist	Outside Contractor	3 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:

There is a clear pattern that our curriculm needs to be better vertically aligned. In addition, our graduation rate may reflect the lack of opportunities that some students have to relate to a career.

District Accomplishments

Accomplishment #1:

Wellsboro Area School District has begun the process of curriculum alignment through the development of learning progressions. These learning progressions encompass three areas: content knowledge, higher order thinking skills, and life-long habits of mind. The progressions are developed to guide teachers in learner-driven pacing.

Accomplishment #2:

None of Wellsboro's buildings were identified as Priority or Focus Schools in the 2017-18 school year.

Accomplishment #3:

According to the 2016-17 assessment data for PSSA and Keystones, our Science scores are well above the State average for percent Proficient and Advanced students. We show at least the state average or better for both Achievement and Growth in both grades 4 and 8.

Accomplishment #4:

Wellsboro Area High School was listed in the U.S. News and World Report as one of "America's Best High Schools" earning a Bronze Level award in 2016-17.

Accomplishment #5:

Our "STING" program focuses on identifying and displaying positive behavior by all stakeholders, uses educational programs designed to teach positive behaviors. The local Police Department is involved by identifying students doing positive things within the community and "ticketing" them with a positive reward sponsored by one of the local merchants. The Police Department has

incorporated the "Bigs in Blue" program in 2018. In addition, our District has adopted the Big Buddies Program through Big Brothers and Big Sisters of Tioga County which will match High School age mentors with elementary students in need of a positive role model.

Accomplishment #6:

In the 2017-18 school year, Wellsboro worked on aligning our Math Curriculum to the PA Core Standards meeting with teachers K-8 to begin to get a picture of what standards are taught and assessed for mastery at the different grade levels. This process has led to the purchasing of a new math series.

District Concerns

Concern #1:

We have seen a decline in our graduation rate since 2013-14 school year. The graduation rate has fluctuated over the years but has continued to stay below the state average.

Concern #2:

According to our Keystone Biology data, our scores have reflected a decline over the previous three years. 2014-2015 86%, 2015-2016 76%, 2016-2017 68%, and 2017-2018 59%.

Concern #3:

According to the 2016-17 PSSA/Keystone data, our I.E.P. subgroup has a low percentage of students scoring Proficient or Advanced in all tested areas across all grade levels.

Concern #4:

According to our 2016-17 PSSA/Keystone data, our students that score in the Advanced range do not show high growth or increased achievement in the tested areas; this includes our Gifted students who sometimes score in the Proficient range.

Concern #5:

We are concerned with curriculum/curricular resources that are outdated and not aligned across all content areas.

Concern #6:

To establish CTE offerings locally. The challenges include lack of funding, vocationally certified teachers, and resources.

Concern #7:

To increase academic/career pathways.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* To establish a vertically and horizontally aligned curriculum K-12.

Aligned Concerns:

To increase academic/career pathways.

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

Aligned Concerns:

We have seen a decline in our graduation rate since 2013-14 school year. The graduation rate has fluctuated over the years but has continued to stay below the state average.

According to our Keystone Biology data, our scores have reflected a decline over the previous three years. 2014-2015 86%, 2015-2016 76%, 2016-2017 68%, and 2017-2018 59%.

According to the 2016-17 PSSA/Keystone data, our I.E.P. subgroup has a low percentage of students scoring Proficient or Advanced in all tested areas across all grade levels.

According to our 2016-17 PSSA/Keystone data, our students that score in the Advanced range do not show high growth or increased achievement in the tested areas; this includes our Gifted students who sometimes score in the Proficient range.

We are concerned with curriculum/curricular resources that are outdated and not aligned across all content areas.

Systemic Challenge #3 *(Guiding Question #5)* Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

We have seen a decline in our graduation rate since 2013-14 school year. The graduation rate has fluctuated over the years but has continued to stay below the state average.

According to our Keystone Biology data, our scores have reflected a decline over the previous three years. 2014-2015 86%, 2015-2016 76%, 2016-2017 68%, and 2017-2018 59%.

According to the 2016-17 PSSA/Keystone data, our I.E.P. subgroup has a low percentage of students scoring Proficient or Advanced in all tested areas across all grade levels.

We are concerned with curriculum/curricular resources that are outdated and not aligned across all content areas.

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

Aligned Concerns:

We have seen a decline in our graduation rate since 2013-14 school year. The graduation rate has fluctuated over the years but has continued to stay below the state average.

According to our Keystone Biology data, our scores have reflected a decline over the previous three years. 2014-2015 86%, 2015-2016 76%, 2016-2017 68%, and 2017-2018 59%.

According to the 2016-17 PSSA/Keystone data, our I.E.P. subgroup has a low percentage of students scoring Proficient or Advanced in all tested areas across all grade levels.

We are concerned with curriculum/curricular resources that are outdated and not aligned across all content areas.

Systemic Challenge #5 *(Guiding Question #0)* To offer CTE programs locally as our students do not have access to a CTE Center. Challenges include lack of funding, resources, and vocationally certified teachers.

Aligned Concerns:

To establish CTE offerings locally. The challenges include lack of funding, vocationally certified teachers, and resources.

To increase academic/career pathways.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures students who are academically at-risk or historically underachieving are identified early and are supported by a process that removes barriers to learning, provides interventions based upon student needs and includes procedures for monitoring intervention effectiveness and addresses increased student achievement and improved graduation rates.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA/Keystone results, Teacher grade book, AIMSweb, Study Island Benchmark Assessments, CDT Assessments, STAR Reading Diagnostic Assessment

Specific Targets: Don Gill will close the HUP gap in Math by 2.8%, ELA by 2.4% and Science by 1.1%; the All Student gap by 1.5% in Math, 1.6% in Reading and 1.1 in Science. The middle school will close the HUP gap in Math by 3.8%, ELA by 3.3% and Science by 3.9%; the All Student gap in Math by 2.2%, ELA by 1.9% and Science by 3%. The % of students that score Advanced on the PSSA and Keystones who meet a year's worth of growth will increase by 5% as measured in PVAAS.

Strategies:

Meeting the needs of at- risk and underperforming students

Description:

Wellsboro will ensure all curricular areas are mapped to the PA Academic, PA Core or National level Standards and work design assessments that are aligned to the Standards. Teachers will learn to gather and analyze data, use curricular resources designed to target diverse populations of students based on identified needs through the data analysis, and learn through professional development how to implement researched based instructional strategies such as differentiated instruction, to address the student needs.

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

Implementation Steps:

Revision of Literacy Plan and Effectiveness Of The Plan

Description:

Through a review of the District's K-12 curriculum maps and analysis of PSSA, Keystone, SAT data and resources used to teach, the ELA teachers continue review our Literacy Plan to determine how effective the plan is and what adjustments need to be made to address the needs of our at risk and struggling students in the area of ELA as well as extending the academic progress of our high achieving students who do not show ample growth within the PVAAS system. We will enlist the help of our IU and PaTTAN to guide us in the review of our plan and adjustments.

Start Date: 8/22/2018   **End Date:** 6/5/2019

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

Supported Strategies:

* Meeting the needs of at- risk and underperforming students

Assessment Literacy

Description:

Teachers will learn to develop valid assessments based on standards. Implementation will be tracked by attendance at workshops. Grade level and subject level assessments will be peer reviewed for alignment to the Standards, rigor and language. Grade level or subject level common

assessments will be available to teachers through the District server that warehouses the teachers' electronic lesson plans.

Start Date: 9/4/2018   **End Date:** 6/14/2021

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

Supported Strategies:

- Meeting the needs of at- risk and underperforming students

Goal #2: To establish a vertically and horizontally aligned curriculum K-12.

Related Challenges:

- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Documented aligned curriculum guides K - 12

Specific Targets: Teachers will collaborate to align curriculum both vertically and horizontally in grades K-12.

Strategies:

Curriculum Alignment K-12

Description:

Developing a standards aligned curriculum across all grade levels provides consistent evidence based instruction that assists teachers providing appropriate instruction, assessments, and adequate progress monitoring.

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

Implementation Steps:

Curriculum Alignment

Description:

A curriculum committee will be organized to assist with curriculum development and revision. Teams will be comprised of both grade level and content area teachers. This will be a multi-year development process. Curriculum will be aligned both vertically and horizontally to elliminate gaps in content areas.

Start Date: 5/24/2019 **End Date:** 5/29/2023

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment K-12

Assessment Literacy

Description:

Teachers will learn to develop valid assessments based on standards. Implementation will be tracked by attendance at workshops. Grade level and subject level assessments will be peer reviewed for alignment to the Standards, rigor and language. Grade level or subject level common assessments will be available to teachers through the District server that warehouses the teachers' electronic lesson plans.

Start Date: 9/4/2018 **End Date:** 6/14/2021

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

Supported Strategies:

- Curriculum Alignment K-12

New Math Curriculum K-8

Description:

The district committed to a 3 year subscription for Ready Math that will track progress of all students K-8 in hopes of finding gaps within our math curriculum to specifically meet individual needs.

Start Date: 8/22/2018   **End Date:** 6/8/2021

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

Supported Strategies:

- Curriculum Alignment K-12

Development of a curriculum framework for all content areas across all grade levels.

Description:

Classroom teachers will meet to establish an aligned curriculum framework that is horizontally and vertically aligned. Curriculum committees will meet at least 4 times a year to develop the framework. This will be a multi-year process. Once grade level teams have developed their framework, teams will meet with at least one grade level below and one grade level above to align horizontally.

Start Date: 8/20/2019   **End Date:** 6/8/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Alignment K-12

Goal #3: Develop a career pathway model that enables students to choose a specific pathway to graduation. This model includes a multi-tier graduation requirement option for credits earned.

Related Challenges:

- To offer CTE programs locally as our students do not have access to a CTE Center. Challenges include lack of funding, resources, and vocationally certified teachers.

Indicators of Effectiveness:

Type: Annual

Data Source: PDE pathways

Specific Targets: A curriculum guide will be developed to enable students to select specific pathway courses leading to graduation.

Strategies:

Career and Technical Education Programs

Description:

Today's economy demands a better educated workforce than ever before, and jobs in this new economy require more complex knowledge and skills than the jobs of the past. Research from the Center for Education and the Workforce at Georgetown University debunks the oft-cited myth that the economy lacks jobs for young people to fill, finding instead that industries across the economy have created a wealth of new jobs that require workers with appropriate education and training. CTE transition pathway programs seek to help students transition from high school to college and into family-sustaining wage careers. (Sources: Career and Technical Education Pathway Programs, Academic Performance, and the Transition to College and Career , How Career and Technical Education Can Help Students Be College and Career Ready: A Primer)

SAS Alignment: Standards, Instruction, Materials & Resources

Pennsylvania Career Education and Work Standards Toolkit

Description:

This electronic toolkit provides resources, references, crosswalks and other tools to assist elementary, middle and high schools teachers and administrators in implementing the Pennsylvania (PA) Career Education and Work Standards. The Career Education and Work Standards, Chapter 4 of Title 22, are part of the State Board of Education's regulations of required education for all students in Pennsylvania. (Sources: PA Career Standards)

SAS Alignment: Materials & Resources

Implementation Steps:

Community Partnerships

Description:

Develop partnerships with area businesses to begin pre-apprenticeship programs.

Start Date: 7/1/2018   **End Date:** 7/31/2022

Program Area(s): Professional Education

Supported Strategies:

- Career and Technical Education Programs

Seek opportunities for our students to experience vocational pathways

Description:

Through partnerships and vocational grant allocations we will continue to explore and implement vocational pathways that will assist in our regional labor shortage.

Start Date: 12/3/2018   **End Date:** 6/30/2023

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

Supported Strategies:

- Career and Technical Education Programs
- Pennsylvania Career Education and Work Standards Toolkit

Goal #4: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Interim

Data Source: Progress reports, test scores, achievement increases, and decline in student absences.

Specific Targets: Increase achievement scores and decline in student absences

Strategies:

Content Area Curriculum Resources Update

Description:

Beginning in the 2018-19 school year the district purchased Ready Math for grades K-8. This math series is completely aligned to PA Core Standards and all diagnostic and benchmarking assessments will be completed a minimum of 3 times yearly. The implementation of this math program supports our vision of meeting all students at their specific individual levels.

We will also examine all content areas across all grade levels for needed updates and revisions.

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

Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. (Sources: Using Student Achievement Data to Support Instructional Decision Making)

SAS Alignment: Assessment

Implementation Steps:

New Math Curriculum K-8

Description:

The district committed to a 3 year subscription for Ready Math that will track progress of all students K-8 in hopes of finding gaps within our math curriculum to specifically meet individual needs.

Start Date: 8/22/2018   End Date: 6/8/2021

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

Supported Strategies:

- Content Area Curriculum Resources Update

Common Assessments in core content areas

Description:

Teachers will develop common assessments to measure both instructional practices and student achievement.

Start Date: 8/19/2019   End Date: 8/21/2023

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessments - Using Student Achievement Data to Support Instructional Decision Making

Goal #5: To offer CTE programs locally as our students do not have access to a CTE Center. Challenges include lack of funding, resources, and vocationally certified teachers.

Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Increase in partnerships with area businesses, increase in attendance and graduation rate.

Specific Targets: Student attendance, partnerships with local businesses

Strategies:

Collaborative partnerships with neighboring school districts and industry

Description:

All 3 Tioga County School District have begun a partnership to focus on vocational opportunities for our students. In addition, we have partnered with local industry to create career exploration opportunities for our students. The County has formed an Economic Summit to address current

workforce needs. Our school districts believe that the workforce decline in our area can be corrected through partnering with high school students.

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

Implementation Steps:

Career Partnerships

Description:

Wellsboro, Southern Tioga School District, Northern Tioga School District and Mansfield University have partnered together to explore career opportunities for all students in Tioga County. In addition, Southern Tioga has created a career counselor position to assist with grant writings and career opportunities. Penn College, has begun the development of pre-apprenticeships and is interested in partnering with the Tioga County school districts to offer our students an opportunity to complete their pre-apprenticeship hours and hopefully obtain an apprenticeship in their specific career field.

Start Date: 8/22/2018   **End Date:** 6/8/2022

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

Supported Strategies:

- Collaborative partnerships with neighboring school districts and industry

Goal #6: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: 4 and 5 year graduation cohorts will be used to reflect data as well as average daily membership and student success.

Specific Targets: Both the 4 and 5 year graduation cohorts will increase to be at a minimum of state average.

Strategies:

SAS: Early Warning System

Description:

The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates. (Sources: SAS: Early Warning System)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Early warning signs of student potential drop outs.

Description:

The District will utilize the early warning signs dashboard to monitor students who are at risk of becoming a drop out.

Start Date: 9/6/2019   **End Date:** 6/30/2022

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

Supported Strategies:

- SAS: Early Warning System

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at-risk or historically underachieving are identified early and are supported by a process that removes barriers to learning, provides interventions based upon student needs and includes procedures for monitoring intervention effectiveness and addresses increased student achievement and improved graduation rates.

Strategy #1: Meeting the needs of at-risk and underperforming students

Start	End	Title
8/22/2018	6/5/2019	Revision of Literacy Plan and Effectiveness Of The Plan

Description
Through a review of the District's K-12 curriculum maps and analysis of PSSA, Keystone, SAT data and resources used to teach, the ELA teachers continue review our Literacy Plan to determine how effective the plan is and what adjustments need to be made to address the needs of our at risk and struggling students in the area of ELA as well as extending the academic progress of our high achieving students who do not show ample growth within the PVAAS system. We will enlist the help of our IU and PaTTAN to guide us in the review of our plan and adjustments.

Provider
Wellsboro Area SD

Person Responsible	SH	S	EP
Mike Pietropola	45.0	18	10

Type	App.
School Entity	No

Knowledge   Best practices in instruction related to ELA diagnostic and intervention to target specific needs of students.

Supportive Research

Research- and evidence-based interventions to improve student foundations in reading.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

    Empowers educators to work effectively with parents and community partners.

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

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

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

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

    Instructs the leader in managing resources for effective results.

Training Format

Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Paraprofessional
New Staff
Other educational
    specialists

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)

Parents

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

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.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Title	Description
LEA Goals Addressed:	Establish a district system that fully ensures students who are academically at-risk or historically underachieving are identified early and are supported by a process that removes barriers to learning, provides interventions based upon student needs and includes procedures for monitoring intervention effectiveness and addresses increased student achievement and improved graduation rates. To establish a vertically and horizontally aligned curriculum K-12.
	Strategy #1: Meeting the needs of at- risk and underperforming students

Start   **End**   **Title**   **Description**

9/4/2018   6/14/2021   Assessment Literacy

Teachers will learn to develop valid assessments based on standards. Implementation will be tracked by attendance at workshops. Grade level and subject level assessments will be peer reviewed for alignment to the Standards, rigor and language. Grade level or subject level common assessments will be available to teachers through the District server that warehouses the teachers' electronic lesson plans.

Person Responsible	SH	S	EP	Type	App.
Michael Pietropola	7.0	4	5	School Entity	Yes

Provider
Wellsboro Area School District, iReady Math

Knowledge
Teachers will learn to strategically align their classroom assessments to the Pa Academic, Pa Core or National Standards using appropriate rigor and language benchmarked by grade levels through the standards.

Supportive Research
Curriculum and assessment mapping

Designed to Accomplish

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

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.

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform

decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Paraprofessional
New Staff
Other educational specialists

Grade Levels

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

Follow-up Activities

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Evaluation Methods

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

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

Peer-to-peer lesson
discussion

Lesson modeling with
mentoring

Joint planning period
activities

LEA Goals Addressed: Establish a district system that fully ensures students who are academically at-risk or historically underachieving are identified early and are supported by a process that removes barriers to learning, provides interventions based upon student needs and includes procedures for monitoring intervention effectiveness and addresses increased student achievement and improved graduation rates.

To establish a vertically and horizontally aligned curriculum K-12.

Strategy #1: Curriculum Alignment K-12

Description
Teachers will learn to develop valid assessments based on standards. Implementation will be tracked by attendance at workshops. Grade level and subject level assessments will be peer reviewed for alignment to the Standards, rigor and language. Grade level or subject level common assessments will be available to teachers through the District server that warehouses the teachers' electronic lesson plans.

Start	End	Title	**Provider**				
9/4/2018	6/14/2021	Assessment Literacy					
			Person Responsible	**SH**	**S**	**EP**	
						Type	**App.**

Michael Pietropola 7.0 4 5 Wellsboro Area School District, iReady Math School Entity Yes

Knowledge

Teachers will learn to strategically align their classroom assessments to the Pa Academic, Pa Core or National Standards using appropriate rigor and language benchmarked by grade levels through the standards.

Supportive Research

Curriculum and assessment mapping

Designed to Accomplish

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 classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops

Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir
School counselors
Paraprofessional
New Staff
Other educational
specialists

Grade Levels

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

Follow-up Activities

Team development and
sharing of content-area lesson
implementation outcomes, with
involvement of administrator and/or
peers
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
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.
Student PSSA data
Standardized student assessment
data other than the PSSA
Classroom student assessment data
Participant survey
Review of participant lesson plans

LEA Goals Addressed: To establish a vertically and horizontally aligned curriculum K-12.

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

Strategy #1: Curriculum Alignment K-12

Start	End	Title				Description
8/22/2018	6/8/2021	New Math Curriculum K-8				The district committed to a 3 year subscription for Ready Math that will track progress of all students K-8 in hopes of finding gaps within our math curriculum to specifically meet individual needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals and classroom teachers	6.0	3	46	Curriculum Associates	For Profit Company	Yes

Knowledge

Diagnostic implementation in grades K-8 to better understand students personalized academic levels.

Assess and review of performance data from all diagnostic assessments K-8.

Strategies for successful learning.

Supportive Research

Ed Reports rated this product with the highest rating.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
Live Webinar
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Paraprofessional
New Staff
Other educational specialists
Related Service Personnel

Grade Levels

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

Evaluation Methods

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

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
- Joint planning period activities
- Journaling and reflecting

Strategy #1: Content Area Curriculum Resources Update

LEA Goals Addressed: To establish a vertically and horizontally aligned curriculum K-12.

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

Start	End	Title	Description

8/22/2018 New Math Curriculum K-8

The district committed to a 3 year subscription for Ready Math that will track progress of all students K-8 in hopes of finding gaps within our math curriculum to specifically meet individual needs.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals and classroom teachers	6.0	3	46	Curriculum Associates	For Profit Company	Yes

Knowledge

Diagnostic implementation in grades K-8 to better understand students personalized academic levels.

Assess and review of performance data from all diagnostic assessments K-8.

Strategies for successful learning.

Supportive Research

Ed Reports rated this product with the highest rating.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

Provides leaders with the ability to access and use appropriate data to inform

6/8/2021

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
Live Webinar
Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir
School counselors
Paraprofessional
New Staff
Other educational
specialists
Related Service Personnel

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

Analysis of student work,
with administrator and/or peers

Evaluation Methods

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

Student PSSA data
Standardized student assessment

data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

Review of written reports

summarizing instructional activity

Portfolio

Creating lessons to meet

varied student learning styles

Peer-to-peer lesson

discussion

Lesson modeling with

mentoring

Joint planning period

activities

Journaling and reflecting

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

Affirmed by Brenda Freeman on 9/20/2018

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).

Affirmed by Chris Gastrock on 5/24/2018

Board President

Affirmed by Brenda Freeman on 5/24/2018

Superintendent/Chief Executive Officer