Warren County SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

6820 Market Street
Russell, PA 16345
(814)723-6900
Superintendent: William Clark
Director of Special Education: Patty Hawley

Planning Process

The Warren County School District Board of Directors approved a Comprehensive Planning Team in 2015. The approved district team was comprised of Board members, administrators, teachers, support staff, students, community members and business leaders. Members of the group met consistently to develop core elements of the plan. Data was collected at both the District and school levels. Accomplishments and concerns were developed and serve as the foundation for the development of the district-wide goal.

Mission Statement

The Mission of the Warren County School District is to educationally empower all students to think critically and solve problems through a rigorous curriculum that will provide them with the skills necessary to graduate and pursue a career of their interest.

Vision Statement

The vision for the future of the Warren County School District is based on what can be accomplished by our community working collaboratively toward a common goal of educational excellence.

We see a district deeply, interwoven with the latest educational practices and technological capabilities, that prepares its students to fully participate and compete in the global economy.

We envision a diverse and challenging curriculum, presented in a vigorous fashion by a qualified and motivated staff dedicated to encouraging all students to reach their potential.

The District will foster an environment that prepares young people to excel not only in their academic and co-curricular pursuits, but also in their efforts to become productive members of society.

We visualize an atmosphere that motivates students to continue their pursuit of education after they graduate, and instills in them the desire to expand their knowledge every day.

The Warren County School District will dedicate itself to a course of action that brings this vision to life and creates a legacy of pride for all members of our community.

Shared Values

All students pursue their unique potential and achieve personal success by setting attainable goals, understanding financial responsibility, communicating effectively, and developing 21st Century Skills.

All members of the professional learning community will exceed expectations while seeking opportunities to grow professionally by developing and delivering consistent, high quality, engaging instruction; analyzing data and creating meaningful assessments; and staying current in their content areas through curriculum development.

We believe engagement with the Warren County community is critical to the success of our students and our schools. We will achieve this through parent involvement, communication between home and school, educational and business partnerships that enrich student opportunities, and parent/school partnerships to enhance student achievement.

Educational Community

The Warren County School District (WCSD) is a rural school district in Northwestern Pennsylvania spanning 774 square miles. The population in the district has declined approximately 9% since 2000. Student enrollment has dropped by approximately 19% over the past nine years as well, which has led to staffing reductions. Approximately 47% of students in the district's eleven buildings qualify for free and reduced lunch.

While the WCSD is one of the largest employers in the county, the community is home to several large manufacturing facilities, such as National Forge, Betts Industries, and United Refining. There are several small home grown industries, such as Whirley-DrinkWorks!, as well as a number of locally-owned oil and gas producers. The local Chamber of Commerce is currently working to expand tourism in Warren County through the formation of the Warren County Council on Tourism.

Local employers have provided outstanding cooperative education placements for Warren County Career Center students by using community resources, such as the local chamber. The chamber and local churches have also assisted the district in raising funds for and distributing weekend backpacks of food for elementary students who receive free or reduced lunches. The Student Assistance Program coordinates with outside agencies such as CASSP, to provide student services and strong supports for students in need.

The WCSD serves approximately 4,574 students in grades K-12. The largest population of students (96.4%) identify as White (not Hispanic). Of the overall student population, 46.63% students are identified as Economically Disadvantaged and another 16.97% as needing Special Education services. Over the past ten years, the district has consolidated schools from twenty-one to eleven school buildings. Of the WCSD's four attendance areas, two have K-12 educational complexes; the other have a variety of educational campuses within close proximity of each other. Both formats allow for a greater coordination of services and programs for students within the district.

The WCSD middle school program continues to receive recognition as "Don Eichhorn Schools to Watch", and one WCSD high school has applied for the Blue Ribbon award. The Warren County Career Center (WCCC) offers thirteen vocational clusters for the district's career and technical education students. The WCCC has experienced an increase in enrollment over the past two years.

Students can access a wide variety of athletic programs and club activities, regardless of their home ZIP code, thanks to the many community organizations and groups that exist within the four different communities that make up Warren County. One such organization, the Salvation Army, offers programs after school that provide student assistance in academics as well as music lessons. The various communities have stepped up to support athletics and the arts through booster organizations. The county chamber provides funding in support of a dual enrollment program through St. Bonaventure University, which is open to all qualifying Warren County students.

Planning Committee

Name	Role
Jenna Albaugh	High School Teacher - Special Education : Professional Education
John Anderson	Board Member : Professional Education
Jennifer Barrett	Community Representative : Professional Education
Laura Bierbower	Ed Specialist - School Counselor : Professional Education
John Bonavita	Ed Specialist - School Counselor : Professional Education
Bobby Bower	Student : Professional Education
William Clark	Administrator : Professional Education

Leslie Collopy	Administrator : Special Education
Brian Collopy	Administrator : Professional Education
Joe Colosimo	Business Representative : Professional Education
James Decker	Community Representative : Professional Education
Jennifer Dilks	Instructional Coach/Mentor Librarian : Special Education
Jennifer Dilks	Parent : Professional Education
Jim Evers	Building Principal : Professional Education
Tom Fadale	Administrator : Special Education
Rick Gignac	Middle School Teacher - Regular Education : Professional Education
Chris Haslett	Parent : Special Education
Chris Haslett	Parent : Professional Education
Crystal Howe	High School Teacher - Regular Education : Professional Education
Kristine Kifer	Ed Specialist - Other : Special Education
Kristine Kifer	Ed Specialist - Other : Professional Education
Robert Klebacha	Business Representative : Professional Education
Ellen Koontz	Special Education Secretary to Director : Special Education
John Lasher	Community Representative : Professional Education
Erik Leamon	Administrator : Special Education
Matt Madigan	Middle School Teacher - Regular Education : Professional Education
Amanda McBriar	Elementary School Teacher - Regular Education : Professional Education
Matt Menard	Ed Specialist - School Counselor : Special Education
Matt Menard	Ed Specialist - School Counselor : Professional Education
Julie Mineo	Ed Specialist - School Psychologist : Special Education
Eric Mineweaser	Administrator : Professional Education
Ruth Nelson	Administrator : Special Education
Steve O'Nuffer	Middle School Teacher - Regular Education : Professional Education
Mary Ann Paris	Board Member : Professional Education
Michele Petrishen	High School Teacher - Regular Education : Special Education

Andrew Pollard	Elementary School Teacher - Regular Education : Professional Education
Jewel Rozanski	High School Teacher - Regular Education : Professional Education
Lisa Smith	Administrator : Special Education
Amy Stewart	Administrator : Professional Education
Heather Stover	Administrator : Special Education
Laura Suppa	Parent : Professional Education
Lynette Swab	High School Teacher - Special Education : Special Education
Louise Thrap	Ed Specialist - School Nurse : Professional Education
Shelly Wagner	Building Principal : Professional Education
Greg Waterman	High School Teacher - Regular Education : Professional Education
Gary Weber	Administrator : Professional Education
Sandra Wilks	Administrator : Special Education
Michael Zamborik	Board Member : Professional Education
Donna Zariczny	Board Member : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The District has not evaluated Family and Consumer Science at the K-2 level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished

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

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

The District has not evaluated Family and Consumer Science at the 3-5 level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Middle Level

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

American School Counselor Association for Students	Non Existent	Developing
English Language Proficiency	Non Existent	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

The District has not evaluated World Language at the middle level. Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

High School Level

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

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

Special Education will begin mapping in the areas of alternate academic content standards for math and reading. Due to the lack of English Second Language students, the District has elected not to map at this time.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

N/A

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

Elementary Education-Intermediate Level

Curriculum Characteristics	Status

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

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:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

The District is involved in the process of updating the curriculum across all grade levels to reflect the PA core standards. Core mapping is in the process of being completed using the Curriculum Connector package contained within the Performance Plus software. All core teachers will be expected to complete diary mapping. Common assessments are completed in Mathematics and will be expanded to other core areas.

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

N/A

Modification and Accommodations

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

Planned instruction in the Warren County School District typically refers teachers to the specifically designed instruction that has been developed in the Individualized Educational Plan (IEP) or the Gifted Individualized Educational Plan (GIEP). These pages typically include a listing of adaptations and modifications that will work well for a particular student to improve their opportunity to succeed in accessing and mastering the curriculum. The curriculum maps will include a list of suggested formative and summative assessments that allow individual teachers some freedom in choosing how to best assess the mastery of skills.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction

- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

Regular Lesson Plan Review
- Administrators

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

Building administrators perform formal classroom observations and walkthroughs focusing on instruction. Charlotte Danielson's framework is integral to the district evaluation process and focuses on instruction. Instructional coaches provide professional development in a variety of individual and group settings to assist teachers with implementing best practices.

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

We have no plans at this time to implement the peer evaluation process.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

N/A

Elementary Education-Intermediate Level

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

N/A

Middle Level

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

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

N/A

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in less than 50% of

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

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

The District is comprised of relatively small high schools with limited numbers of student sections. The small size of the schools presents challenges to implementing many structured grouping strategies. The District relies on flexible grouping and differentiated instructional strategies at the high school level. Professional development is provided in order to improve these strategies.

Recruitment

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

The District successfully attracts Highly Qualified Teachers (HQT). The District's HQT percentage is excellent. Building administrators are permitted flexibility to assign teachers to classes which they are certified to teach and where they demonstrate strength. The District provides teachers with professional development on collecting, analyzing and utilizing data to identify and guide instructional decisions. District staffing is guided by the maxim of matching teacher strengths with student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses			
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	5.00	5.00	5.00

Science	5.00	5.00	5.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	12.00	12.00	12.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

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:

- 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.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work					X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		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		X		X

World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA	X	X	X	
Keystone Exams			X	X
Teacher Assigned Essays	X	X	X	X
Teacher Made Quizzes/Tests	X	X	X	X
Portfolios	X	X	X	X
Research Papers			X	X
Essays and Compositions	X	X	X	X
Common Assessment Math			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
KWL Charts	X	X	X	X
Entrance/Exit Cards	X	X	X	X
Teacher Observation	X	X	X	X
Discussion	X	X	X	X
Graphic Organizers	X	X	X	X
Summarizing/Retelling	X	X	X	X
Authentic Assessments	X	X	X	X
Journaling	X	X	X	X
Outlining/ Notetaking	X	X	X	X
Success Maker	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test (CDTs)			X	X
Teacher Developed Pre-Assessments of Prior Knowledge	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

District level curriculum coordinators provide content area leadership under the umbrella of the Director of Curriculum, Instruction and Assessment. The curriculum coordinators lead the process of developing the planned instruction for each curricular area. Instructional coaches collect district data and provide information to teachers and administrators in order to help them create data action plans. Middle level teachers are provided a common planning time to review data as a grade and department to make instructional decisions.

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.

N/A

Collection and Dissemination

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

The data for the District is collected and housed in Performance Plus. The software generates a number of reports about student progress, strengths and weaknesses. Teachers are expected to use this information to analyze student progress and develop learning plans for specific weaknesses in student performance. Building level administrators meet with teachers and work through a process whereby they consider the needs of their buidling and set building goals for improvement of instruction or achievement of a particular set of skills. District leaders look at the data of all of the buildings and use that data to focus professional development and instructional initiatives.

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 identify specific skills that students need to develop based upon the assessment data that is provided to them. Teachers create action plans for individual students or groups of students who are deficient in common areas. Teachers demonstrate through planning, instruction and assessment that remediation has been offered. Teachers adjust instructional strategies for continued remediation if students are unsuccessful in mastering the skills. Teachers regularly analyze student data to determine progress of skill mastery.

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

Provide brief explanation of the process for incorporating selected strategies.

The assessments are reported by anchor, and teachers determine the needs of all students. Principals and teachers discuss strategies during team meetings, faculty meetings, and professional development sessions. Teachers identify levels of proficiency and modify and align instruction to student needs. On-line remediation is provided when needed.

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

The District will continue to review planned instruction and curriculum to align courses to PA Core Standards, where applicable. Curriculum coordinators will work with teachers in their area of expertise to review core maps, develop diary maps and common assessments.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Each year, the District publishes an assessment calendar listing the assessment windows on the District website and in the student handbook. The District works with the local newspaper prior to test administration to emphasize the importance of the assessment to parents and students. As a follow up, a call blast system is utilized to communicate with families. Teachers utilize electronic and paper communication within their classroom to communicate with parents and students. Building administrators offer informational sessions about the assessments and provide resources for additional information about the assessments.

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

The only place that the District does not specifically address summative assessments is in the course description guides. There are no specific plans at this time to include information about summative assessments.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

Schools have created School Improvement Plans with data-driven strategies to improve areas of weakness. As part of the QZAB program, the District has partnered with the National Education Foundation to provide support through the use of SuccessMaker. The District has secured funding for after-school programming through the 21st Century Grant Community Learning Center grant.

Programs, Strategies and Actions

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

Peer helper programs are in place where building principals and teachers have taken the initiative. The programs in place may be modeled and formalized for the secondary level. The District is served by three police departments, the state police and the sheriff's department. Due to its geographic size and the number of high schools, one officer cannot cover the entire district. One of the four attendance areas has approached the district to form a potential partnership to split fees to secure services of a School Resource Officer (SRO).

Identifying and Programming for Gifted Students

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

Identification of Gifted Students

Students in the Warren County School District may be referred for screening for Gifted Support Services by parents, teachers, or administration.

- A screening is requested by parent, teacher, or administration

- Gifted Support staff sends a request for Permission to Screen

- Permission to Screen is granted

- Gifted Support staff reviews student records and uses the Kauffman Brief Intelligence Test (K-BIT) to identify students who may need to have a full evaluation by a School Psychologist.

- Students scoring 120 on K-BIT are recommended for full evaluation. (120 allows for the 90% confidence interval of the K-BIT)

- Gifted Support staff informs parent, teacher, and administrator of results of screening

- Gifted Support staff requests Permission to Evaluate from parents

- Permission to Evaluate is granted

- Records are sent to Central Office and a School Psychologist is assigned to complete the Evaluation within 60 days

- A Gifted Multi-Disciplinary Evaluation (GMDE) Team meets to review the results of the Evaluation and makes a recommendation for the need for Gifted Support Services.

- The GMDE Team consists of:

- Parents

- Regular Education Teacher

- Gifted Support Teacher

- School Psychologist

- Administrator

- The determination is based on guidelines provided by the Pennsylvania Department of Education's Gifted Guidelines, as noted above.

Approximately 100 students are referred for screening each year. Permission is granted for approximately 90% of these students. 20-30% of these screenings are recommended for full evaluations. Approximately 10-15% of these students are identified as requiring Gifted Support services.

Elementary and Middle Level Programming

Mondays
– Students in Kindergarten through Grade 2 attend Gifted Support enrichment programming at the LEC. Students work with each of the five staff members currently assigned at the LEC. They receive programming in: Language Arts, Mathematics, Social Studies, Science, and the Fine and Performing Arts.

Tuesdays
– Students in Grades 3 and 4 attend Gifted Support enrichment programming at the LEC. Students work with each of the five staff members currently assigned at the LEC. They receive programming in: Language Arts, Mathematics, Social Studies, Science, and the Fine and Performing Arts.

Wednesdays
– Students in Grades 5 and 6 attend Gifted Support enrichment programming at the LEC. Students select from a menu of semester length courses. Current course offerings include: Can You Count in Greek?; Scholastic Math; Math Competition Team; Bird Identification; Science Investigations; Genetics and Evolution; Ceramics; Fiber Arts, Rosetta Stone Foreign Language software; Culinary Arts; Creative Writing; Journalism; Technology Projects; Warren County History; The Stock Market Game; and Personal Psychology.

Thursdays
- Students in Grades 7 and 8 attend Gifted Support enrichment programming at the LEC. Students select from a menu of semester length courses. Current course offerings include: Math Competition Team; 10 Things Every Mathematician Should Know; Shapes, Angles, and Rene Descartes; Bird Identification; Dendrology; Rosetta Stone Foreign Language software; Calligraphy; Ceramics; Fiber Arts; Culinary Arts; Journalism; Creative Writing; Technology Projects; Personal Psychology; and The Stock Market Game.

High School Level Programming

High school gifted student needs are met through the following:

- Grade level acceleration

- Subject specific acceleration

- Blended learning opportunities

- Curriculum compaction

- Participation in academic competitions

- Dual enrollment opportunities

- Individualized GIEP elements

Developmental Services

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

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management	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				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Social Media	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

Classroom teachers and individuals providing interventions meet annually, or as needed, to identify student needs, set goals, develop targeted intervention strategies, and then communicate those strategies to appropriate personnel. Progress toward goals is monitored at regular intervals, as appropriate for the interventions and as indicated by the team.
There are many types of teams that meet and function in this capacity, including, but not limited to:

- Child Study

- Individualized Education Plan (IEP)

- Gifted Individualized Education Plan (GIEP)

- Student Assistance Program (SAP)

- Truancy Elimination Plan (TEP)

- Outside agency initiated planning

- Transition planning

The District values the opportunity to build and maintain relationships with outside agencies and commits time and resources to continually improve communication and collaboration to benefit the students in Warren County.

Community Coordination

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

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

The District works with community preschool programs and early intervention services to ensure that children are assessed for specific skills and standards prior to their transition to elementary school. Assessment data is shared with the district teachers when the students transition to the WCSD. Both community programs and the District hold annual transition meetings to ensure that teachers are aware of the needs and accomplishments of the students arriving from preschool. The District hosts several of the area Head Start classrooms in its buildings and has trained administrators in the Early Childhood standards. There are few efforts to communicate with community-based after school programs regarding specific student curricular or behavioral needs of students. There are a large number of programs in several communities, making it a significant task for district staff. The District has applied for and received two successful cohorts of the 21st Century Community Learning Centers Grant (21CCLC), which provides an afterschool program for the neediest children, both financially and academically. 21CCLC locations are offered throughout the district, and encourage participation from the local charter and parochial schools. 21CCLC activities are linked to classroom achievement and activities, when possible. Linkages are accomplished through regular communication between grant and District staff, which ensures that homework is completed and specific remediation is

provided where needed after school.

Warren County is served by a Workforce Investment Board (WIB), and programs are provided in workforce development for middle-level students through Industry Clubs. High school students are served through various cooperative education experiences, job shadowing and externships.

Afterschool/Summer Program

The District is currently in its second successful cohort of the grant funded 21st Century Community Learning Centers (21CCLC) program, serving students in grades 2-5. Available during six weeks in the summer, and for days per week during the school year, 21CCLC provides children with a safe environment after school, a light snack, and activities. The most recent 21CCLC cohort focuses on STEM projects, character education, and service learning, and will be offered through September 2017.

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 WCSD does not operate a pre-kindergarten program, nor does it contract for pre-kindergarten services from any community agencies or organizations. The District and local agencies serving preschool age children have organized a pre-school transition process, involving meetings for incoming kindergarten students to determine continued eligibility of services. Transition meetings are held by the end of February, prior to the students entering kindergarten. Transition teams review the current IEP, future service options, and transition to the new educational setting. With parental consent, the district then begins review of current educational programming and assessment data.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

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.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials in mathematics are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

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.

District curricular materials and resources are carefully selected by the faculty and administration and recommended for approval by the Board of Education. The resources and materials in mathematics are aligned to the PA Core, academic standards, and anchors covered within the curriculum to help achieve student mastery.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Teachers are currently given the necessary resources and materials and have not identified the need to fully utilize the SAS portal.

Elementary Education-Intermediate Level

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

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

	district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

Middle Level

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

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

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

High School Level

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

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

Further explanation for columns selected "

The Board of Education provides the necessary resources and materials, and the instructional leaders have reviewed the SAS portal and made recommendations to utilize the most appropriate components.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the	X	X	X	X

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

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

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

The District provides relevant professional development for all professional employees based on current needs. Needs are evaluated at both the building and district level by instructional coaches and administration. A current needs assessment given to all professional staff, state mandates, and student assessment data are all utilized to determine current needs. Administrators participate in PIL/NISL courses as well as ongoing professional development based upon Board goals.

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

Curriculum for the gifted support program will be incorporated into the already established curriculum review cycle.

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:
4/9/2015 Additional training was held in 2013 and 2014
8/27/2015 Training is now available on-line and not date specific
8/29/2015
The LEA plans to conduct the required training on approximately:
10/9/2015 Additional training is provided on an as needed basis

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 plans to conduct the training on approximately:
11/13/2015

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

Questions
The LEA plans to conduct the training on approximately:
8/29/2016 To be determined

Strategies Ensuring Fidelity

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

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

Professional development activities are focused on positively impacting student achievement. This is accomplished by a need assessment prepared for our professional staff, administrative observations, and a review of student assessment data. Professional development activities are then developed to promote development in the areas of identified need. These activities are supported and monitored by building principals who conduct walkthroughs and observations during the professional development sessions and during classroom instruction using the Educator Effectiveness Model. This creates a learning environment that provides the professional staff with clear expectations related to teacher practice and staff implementation. Through teacher observations and evaluations and student performance on state and local assessments, professional education is evaluated to determine its impact on teaching and learning.

Professional development also focuses on areas that are new implementations, such as the Teacher Effectiveness Model, PA Common Core State Standards, Act 126, and Act 71.

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

The district will develop a process to evaluate and determine that providers have the capacity to present quality professional development.

With the addition of three additional instructional coaches, additional resources are now available to provide professional development activities. Activities will support implementation of strategies identified in the action plan and provide ongoing support to teachers regarding implementation.

Induction Program

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

- Inductees will assign challenging work to diverse student populations.

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

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

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

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

The Academic coaches provide newly hired teachers a day long professional development orientation program prior to the start of school. During this initial training, teachers are introduced to Central Office staff and Union representatives. They are given their induction manuals, view a FERPA video and receive their computer login information. The teachers are then guided through the following online components: Access +, Pentamation, PDE website, WCSD website, Successmaker, Study Island, Performance Plus and various data websites.

Academic coaches provide monthly follow up meetings with new teachers for continuous support throughout their first year of teaching. In addition to these monthly meetings, new teachers are provided a mentor within their buildings. Between the new teacher induction program and the monthly mentoring meetings, a wide range of topics are covered including teaching methods, strategies, district policy, building routines, community interest, special education laws, data analysis, and students rights and responsibilities.

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

N/A

Needs of Inductees

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

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

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

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- 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).

- Student Keystone Data

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

Classroom assessment data, including formative and summative data, are reviewed during faculty meetings, mentoring meetings, and as a part of the new teacher induction program. Inductees are provided with the opportunity to observe master teachers, as well as, to receive frequent observations by academic coaches and/or their mentor to identify needs. Building administrators observe, with a focus on instructional practice, numerous times throughout the school year using formal and informal observations.
Upon completion of their first year of teaching, inductees complete surveys to provide feedback on relevancy and support provided throughout the school year.
During many of the monthly induction meetings with the coaches, second year teachers attend to offer suggestions, provide reflections, and to continue with their professional development.
Regular meetings with mentors and coaches are provided to reflect upon instructional practice and to identify needs of the teachers.
Each week, inductees are required to submit lesson plans to their building administrator. All inductees review instructional activities, lesson plans, professional growth, school district initiatives, and data, including state assessment data, tied to student achievement with their building administrator.

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

N/A

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

- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

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

Mentor teachers are traditionally selected by administrators. Teachers that are selected are chosen based on their accomplishments and ability to interact with others. Potential mentors must accept additional responsibility through a supplemental contract.

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

Some mentors and inductees do not have compatible daytime schedules. Mentors do not complete mentor training or have previous related experience. The district will develop a program to provide training to mentors. Mentors have similar certifications and assignments when possible.

Induction Program Timeline

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

If necessary, provide further explanation.

N/A

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

District instructional coaches review the induction program annually to determine effectiveness of the program. Due to the lack of new hires within the district over the past several years, the induction program has not been fully implemented.

District Level Plan

Action Plans

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

Indicators of Effectiveness:

Type: Annual

Data Source: Performance Plus

Specific Targets: Teachers will implement standards aligned to curricula across all schools, for all students, as evidenced within their unit planning and their instruction, and therefore enhancing student performance.

Strategies:

Instructional Coaching

Description:

The Warren County School District will implement an instructional coaching model to build teacher capacity with research based instructional strategies as a means of increasing student engagement and improving student achievement. Instructional coaches will provide instruction on effective implementation of evidence-based practices by working with teachers and school administrators in all eleven schools within Warren County School District. Specifically, the coaches will be assigned to work in the specific content areas of English Language Arts, Mathematics, and Science.

The instructional coaches will provide district wide professional development sessions on evidenced based practices during the scheduled professional development days, team/department meetings, and during monthly faculty meetings.

The instructional coaches will:

Discuss learning and teaching with individual teachers

Help teachers and administrators interpret assessment data to improve instruction on all levels

Facilitate learning experiences for teachers and administrators

Model instructional strategies and discuss lessons

Co-teach lessons

Provide resources to support classroom instruction

Assist teachers in identifying resources such as the SAS portal

SAS Alignment: Standards, Materials & Resources

Curriculum Mapping

Description:

Core and diary maps will be developed to coincide with planned instruction and curriculum in English Language Arts, Mathematics and Science to improve student achievement. Mapping will be used for ongoing curriculum and assessment review, both vertically K-12 and within each grade level.

Each curriculum coordinator will lead his/her department through curriculum mapping. Performance Plus with Curriculum Connector software will be used to store the maps for each department.

Departments will review maps on an ongoing basis to address successes, gaps in student learning, repetitions, and questions. This analysis will lead to collaboration and sharing of effective instructional strategies amongst colleagues.

SAS Alignment: Curriculum Framework, Standards, Assessment, Instruction

Implementation Steps:

Evidence Based Instructional Practices

Description:

The instructional coaches will provide district wide professional development sessions on evidenced based practices.

Agendas, Act 48 Sign in sheets, and Evaluations of sessions will provide evidence of implementation.

Start Date: 9/1/2016   **End Date:** 6/8/2017

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for Implementation of PA Core ELA Standards

Description:

Instructional Coaches will work with teachers across all grade levels in order to assist in the implementation of the PA Core ELA Standards.

Evidence of successful implementation will include:

Demonstration of PA Core Standards in lesson planning

PA Core Standards will be evident in curriculum maps.

Post professional development evaluations and surveys.

Start Date: 8/25/2016   **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for the Implementation of PA Core Math Standards

Description:

Instructional coaches will support teachers with implementing effective instructional practices within their math classrooms grades K-12 by providing professional development, modeling best practices, and lesson plan development and implementation. Teachers will understand the scope and sequence of the PA Core Math Standards grades K-12.

Evidence of successful implementation will include:

Demonstration of PA Core Math standards in lesson planning

PA Core Math Standards will be evident in curriculum maps

Post professional development evaluations and surveys

Start Date: 9/1/2016   **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Coaching Support for Implementation of Pennsylvania Science Standards

Description:

Instructional coaches, Science Curriculum Coordinator, Science Department Heads and administrators will support teachers with implementing effective instructional practices within their science classroom grades K-12 by providing professional development, modeling best practices, and lesson plan development and implementation. Teachers will understand the scope and sequence of the Pennsylvania Science Standards grades K-12.

Evidence of successful implementation will include:

Demonstration of PA Science Standards in lesson planning

PA Science Standards will be evident in curriculum maps

Post professional development evaluations and surveys

Start Date: 9/1/2016   **End Date:** 6/6/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Develop Core Curriculum Maps

Description:

English Language Arts, Mathematics and Science Curriculum Coordinators will work with their departments to develop core curriculum maps for each course. Maps will be created within Curriculum Connector and will be shared with each teacher of that course. Administrators will be able to view all maps and determine, through classroom observations, the integration of the lessons observed as it relates to the core maps.

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

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Develop Diary Maps

Description:

Instructional coaches, English Language Arts, Mathematics, and Science Curriculum Coordinators will work with their departments to develop diary maps for each course. Maps will be created within Curriculum Connector. Administrators will be able to view all maps and determine, through classroom observation, the integration of the lessons observed as it relates to the core map.

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

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Develop Common Assessments

Description:

Instructional coaches, English Language Arts, Mathematics and Science Curriculum Coordinators will guide their departments in the development of common assessments for each course. Assessments will be created within Curriculum Connector. Administrators will be able to view the assessments to determine the alignment of lesson planning to the PA Core Standards and Pennsylvania State Standards.

Start Date: 9/1/2018   **End Date:** 6/6/2019

Program Area(s):

Supported Strategies:

- Curriculum Mapping

Benchmark and Diagnostic Assessments

Description:

Utilization of benchmark and/or diagnostic assessments to monitor progress toward mastery of course standards in English Language Arts, Mathematics, and Science.

Following benchmark and/or diagnostic assessments, teachers will be provided opportunities to review and guidance in application of assessment data to inform instruction.

Start Date: 9/30/2016   **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Develop Core Elementary ELA Cohorts

Description:

The District will partner and collaborate with IU5 to develop and implement a comprehensive and sustained professional development plan to address the District's ELA concerns. By the end of the 2018-19 school year, elementary ELA scores will increase by a minimum of 10%.

Start Date: 9/30/2016   **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Instructional Coaching

Establish Building Level Professional Learning Communities

Description:

The District will clearly articulate and define the role of the building administrator as the instructional leader who is responsible for ensuring professional development initiatives are applied appropriately at the classroom level through focused observation and evaluation.

Start Date: 9/30/2016   **End Date:** 9/30/2019

Program Area(s): Professional Education

Supported Strategies: None selected