

Pottstown SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

230 Beech St  
Pottstown, PA 19464  
(610)323-8200  
Superintendent: Stephen Rodriguez  
Director of Special Education: Erin Jacobs

## Planning Process

The District gathered teams of administrators, teachers, parents, and community members from each of the District's six schools. The entire District team divided into three core areas: STEAM, Literacy & Wellness. Each team met multiple times during the 2016-2017 school year to review student assessment data, prioritize goals, and develop action steps for achieving those goals.

Individual building teams met additionally to further review building-specific data and instructional plans. The District facilitated additional conversations with community leaders, School Board members, administrators, and teacher leaders at Board Committee meetings, grade level meetings, and department chair meetings. The purpose was to gain a common understanding of our most important focus areas and to develop a plan for moving forward. The team focused on professional development included district administration, teacher leaders, and community members. This team took the priority areas from the plan and developed recommendations for professional development aligned with the goals. Central administration and building leadership, supported by recent inductees, reviewed the induction plans for the District, making recommendations that better align the outcomes of the induction program with the focus areas of the District. Once the District Comprehensive Plan was complete, the plan was presented to the School Board Curriculum Committee. After the review at that level, the plan was made available for public comment and review prior to Board approval and submission to PDE.

## Mission Statement

Our mission is to: Prepare each student, by name, for success at every level. This has remained our consistent mission since the last revision of the Comprehensive Plan in 2013. Upon review of this mission for the current plan, our team believes that this mission statement continues to guide our priorities.

## Vision Statement

The Pottstown School District develops students through quality teaching, family involvement, community partnerships, and fiscal management to become responsible, contributing citizens in a dynamic and diverse world.

## Shared Values

The Pottstown School District embraces the work of Alan Blankstein as outlined in the book Failure is Not an Option. He outlines six principles that advance student achievement. We have adopted these principles as our shared values.

1. Common mission, vision, values & goals
2. Ensuring achievement for ALL students: systems of prevention & intervention
3. Collaborative teaming focused on teaching & learning
4. Using data to guide decision-making and continuous improvement
5. Gaining active engagement from family & community
6. Building sustainable leadership capacity

## Educational Community

The Pottstown School District is comprised of 4 elementary schools, each serving PreK- Grade 4. The Pottstown Middle School serves Grades 5-8. The Pottstown High School serves Grades 9-12 and also offers a Career & Technical Education program within the high school itself, allowing for students to take both academic track and CTE track courses.

## Planning Committee

Name	Role
Deena Cellini	Administrator : Professional Education Special Education
Laurie Kolka	Administrator : Professional Education Special Education
Diane Meck	Administrator : Special Education
Stephen Rodriguez	Administrator : Special Education
Calista Boyer	Building Principal
Jeff Delaney	Building Principal
Kevin Downes	Building Principal
Danielle McCoy	Building Principal
Matthew Moyer	Building Principal : Special Education
Matthew Moyer	Building Principal
Ryan Oxenford	Building Principal : Special Education

Ryan Regensburg	Building Principal
Sheila Dugan	Business Representative : Professional Education
Steve Park	Business Representative : Professional Education
John Armato	Community Representative : Professional Education
Sue Seanor	Community Representative
Emmanuel Wilkerson	Community Representative : Professional Education
Laurie Kolka	Curriculum and Professional Development : Special Education
Andrea Hunsberger	Ed Specialist - Other
Karen Kile	Ed Specialist - Other
Lisa Kolb	Ed Specialist - Other
Holly Lee	Ed Specialist - Other : Special Education
Karen Neitz	Ed Specialist - Other
Naimah Rhodes	Ed Specialist - Other : Professional Education
Amy Sellman	Ed Specialist - Other
Terri Spitko	Ed Specialist - Other : Professional Education
Angela Wagner	Ed Specialist - Other : Professional Education
Mieke Mazur	Ed Specialist - School Psychologist : Professional Education
Robin Anderson	Elementary School Teacher - Regular Education
Evelyne Blair-Miller	Elementary School Teacher - Regular Education : Professional Education
Jill Bolonski	Elementary School Teacher - Regular Education : Professional Education
Jayne Burke	Elementary School Teacher - Regular Education : Professional Education
Brooke DiMarcello	Elementary School Teacher - Regular Education
Diana Dotterer	Elementary School Teacher - Regular Education
Nicole Ewing	Elementary School Teacher - Regular Education
Jamie Fazekas	Elementary School Teacher - Regular Education : Professional Education
Allen Ferster	Elementary School Teacher - Regular Education : Professional Education
Sally Foose	Elementary School Teacher - Regular Education
Laureen Gresko	Elementary School Teacher - Regular Education
Susan Hallman	Elementary School Teacher - Regular Education : Professional Education

Jane Hospador	Elementary School Teacher - Regular Education
Mindy Inman	Elementary School Teacher - Regular Education : Professional Education
Heather Kurtz	Elementary School Teacher - Regular Education : Professional Education
Mary Lammey	Elementary School Teacher - Regular Education : Professional Education
Debra Mann	Elementary School Teacher - Regular Education : Professional Education
Brad Mayberry	Elementary School Teacher - Regular Education : Professional Education
Jen McGraw	Elementary School Teacher - Regular Education
Corina Miller	Elementary School Teacher - Regular Education : Professional Education
Kelly Mooney	Elementary School Teacher - Regular Education : Professional Education
Denise Schleicher	Elementary School Teacher - Regular Education
Darla Stout	Elementary School Teacher - Regular Education : Professional Education
Bridget Volinskie	Elementary School Teacher - Regular Education
Mandy Wampole	Elementary School Teacher - Regular Education : Professional Education
Kelli Wolfel	Elementary School Teacher - Regular Education : Professional Education
Pat DeWald	Elementary School Teacher - Special Education
Karen Fox	Elementary School Teacher - Special Education
James Benfield	High School Teacher - Regular Education : Professional Education
Helen Bowers	High School Teacher - Regular Education
Paul Castanzo	High School Teacher - Regular Education : Professional Education
Robert Decker	High School Teacher - Regular Education : Professional Education
Sean McNamara	High School Teacher - Regular Education
Sara Miller	High School Teacher - Regular Education : Professional Education
Dee Pettine	High School Teacher - Regular Education
Beth Yoder	High School Teacher - Regular Education : Professional Education
Denise Leschak	Instructional Coach/Mentor Librarian : Professional

	Education
Dana DiDonato	Middle School Teacher - Regular Education : Professional Education
Ian Lawrence	Middle School Teacher - Regular Education
Nickolas Mitchell	Middle School Teacher - Regular Education
Tracy Pasquale	Middle School Teacher - Regular Education : Professional Education
Christopher Petro	Middle School Teacher - Regular Education
Aaron Torrence	Middle School Teacher - Regular Education
Cynthia Ziegler	Middle School Teacher - Regular Education : Professional Education
Rick Adams	Parent
Pam Broughton	Parent
Melissa Daily	Parent : Professional Education
Joey Deleskiewicz	Parent : Special Education
Lynn Fryberger	Parent
Diane Marcheskie	Parent : Professional Education
Gail Quinta	Parent
Elisa Rose	Parent : Professional Education Special Education
Rhonda Dinnocenti	Special Education Administrative Assistant : Special Education
Erin Jacobs	Special Education Director/Specialist : Professional Education Special Education
Robin Romero	Special Education Director/Specialist : Special Education
Joseph Schroeder	Special Education Director/Specialist : Special Education
LaTanya White	Student Services Director/Specialist : Professional Education Special Education

# Core Foundations

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## 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	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Developing
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Accomplished	Accomplished
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
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	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,	Developing	Developing

Science and Technical Subjects		
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	Developing	Developing
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
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	Accomplished	Accomplished
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	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Accomplished	Accomplished
School Climate	Developing	Developing
World Language	Non Existent	Non Existent



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

World Language is not a course offered at the middle school, but it is offered at the high school. The sequencing at the high school allows for a foreign language to be instructed in a 4-year sequence, as outlined by the World Language standards.

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

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

*This narrative is empty.*

### Adaptations

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

*This narrative is empty.*

## **Curriculum**

### *Planned Instruction*

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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 Pottstown School District operates on a 6-year curriculum development cycle for all Grades K-12. Each year, each subject area has a different task of the cycle to complete: Phase I Plan, Phase II Develop, Phase III Implement, Phase IV Refine, Phase V Monitor, Phase VI Review & Reflect

	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
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	Plan	Develop	Implement	Refine	Monitor	Review & Reflect
	Study Best Practices; Research Data & Technology	Align Curriculum; Write Planned Course Documents; Recommend Purchase; Plan Staff Development	Purchase Materials; Implement New Curriculum; Implement Professional Development; Integrate Technology	Continue Professional Development; Refine Assessments; Develop Collaborative Rubrics	Integrate with Other Content Areas; Using Data to Inform Instruction & Curriculum Needs	Reflection; Review PDE/SAS Resources; Prepare for Next Cycle
2016-2017	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math
2017-2018	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE
2018-2019	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12
2019-2020	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards
2020-2021	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies
2021-2022	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts
2022-2023	Language Arts	Social Studies	STEM & Career & Work Standards	Science K-12	Related Arts & CTE	Math

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
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Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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 Pottstown School District operates on a 6-year curriculum development cycle for all Grades K-12. Each year, each subject area has a different task of the cycle to complete: Phase I Plan, Phase II Develop, Phase III Implement, Phase IV Refine, Phase V Monitor, Phase VI Review & Reflect

	Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
	Plan	Develop	Implement	Refine	Monitor	Review & Reflect
	Study Best Practices; Research Data & Technology	Align Curriculum; Write Planned Course Documents; Recommend Purchase; Plan Staff Development	Purchase Materials; Implement New Curriculum; Implement Professional Development; Integrate Technology	Continue Professional Development; Refine Assessments; Develop Collaborative Rubrics	Integrate with Other Content Areas; Using Data to Inform Instruction & Curriculum Needs	Reflection; Review PDE/ SAS Resources; Prepare for Next Cycle
2016-2017	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math
2017-2018	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE
2018-2019	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12
2019-2020	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards
2020-2021	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies

2021-2022	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts
2022-2023	Language Arts	Social Studies	STEM & Career & Work Standards	Science K-12	Related Arts & CTE	Math

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.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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 Pottstown School District operates on a 6-year curriculum development cycle for all Grades K-12. Each year, each subject area has a different task of the cycle to complete: Phase I Plan, Phase II Develop, Phase III Implement, Phase IV Refine, Phase V Monitor, Phase VI Review & Reflect

Phase I	Phase II	Phase III	Phase IV	Phase V	Phase VI
Plan	Develop	Implement	Refine	Monitor	Review & Reflect
	Align Curriculum;	Purchase Materials;	Continue Professional Development;	Integrate with Other Content Areas; Using Data to Inform Instruction & Curriculum Needs	Reflection; Review PDE/ SAS Resources; Prepare for Next Cycle
Study Best Practices; Research Data & Technology	Write Planned Course Documents; Recommend Purchase; Plan Staff	Implement New Curriculum; Implement Professional Development; Integrate	Refine Assessments; Develop Collaborative Rubrics		

## Development Technology

2016-2017	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math
2017-2018	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE
2018-2019	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12
2019-2020	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards
2020-2021	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies
2021-2022	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts
2022-2023	Language Arts	Social Studies	STEM & Career & Work Standards	Science K-12	Related Arts & CTE	Math

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	Accomplished

studies to be achieved by all students are identified for each subject area.	
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Accomplished
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Accomplished
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 Pottstown School District operates on a 6-year curriculum development cycle for all Grades K-12. Each year, each subject area has a different task of the cycle to complete: Phase I Plan, Phase II Develop, Phase III Implement, Phase IV Refine, Phase V Monitor, Phase VI Review & Reflect

	Phase I Plan	Phase II Develop	Phase III Implement	Phase IV Refine	Phase V Monitor	Phase VI Review & Reflect
	Study Best Practices; Research Data & Technology	Align Curriculum; Write Planned Course Documents; Recommend Purchase; Plan Staff Development	Purchase Materials; Implement New Curriculum; Implement Professional Development; Integrate Technology STEM &	Continue Professional Development; Refine Assessments; Develop Collaborative Rubrics	Integrate with Other Content Areas; Using Data to Inform Instruction & Curriculum Needs	Reflection; Review PDE/ SAS Resources; Prepare for Next Cycle
2016-2017	Language Arts	Social Studies	Career/ Work Standards	Science K-12	Related Arts & CTE	Math
2017-2018	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE
2018-2019	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards	Science K-12
2019-2020	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies	STEM & Career/ Work Standards
2020-2021	STEM & Career/ Work Standards	Science K-12	Related Arts & CTE	Math	Language Arts	Social Studies
2021-2022	Social Studies	STEM & Career/ Work	Science K-12	Related Arts & CTE	Math	Language Arts

## Standards

2022- 2023	Language Arts	Social Studies	STEM & Career & Work Standards	Science K-12	Related Arts & CTE	Math
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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 following are Supplementary Aids and Services are provided within the district programs, based on student need, to support the success of students in the LRE. This framework is based on four categories when considering a full range of supplementary aids and services:

Collaborative: Adults working together to support students

Instructional: Development and delivery of instruction that addresses diverse learning needs

Physical: Adaptations and modifications to the physical environment

Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

The following are examples:

ABA - Provides direct instruction for basic skills in concepts, directions, etc.

Adapted PE - Provides access to participation in physical education with skills gauged for appropriate instructional levels

Adapted/differentiated assessments and grading - Provides individualized means of communicating student progress

Adaptive Equipment - Provides physical access to environments and activities in the classroom

Assistive Technology - Provision of communication devices and other technology for participation in the curriculum and socialization Books on CD/Recorded books

Accommodates reading disabilities/deficiencies for students to participate in regular content



Consultative support - Provides collaboration between team members to problem-solve and ensure student success

Counseling (psychologists/guidance) - Provides assistance with coping skills, social skills etc.

Deaf and Hearing Support (IU 23) - Provides access to oral communication and other types of auditory input

Educational Audiology - Provides access to oral communication and other types of auditory input.

Extended time for task completion - Provides opportunities for students to complete work at their own levels of proficiency

Flexible grouping/co-teaching/team teaching - Provides opportunities for focused skill instruction and scaffolding within the regular classroom

Graphic organizers - Provides visual cues for study, organization or concepts, timelines

Guided note-taking - Provides framework for notes and reduces demands for simultaneous listening and writing

Manipulatives - Provides concrete, hands-on experience to connect with learning

Modified curricula - Provides means of translating curricular content to functional and appropriate instructional levels

Nursing Services (PSA) - Provides necessary health care to enable students to attend school in appropriate educational placements Occupational and physical therapists - Provides

sensory integration strategies, strategies for physical access, support for organization and mediating demands of the environment (writing, visual/perceptual, spatial)

Orientation and Mobility (IU 23) - Provides support for navigating the classroom, school building, and other learning environments

Paraprofessionals - Provides accommodations and support for participation in general education/environment through prompts, modified assignments, and collaboration with other team members

Peer tutors - Provides role model, reinforcement and opportunity for reteaching

Preferential seating - Provides means for teacher monitoring, nonverbal cues, distance from distractions

Response to Intervention - Tiered levels of intervention and progress monitoring is provided to address instructional and behavioral needs.

Scribing - Provides means for dictating written expression, to accommodate for fine motor deficits, dysgraphia, and language processing needs

Sensory/proprioceptive equipment - Provides accommodations to address needs for sensory integration, calming, and attention/hyperactivity

Special Transportation- Provides transportation for students that require a more direct pick up and drop off location.

Speech and language therapists - Provides support for participation through development of communication and speech skills

Vision/Braille Services (IU 23) - Provides materials, adaptations and training for reading and writing and translation to the extent they are allowed by law.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

##### *Unchecked Answers*

- Not Reviewed

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

Building principals conduct formal classroom observations as part of the District's Differentiated Plan for Professional Growth. The number of formal observations depends on the track of the teacher. All building principals, at the direction of the Superintendent, conduct regular walkthroughs of all classrooms and provide feedback to teachers regularly. Peer observation is a valued process in the District. Multiple times throughout the year, teachers observe other teachers for the purpose of self-reflection and providing feedback. We consistently utilize a 3-2-1 form as a standard practice after the peer observations. Teachers report on 3 things they saw, 2 things they have questions about, and 1 thing that they'd like to try. As part of the induction process, both the mentor and the inductee conduct peer observations. Teacher leaders and department chairs observe and are observed for the purpose of sharing best practices in instruction. Faculty meetings and PLCs serve as discussion times for reflection on peer observations and teaching practices. The District employs an instructional coach whose focus is reading/literacy in Grades K-6. The instructional coach co-plans, co-teaches, models, and provides feedback that is non-evaluative.

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

We addressed all strategies as listed above.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

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

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

The Pottstown School District utilizes the Response to Instruction and Intervention Model (RtII) which is a multi-tiered approach to help students who are experiencing academic difficulties in Reading. Tier 2 supplemental reading instruction is offered in each of the elementary schools and at the middle school. Students who qualify are provided supplemental instruction by highly qualified teachers and/or assistants. Eligibility is determined through various screening measures and recommendations from the CORE Team. At Pottstown School District, we believe in screening all students K-6 for mastery of skills that research has concluded predict future reading success.

#### **Elementary Education-Intermediate Level**

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

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

The Pottstown School District utilizes the Response to Instruction and Intervention Model (RtII) which is a multi-tiered approach to help students who are experiencing academic difficulties in Reading. Tier 2 supplemental reading instruction is offered in each of the elementary schools and at the middle school. Students who qualify are provided supplemental instruction by highly qualified teachers and/or assistants. Eligibility is determined through various screening measures and recommendations from the CORE

Team. At Pottstown School District, we believe in screening all students K-6 for mastery of skills that research has concluded predict future reading success.

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
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

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### **High School Level**

<b>Instructional Practices</b>	<b>Status</b>
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

*This narrative is empty.*

## 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.

First, we utilize up-to-date application technology that is Internet-based and advertised through major distribution points, including indeed.com and our own website.

Second, we advertise locally and internally for all levels of positions.

Third, we advertise for an appropriate amount of time and continue advertising until a large pool of applicants is available.

Fourth, a rigorous paper screening and interview process takes place. Candidates selected to interview must go through a building level and district level interview which includes the second level, preparing and teaching a mock lesson.

Fifth, a thorough and complete reference check is done in order to verify the findings of the interview committee.

Sixth, once the teacher is hired, and a review of certification, strengths, and current district needs takes place among administrative staff.

## Assessments

### Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	3.00	3.00	3.00
Electives	8.00	8.00	8.00
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:*Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

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

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

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

### *Local Assessments*

Standards	W A	T D	N A T	D A	P S W	Other
Arts and Humanities	X	X			X	X
Career Education and Work		X			X	X
Civics and Government		X	X		X	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	X
PA Core Standards: Mathematics		X	X	X		X
Economics		X				X
Environment and Ecology		X		X		X
Family and Consumer Sciences					X	X
Geography					X	X
Health, Safety and Physical Education					X	X
History					X	X
Science and Technology and Engineering Education					X	X
World Language			X			X

### *Methods and Measures*

#### **Summative Assessments**

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	

Keystone Exams				X
NOCTI				X
Final Exams			X	X
Curriculum-specific end of unit exams	X	X	X	X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X	X	X	
Language! Assessments			X	X
Go Math! Benchmark Assessments	X	X	X	
EnVision Math Benchmark Assessments			X	X
Reading Wonders Benchmark Assessments	X	X	X	

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-generated curriculum-based assessments	X	X	X	X
Textbook/ Resource curriculum-based assessments	X	X	X	X
Accelerated Reader			X	
Teacher-generated classroom inventories	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tool (CDT)		X	X	X
Quick Phonics Screener (QPS)	X	X	X	
Language! Assessments			X	X
EnVision Math Diagnostic Tools				

### *Validation of Implemented Assessments*

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



Provide brief explanation of your process for reviewing assessments.

At the EEP, EEI, and ML levels, teachers utilize the assessments from the research-based reading and math series. Teams of grade-level teachers work together to identify those assessments that are best-suited for the needs of the students. At the ML and HS levels, department chairs regularly meet with teachers to review common assessments and assessment results to evaluate the continued validity of the assessment and alignment to current standards.

### *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.

*This narrative is empty.*

### *Collection and Dissemination*

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

Our District staff collect data regularly on our students, including formative, summative and benchmark data. On a regular basis, teams analyze the available data in a grade level or subject area configuration. During these meetings, specific student data and concerns are analyzed and the team determines a plan for support. Additionally, the District utilizes staff in-service days for the purpose of data review and instructional planning. Dates are scheduled in September/October, February, and May for the purpose of data review. During these data review sessions, teachers analyze data from state assessments (PSSA and Keystone), PVAAS reports and projections, benchmark assessments, diagnostic data, and classroom assessments. Teams operate under the direction of building principals and with support from reading specialists, school psychologists, and the instructional coach.

### *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.

At each building, grade level teams and/or departments meet monthly and data review teams meet after each benchmark assessment to analyze data, identify at risk students, determine the appropriate interventions and monitor students' responses to the intervention. As part of our plans for continuous school improvement, planning teams in each building meet throughout the year to review newly released state assessment and growth data.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.

The District offers professional development opportunities in the areas of research-based instructional strategies including, but not limited to, instructional practices in reading utilizing the LETRS professional development modules and book studies on the topics of best practices in instruction. Additionally, we are partnering with our local intermediate unit to offer a 3-year series of professional development in best practices in math instruction. Building principal observations, peer coaching, and mentor observations and coaching are incorporated into our induction plan for new teachers and tenured teachers are afforded the opportunity to participate as well. Walk-throughs serve as check-ins for the utilization of the identified instructional practices.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X
Newsletters	X	X	X	X

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The District recognizes the need to communicate information regarding the state assessments in a variety of formats. The District is committed to improving the communication methods as technology improves and the community needs change. The District has employed the use of surveys to ascertain the preferred communication methods of the community at large.

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

*This narrative is empty.*

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The District Superintendent meets regularly with District and School Administrators to review student data and monitor progress on continued growth and student achievement.

### *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		
Conflict Resolution or Dispute Management			X	X
Peer Helper Programs				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			X	X
Student Assistance Program Teams and Training			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:

*This narrative is empty.*

### ***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.)**

PSD utilizes referrals and screenings to identify students who may qualify for and/or need gifted services. Elementary teachers are trained to recognize behaviors and qualities that characterized gifted children. In addition, a student who demonstrates patterns of high achievement through assessments and observations can be recommended by the teacher or parent for further evaluation. The district implements a gifted screening matrix to determine which students are indicated for a full evaluation. School psychologists administer the evaluation and determine eligibility for a GIEP.

Gifted programming in the district includes pull-out small group instructional sessions with the gifted teacher, along with additional combined gifted-high achieving groups at the elementary level during tiered literacy instructional times. The gifted teacher plans and executes projects for high interest and opportunities for enrichment and extension; there are special field trips and explorations that include competitions and worldwide connections. As well, for K-8 there are services delivered through push-in sessions and consultation with the classroom teachers. At all grade levels, students have occasionally been served through more individualized offerings, such as honors classes, AP classes, independent study, coursework at colleges, and acceleration through either cyber instruction or time spent in higher grade levels.

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

Each school routinely reviews data such as cumulative records, enrollment records, report cards, work samples and achievement test scores. The District's multi-criteria gifted screening process is designed to identify potentially gifted students who may need further evaluation because they show evidence of one or more of the following:

1. Performance or expertise in one or more subject areas
2. Intense academic interest in one or more subject areas

3. High rate of acquisition and retention of new information
  4. Scores that are a year or more above grade level in one or more academic areas
  5. Early and measured use of high level thinking skills
  6. Academic creativity
  7. Appropriate leadership skills
  8. Effective communication skills
  9. Foreign language aptitude
  10. Technology expertise
- When conducting screening for gifted learners, the school team must consider intervening factors that may mask gifted ability.

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

Once a Student has been screened and the results show additional testing is needed, the Gifted Multidisciplinary Evaluation (GMDE) will begin with parental permission when further evaluation is needed. This process involves a certified school psychologist who gathers additional information that will be used to determine if the child qualifies for gifted education.

**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.**

After determining eligibility and the need for specially designed instruction for each individual student, an appropriate educational program is determined. Enrichment - Beginning in elementary school and delivered through differentiation of core content at all grade levels, as well as pull out instruction by a dedicated GIEP support teacher, students will be provided with opportunities for deeper investigation of standards using materials commensurate with their cognitive and academic strengths; Acceleration - Instruction is matched to the competence level of the student. This can be achieved through curriculum compacting and telescoping or acceleration at all levels. Additional acceleration in Mathematics begins in grade 5 and continues in high school in honors, AP, Online, and Dual enrollment course offerings in many content areas. Individualization, When the instruction is matched specifically to the student's achievement, ability, and interest, students become self-motivated and have the opportunity to achieve beyond expectation. Individualized programming can be initiated at any level in accordance with IEP team determinations.

### *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	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum			X	X
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:

At the elementary level, academic counseling and support are provided through a team approach, including the building principal, school psychologist, teacher, and the intervention team. At the elementary level, in lieu of guidance counselors, dedicated school psychologists are assigned full-time at each building; these psychologists serve all students and families with counseling and consultation, addition to the more traditional duties of school psychologists. Through partnerships with mental health providers, there are clinical counseling services made available to students through building (SAP) referrals.

As part of Ch 339, students receive services in academic, career, personal, and social development areas to ensure college and career readiness. Students K-5 will participate in lessons to bring about awareness, grades 6-8 to focus on exploration, and grades 9-12 focus on planning. In addition, students will begin to develop an individualized career portfolio. Secondary students will have access to the Naviance software program where they can explore careers, make a career portfolio, and conduct college searches. Career and work standards are woven through the classroom curriculum and connected to content to support relevancy and interest.

Guidance counseling and academic counseling are provided at the middle school and high school levels through traditional models involving a guidance counseling department. At the secondary level, career awareness, career development, and career planning are integrated into core content coursework, but students also are required to take courses specific to those standards including personal finance, for example.

Across the district, the staff is trained to provide and follow behavior support through a variety of methods, selected based on the needs of the group and/or individual students. These include School-Wide Positive Behavior Support and Restorative Practices. Functional behavior assessments are conducted and used to develop individual behavior support plans for students who need more intensive support. Additionally, all students in grades K-9 receive explicit instruction on social-emotional learning, focusing on the five key areas of self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

In addition to tiered levels of support for behavioral and emotional needs, in grades K-6 the

district conducts MTSS for reading instruction, intervention, and progress monitoring. The four elementary buildings were approved to use RTII for SLD determination in grades K-4. Health and wellness are taught as part of the physical education curriculum at all grade levels. Information about immunizations and any medical conditions is gathered upon student registration. School nurses ensure that information is continually updated, and they conduct vision, hearing, and other screenings on an annual basis.

The School Health Program of Pennsylvania serves all children of school age from Kindergarten till 12th grade. We provide screenings and referrals, first aid, health counseling and education, administration of medications and treatments and support to students to obtain self-management skills. Our school health team consists of a school doctor, a school dentist, and school nurses. We work closely with the Health Department and the Department of Education to make certain that all students are healthy and ready to learn.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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:

In each building, various staff, including school psychologists, guidance counselors, school nurses, intervention specialists, speech therapists, occupational therapists, and physical therapists, play a role in identifying needs and eligibility for different services. Academic and other screening tools are used to assist in identifying students who may require additional support. Student Assistance Programs run in each building to help in responding to students who demonstrate needs for mental health services. Specialized interventions and accommodations are often delivered as determined through a 504 Service Agreement or Individualized Education Plan. Eligibility for these provisions is determined through observation and assessment, including standardized tests for cognitive, academic, social, and emotional functioning. Services can include individual and small-group counseling, individual and small-group instruction, as well as other supports and accommodations, based on student needs. Students are also identified for specialized support such as English as a Second Language, Gifted programming, and Concussion Management.

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

Many of these services are coordinated and supervised by the Student Services department. Case management and assistance to families is provided by the student services and special education administrators and the Family Services Coordinator. Identified disabilities and chronic health conditions often qualify students for IEPs or 504s. Referrals to other agencies are handled at the building level through the guidance offices and/or team meetings with parents. School district leadership has initiated a collaboration of local service agencies (Pottstown HUB) to focus support to families in need. This collaboration was initiated to provide a greater level of connection, communication, and collaboration of all community agencies and providers to best meet the needs of the students.

### *Communication of Educational Opportunities*

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



School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Social Media (Facebook & Twitter)	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

#### **Elementary Education - Primary Level**

- Monthly

#### **Elementary Education - Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Quarterly

### *Collaboration for Interventions*

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

At each building, Grades PreK-6 teams will meet monthly and data review teams will meet after each benchmark assessment to analyze data, identify at-risk students, determine the appropriate interventions, and monitor students' response to the intervention.

Following the Student Study Team process, if the student fails to demonstrate adequate progress in response to documented interventions, the core team may decide to coordinate the referral process to RtII/SLD determination.

DIBELS NEXT will be used as a screening tool. Specific diagnostic assessments will be used to identify target areas for students who score strategic or intensive. Research-based interventions will be used to supplement instruction. DIBELS NEXT and/or DAZE will be used to progress monitor these students.

**Plan for Monitoring Instructional Groups/Individual Students:**

All groups of students will be monitored as mentioned above. Targeted groups of students will be monitored by Intervention Specialists, classroom teachers, special education staff, and classroom assistants through progress monitoring. Reading specialists will serve as the progress monitoring coordinators in Grades K-6.

*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

Pottstown School District has strong partnerships in place with families, community members, local businesses and Montgomery County Community College. In the 0-5 area, PEAK (the school readiness initiative) has partnership agreements with 18 community programs that impact families with young children. At the secondary level, the Occupational Advisory Committee includes members from the community who currently work in fields associated with occupations such as plumbers, masons, electricians, and contractors. The purpose is to ascertain that all students are graduating with the skills necessary to succeed after high school. Collaboration with all of these groups helps us to stay connected to the community and provides an avenue for discussion regarding improvements that need to be made.

PEAK works closely with all community ECE programs serving families with young children. The partnership includes the hospital and community health/dental center to provide the Reach Out and Read program and distribute information to families. Family Resource Boards are located at agencies throughout the community. Our secondary schools partner with the local community college to give students access to college-level courses prior to graduating. Communication with the community college has helped strengthen language arts programs to meet the requirements for students entering college.

Children's books are distributed at district and community events and by the local police officers who read to children at ECE sites. A partnership with the Literacy Center and Rotary

Club provides bags of books for the 0-5 age children living in the local homeless shelter. In an effort to communicate all of the good work being done in the school district, we utilize social media and leverage partnerships with our local newspaper.

Families will be supported in improving literacy outcomes in the 0-5 funding area through take-home activities, parent-child workshops, LEARN Coordinator resources and through participation in 5 FLN. At literacy events, parents receive information on specific early literacy skills and how to support those skills at home. At the secondary level, our schools have structured Open Houses to be an inviting showcase for school programs and offerings.

### *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.

PEAK, Pottstown School District's school readiness initiative, works with MCIU for referrals and support services to children (3-5) and collaborates with Mont. Co. Service Coordination Unit in transitioning children from 0-3 EI. The PEAK Coordinator contacts both agencies to notify them of registration and provides information to share with families during transition planning. PEAK provides an appropriate place in the community to conduct evaluations for families without transportation to MICU in Norristown for appointments. The family specialist and PKC staff assist families in the referral process. Families of EI children are invited to visit partner sites and meet with staff to gain an overview of PKC. For children with an IEP, the site will collaborate with MCIU in meeting the individual needs of the children, accommodating instruction and/or environment and meeting IEP goals. PEAK also contracts with local mental health provider for behavior support services.

Pottstown School District oversees the implementation of the PA Pre-K Counts grant which funds eleven full-day Pre-K classes serving 262 three and four-year students. Six classes are located in community-based settings and five classes are operated by the school district, with one located in Pottstown High School which provides an ideal setting for collaboration with the high school child care program.

All of the Pottstown partnership Pre-K Counts classes follow the Pottstown School District calendar and are staffed with a lead teacher certified in early childhood education and an

assistant teacher with an AA degree. All classes use a curriculum aligned with the Pennsylvania Early Learning Standards and utilize the associated child assessment. Additionally, Pottstown School District uses the Kindergarten Entry Inventory (KEI) as a way to gauge the effectiveness of our pre-kindergarten programming. We then collaborate as a PK/K team to review the data to suggest improvements.

Families are invited to visit the PKC classroom and meet instructional staff prior to the start of classes. Additionally a PKC parent orientation is held to explain the program and curriculum. Parents are able to meet the instructional staff and the PEAK support staff (family specialist, coach, and behavior specialist). Program sites also hold open-houses for families. As children transition into PKC, adjustments are made in the classroom schedules to meet individual needs and the environment made welcoming through pictures of families and familiar items.

In transitioning to K, we work closely with principals and K teachers in activities based on the strategies of Dr. Robert Pianta of linking children, schools, families and communities and the OCDEL Transition Toolkit. PSD partners with community early learning programs to smooth the transition to kindergarten. PSD connects community teachers with kindergarten teachers who work together to develop transition plans which can include joint professional development, parent workshops, transfer of assessment information, Pre-K children visits to kindergarten and special events at the elementary schools, exchange of letters and books, and kindergarten teachers and principals visiting community programs. To increase instructional alignment, Pre-K teachers visit kindergarten classes in the fall to see beginning of year expectations and kindergarten teachers visit Pre-K classrooms in the spring to get a better idea of the instructional practices for the students entering kindergarten in the fall.

Other activities include a kindergarten teacher speaking to parents about kindergarten expectations and demonstrating activities to use at home to help prepare the children for success. In the spring, parents are given OCDEL and locally developed resources for kindergarten readiness and the family specialist schedules Parent Cafes and other parent-child events at all sites to focus on kindergarten registration and transition.ial/emotional development

The short-term goals of transition are a smooth beginning to the child's educational experience, having the family feel comfortable with the class, building a relationship between the early learning settings and kindergarten and closer instructional alignment from Pre-K through third grade. The long-term goal is a positive educational experience for both child and family, improved academic outcomes and a seamless system from community programs to PSD including alignment of instruction, curriculum, and assessment.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The District has a 6-year curriculum development cycle where resources and curriculum documents are reviewed to ensure alignment with current standards. As necessary, resources are updated and purchases are made to support each program.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The District has a 6-year curriculum development cycle where resources and curriculum documents are reviewed to ensure alignment with current standards. As necessary, resources are updated and purchases are made to support each program.

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

*This narrative is empty.*

**Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The District has a 6-year curriculum development cycle where resources and curriculum documents are reviewed to ensure alignment with current standards. As necessary, resources are updated and purchases are made to support each program.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

The District has a 6-year curriculum development cycle where resources and curriculum documents are reviewed to ensure alignment with current standards. As necessary, resources are updated and purchases are made to support each program.

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**

<b>Standards</b>	<b>Status</b>
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	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
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&rarr;Second Grade	Implemented in 50% or more of district classrooms

English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

#### **Elementary Education-Intermediate Level**

<b>Standards</b>	<b>Status</b>
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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
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**

<b>Standards</b>	<b>Status</b>
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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
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	Full Implementation
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.

#### Educators:

In an effort for all staff to remain current in their subject area, we review curriculum documents and materials once every six years in our Curriculum Cycle with guidance provided by the Director of Curriculum, Instruction and Professional Development. The Secondary Departments are lead by Department Chairs to complete this task. Elementary Committees are convened for the different subject areas and are afforded the opportunity to meet a few days throughout the school year to accomplish the task. The district has reviewed, revised and updated the Math and Language Arts curriculum documents to reflect the PA Core Standards, with regular opportunities to check that instruction continues to match the planned course.

The district plans and incorporates data review and instructional planning professional development sessions throughout the school year to allow teachers the opportunity to work together and plan instruction accordingly for all students. District department chairs and the secondary level and grade level representatives at the elementary level meet on a quarterly basis with the Director of Curriculum, Instruction and Professional Development to identify professional development needs, prioritize goals for staff in-service time, and develop plans for implementation. In addition to scheduled staff development days, there are opportunities built into the building schedule for grade level/ department collaboration, data review, and planning. Additionally, we utilize a peer observation format for continued reflection and discussion on instructional methodology across the district.

Throughout the district process of curriculum alignment and resource adoption, teachers and administrators are provided an opportunity to target professional development needs in the context of content-specific learning. The team has identified a need for professional development in best practices in math instruction. As a result of this need, the District has partnered with the local intermediate unit to offer a 3-year professional development plan that provides a deep dive into each of the eight effective mathematics teaching practices, as outlined in the core standards. Each year for three years, beginning with 2018-2019, we will focus on 2-3 of those practices, with the application of how that affects all levels of learners. Additionally, we will contract with the intermediate unit for in-class coaching for our math teacher leaders so that they can continue to develop the skills to effectively lead the department in positive instructional change.

For continuous improvement in reading at the elementary and middle school levels, the District employs a Reading Coach who works directly with the reading intervention teams. The primary responsibilities of this coach include monthly professional development sessions with the reading intervention teams from each school, one-on-one classroom coaching with teachers at the middle school, and introductory instruction for new teachers on the foundations of literacy through the Language Essentials for Teachers of Reading and Spelling (LETRS). In addition to work with the intervention teams, the coach is available for data analysis support for the administrator and data review team at the building level.

The district empowers all staff to work effectively with parents and community partners in the following ways:

- Establish a district-wide meeting and/or Open House at the beginning of the school year inviting all parents of students to jointly.
- Many opportunities are provided for parents to participate in the meetings/events at their child's school: PTO meetings are held in each building throughout the school year, breakfast sessions, lunch sessions, conference days, open houses, special night functions, etc.. in order to accommodate as many parents as possible.

- Each year Head Start and our other community partners are invited to help plan and coordinate parental involvement strategies with our district. These meetings are on-going and supported through our PEAK program.
- The district offers content-focused family events in literacy and STEM- These are offered to all children and their parents to encourage and support parents in more fully participating in the education of their children.
- Supporting the PTO's in all their activities in our schools, including having a faculty member attend all meetings and reporting back to the staff. Encourage parent participation in classroom activities, including recruiting and training parents to volunteer in the classroom.
- The school district will empower educators and parents to work effectively with community partners by participating in programs and activities. Head Start, Montgomery Early Learning Centers (MELC), YMCA, YWCA, and Montgomery County Early Intervention services continue to partner with the school district. This initiative named Pottstown Early Action for Kindergarten readiness (PEAK) has identified the following mission statement: "Every child in Pottstown will enter Kindergarten ready to learn and achieve". The vision for Pottstown is as follows: 1. Every child from birth to age five will have access to high-quality child care, early childhood education, pre-kindergarten, and kindergarten. 2. Every parent of young children will have access to the high-quality skill building needed to prepare them to be their child's first "teacher". Parents will have access to the resources needed to prepare their children for success in school. 3. Every child has access to health and wellness services to assure that they are prepared to maximize their potential in school.

Pottstown School District follows the Act 48 Approved Provider Guidelines for awarding Act 48 credit for professional development activities. The District will deliver professional development activities that have a knowledge base, an opportunity for application, and a personal reflection to encourage sustainability. The minimal hours for an initial activity will be 3 hours for Act 48 credit. In order to obtain Act 48 credit, professionals must:

1. Gain information/ new knowledge as a result of a professional development session;
2. Engage in professional dialogue related to the new information;
3. Put the new learning into practice; and
4. Submit a reflection on the quality of the program and how the new learning can be utilized to improve classroom instruction.

#### Administrators and Other Leadership Roles –

Principals are the "instructional leaders" of their buildings. To begin each school year, the

Superintendent hosts an Administrative retreat where the focus of the retreat is based on a needs assessment from the administrative team. Past topics include identifying the strengths of the team using the DISC and working to address school climate. All of the administrative team keeps abreast of best practices in instruction by attending professional development sessions alongside staff. The administrative team holds current certifications in CPI: Non-Violent Crisis Intervention, which focuses on climate, culture, and safety. Pottstown School District offers tuition reimbursement for the administrative staff and encourages individual members to seek further education and fully participates in the PILS courses and offerings for all levels of the administrative team.

The district provides leaders with the ability to access and use appropriate data to inform decision making through Literacy Meetings, Data Review Meetings, Building Principal Meetings and meetings with the Superintendent. The Dibels Next data is compiled at the Middle of the Year (MOY) and End of Year (EOY) and shared with principals to discuss trends, strengths and weaknesses in an effort to inform decisions at the district level and/or building level such as professional development needs, peer coaching, and/or observation.

The discussion may also include principals sharing strategies, plans, schedules, etc for managing the resources that they have as effectively as possible.

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

*This narrative is empty.*

### ***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:
5/18/2018 Or within 30 days of employment

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:
2/26/2016 Or within 30 days of employment

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
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The LEA has conducted the training on:
6/15/2018 Targeted 60 teaching professionals

### *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.

The District dedicates in-service time at regular intervals throughout the year to the review of current student assessment data. Based on the review of the data, teams of teachers and administrators recommend appropriate instructional strategies for students. The team identifies any professional development needs for the teachers and consults with in-district experts for additional support. Based on feedback from the needs analysis, teachers will have the opportunity to select professional development that best meets their needs. At the conclusion of each professional development session, teachers complete a survey regarding the quality of the session, presenter, and applicability to classroom practice and instruction. The admin team reviews the survey results and follows up with adaptations to future sessions and conversations with teachers, as appropriate. All district administrators take an active role in the professional development sessions as both an active participant and session facilitator, as appropriate. The principal facilitates the data review sessions and ensures that the student assessment results are used in identifying the needs of the staff.

The District has developed a process for reviewing historical reading benchmark data, setting teacher goals based on that data, and then supporting teachers who struggle to reach the goals. The District plans to target professional development toward those struggling teachers through individual instructional coaching sessions, specific skill-focused professional development sessions, and peer observations. The District follows the same process on a larger scale through the annual review of the District's Comprehensive Plan and the school improvement plans for each building. The review of District and building data helps to identify areas of professional growth.

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

*This narrative is empty.*

### **Induction Program**

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

The induction program for the Pottstown school district begins with a three full-day orientation event. We begin the program with a district overview and review of the induction requirements. Then, we transition to a tour of the community and a focus on instructional technology. Educators in the induction program spend the day learning the technology requirements and standards of the District, where the SAS website is a natural fit. Along with the inclusion of the SAS website on the technology day, we will also utilize the SAS resources related to instruction and assessment throughout the three-day orientation program and induction program.

Throughout the orientation days, an emphasis is made on instructional practices, requiring teachers to complete written reflections on five areas that document their plan, which must coincide with school district expectations to organize and effectively implement their classroom instruction.

The first assignment given to new teachers involves setting up a classroom management plan. Rules, routine, the structure of the classroom, and creating relationships with students are the main areas of concern.

The second assignment relates to the engagement of parents and students. A plan must be made to engage every parent for every student that the teacher has. This includes verbal communication, telephonic communication, electronic communication, and written communication. Subjects of communication should be positive, appropriate, and related to the student in some way.

Academic and instructional expectations are the third assignment. The inclusion of state curriculum framework and focus lesson design is part of this assignment. Relationship to big ideas, essential questions, and Board-approved district curriculum are essential. One of the expectations is that teachers will work within professional learning communities and use each other as resources to complete the assignments. Therefore, they are given the opportunity to engage personally with other members of the staff. This has created a strong sense of collegiality and camaraderie.

The fourth assignment given during the induction program includes connecting with the school and community. Special emphasis is given to utilizing school/out EA resources and understanding the culture that Pottstown school district espouses regarding the importance of community involvement. This is essential for understanding, working with, and challenging a diverse student population.

The fifth assignment requires teachers to develop a personal mission and area of expertise. This requires teachers to align the basic expectations of the school district with their professional actions and teaching craft. Later in the induction program, teachers are required to meet in collaborative conferences to specifically learn about and take action to support students with diverse needs. 50% of the time, the teacher will learn and take action to support high achieving students. The other 50% of the time, the teacher will spend supporting students with special needs, students with 504 plans, students with special learning needs, and students who use English as a second language.

Inductees are required to complete eight observations throughout the first year of employment with their mentor, four as the observer and four as the teacher being observed. These observations follow the format of the District evaluations and rely on Charlotte Danielson's Framework for Teaching rubric to help facilitate meaningful dialogue and growth in the areas of Classroom Environment and Classroom Instruction.

Additionally, inductees are expected to understand the unique challenges and circumstances our community faces and be able to fully explain how the culture and beliefs of our District support our community at large. We cultivate this understanding through a series of book studies, professional articles, and learning communities. Also, we require inductees to attend two School Board meetings or committee meetings so that they better

understand the governance of the District.

All inductees are assigned mentors who assist the teachers on a day-to-day basis regarding the functions of teaching and being an active member of the school community.

Within the first six months, teachers are required to videotape themselves and observe themselves, evaluating where they can do better and what their strengths are, with the support of his/her mentor.

Finally, quarterly after-school meetings keep the inductees connected as a group and allow for professional learning and application for district goals, instructional collaboration, and individual growth.

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

*This narrative is empty.*

### ***Needs of Inductees***

#### *Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- 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*

*None.*

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

Inductees are required both to observe and be observed by mentor teachers eight times over the two-year induction period. Mentors and teachers are expected to meet to reflect upon instructional practice. Additionally, building principals conduct multiple observations prior to each evaluation period. Charlotte Danielson's Framework for Teaching and the Pennsylvania Department of Education rubric are utilized through this process. Teachers must make note of domain one planning and preparation, domain two the classroom environment, domain three classroom instruction, and domain four, professional responsibilities in each observation. Reflection and discussion on each of the domains is an important part of the post-observation conference. It is during these conferences that inductees and mentors/ administrators can focus on instructional areas for improvement.

Regular meetings are mandated between the new teacher and the mentor teacher. A list is provided of the minimum number of topics that must be addressed. Foremost on this list is how to properly utilize student data in the form of PSSA, PVAAS, DIBELS Next, CDT and other diagnostic or benchmark assessments. Mentors and inductees are encouraged to discuss formal and informal methods of formative assessment and how to differentiate instruction based on the outcome of the data. In-service days are dedicated to the analysis of data and planning for instruction.

Lesson plans must be completed three days ahead and submitted to the building principal for all new teachers during the entire first year of teaching. If the teacher is hired mid-year, then the teacher must submit plans for 12 months after hire. Principals review the submitted lessons and conference with the inductee as necessary to modify plans. Research-based practices should be evident in lesson plans and failure to use the research-based instructional models provided by the school district is grounds for unsatisfactory evaluations.

New teachers or inductees must submit a portfolio of required completed expectations and assignments within the induction program. Also, teachers must keep a portfolio, organized by the four domains in Charlotte Danielson's rubric, to be used as evidence collection for mid-year and summative evaluations. It is through the review of these written reports that the teacher, mentor, and administrative team can identify and support the needs of the new teacher.

New teachers and mentors are expected to complete a survey regarding the induction experience in the Pottstown School District. It is from these surveys that we will determine any changes that need to be made in the future. Based on feedback that the District received as a result of the surveys, an additional component of "quarterly meetings" was added in 2014-2015 and has continued since. Inductees will be required to attend quarterly meetings where they will have a chance to "check in" with their job-alike counterparts, update their progress with the induction requirements, and receive additional professional development in an area of need.

The District's induction program is adaptable to the needs of the new teacher. In some cases, teachers come to us with previous teaching experience or induction participation. For these cases, we modify the program requirements to meet the needs of the new teacher while preserving the District's goals for acclimating staff to the culture and assuring positive, effective teaching practices.

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

*This narrative is empty.*

### ***Mentor Characteristics***

#### *Checked answers*

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

#### *Unchecked answers*

*None.*

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

Mentor teachers are required to be of similar certification or assignment, in good standing with the district, never having received formal discipline or poor summative evaluations, and a willingness to provide ongoing support for new teachers. Mentor teachers are often teacher leaders within the district, including grade level leaders, department chairs, former teacher of the year or teacher of the district winners. Another requirement for these teachers is that they must be at least tenured. We also look for teachers that have excellent results in moving students higher in achievement on state wide assessment tests, be they PSSA or Keystone exams. Teacher mentors make a commitment to extra time and additional responsibility in order to properly train the teacher. This means loss of preparation time to conduct interviews and observations, as well as regular, often weekly, meetings with the teacher to help with the lesson planning, classroom management, classroom instruction, and professional responsibilities. Mentors are required to be a part of a mentor training where expectations are clearly delineated and questions are answered for those teachers. Of a great advantage to mentor teachers are the many resources provided by the district to show the new teacher. Our policies, procedures, and resources are listed in multiple areas and assessable electronically as well as in paper copy form. These resources are reviewed with mentor teachers.

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

*This narrative is empty.*

### *Induction Program Timeline*

Topics	A u g - S e p	O c t - N o v	D e c - J a n	F e b - M a r	A p r - M a y	Jun-Jul											
Code of Professional Practice and Conduct for Educators	X		X		X												
Assessments	X	X	X	X	X												
Best Instructional Practices	X	X	X	X	X												
Safe and Supportive Schools	X	X	X	X	X	X											
Standards		X															
Curriculum					X			X		X							
Instruction						X		X	X	X	X						
Accommodations and Adaptations for diverse learners								X		X		X	X				
Data informed decision making									X	X		X	X				
Materials and Resources for Instruction										X							X

If necessary, provide further explanation.

The Pottstown School District induction program is a two-year process that allows for a repetition of learning as well as participation in activities that thoroughly explain the culture and philosophy of the district. This includes mandatory book studies, review of professional articles, and structured review and dialogue on the following subjects: student achievement, health and wellbeing, best instructional practices, and trauma-informed care/sensitivity.

There are also multiple opportunities for new teachers to work in groups with their mentor teacher, grade level colleagues, or professional learning communities to address: code of professional practice or conduct for educators, all levels of assessments both formative and summative, instructional practices, emergency protocols, relationship building, safe schools practices, standards and curriculum, instruction, IEP and 504 plan accommodations, ESL learning, data-driven decision-making, and a wide variety of print, electronic, and technological resources.

All inductees are also included in the District's professional development offerings throughout the school year. The Pottstown School District emphasizes data-driven decision making, especially regarding instructional decisions and practices for all of our students. Inductees are involved in the process of utilizing data collected throughout the school year to make instructional decisions. Also, District teachers review curriculum documents and PA Core and State standards throughout the year to maintain alignment between the instruction that takes place in the classroom and the standards-aligned curriculum documents.

The induction program is overseen and conducted by both the Director of Curriculum and Instruction and the Director of Human Resources. The collaboration between these two important departments within the District allows for teachers to be highly supported and held accountable for District expectations. Principals, mentors, and supervisors are also

required to be involved and support teachers at a high level.

The school district also allows for a variety of learning opportunities that are not scheduled. Teachers new to the district have up to two years to attend and analyze the importance of to school board meetings. They also have the opportunity to complete collaborative conferences as it is appropriate for their specific grade level or discipline. Within the first six months, teachers are required to videotape themselves and observe themselves, evaluating where they can do better and what their strengths are.

All of the activities are recorded in the reflective journal/ portfolio that teachers are required to submit at the end of the two-year induction process.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

New teachers meet with their mentors on a regular basis, conducting peer observations at least once per month. In addition to the building-level support offered by a mentor and building principal, inductees attend quarterly meetings where they will have a chance to "check in" with their job-alike counterparts, update their progress with the induction requirements, and receive additional professional development in an identified area of need. This will help the Curriculum and Human Resource offices monitor the current needs of inductees. This will allow for better support for our newest faculty members. Individual check-ins may be required, based on the needs of the inductee.

The District has also established deadlines for each component of induction. The deadlines will help us monitor progress through the induction program, allowing early identification of potential problems. The District will support the inductees so that they are able to complete the program in a timely manner.

New teachers and mentors are expected to complete a survey regarding the induction experience in the Pottstown School District. The District will survey participant likes and dislikes of the program as well as an evaluation on the quality of the mentor. It is from these surveys that we will determine any changes that need to be made in the future. The District will seek feedback on the quality of the information and projects related to induction and will use that feedback to improve the program in the future.

### *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: **623**

### *Identification Method*

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

The Pottstown School District has implemented RTII in its elementary school buildings for twelve years. Interventionists work in teams to collaboratively provide tiered levels of targeted instruction, to monitor progress, and to review data on a frequent basis.

Intervention teams include reading specialists, general education teachers, special education teachers, speech-language therapists, and ESL teachers. On a regular basis, grade level teams and building teams engage in data review to monitor student progress and effectiveness of instruction. Data level benchmarking occurs at a minimum of three times a year with progress monitoring on a more frequent basis for Tier II and Tier III students as identified in the District literacy plan. On July 6th, 2015, Pottstown School District was approved to utilize RTII for identifying students with Specific Learning Disabilities in the area of reading at all four elementary buildings. These schools include Barth Elementary, Franklin Elementary, Lincoln Elementary, and Rupert Elementary. For other subjects and grade levels, the District will continue to utilize the discrepancy model in determining eligibility for special education as a student with Specific Learning Disability.

### *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>

Pennsylvania's total special education enrollment makes up 16.5% of the total enrolled student population across the State. The range defined by Pennsylvania as disproportionality is 10% above or below the state average. For the purpose of identifying disproportionality anything outside of 14.85% to 18.15% would qualify. Pottstown School District's total Special Education Enrollment for the 16-17 school year was 19.1%. This 19.1% as defined by the state would be a significant disproportionality.

The average enrollment of students identified with an Emotional Disturbance in the State of Pennsylvania is 8.5%. 10% above or below the average creates a range of 7.65% to 9.35%. Any percentage of enrollments above or below the State average would be considered disproportionality. Pottstown School District's total enrolled population of students with an Emotional Disturbance is 13%. This is a significant disproportionality compared to the State percentage of 8.5%.

The disproportionality in student enrollment with an Emotional Disturbance classification may be contributed to the sociodemographics of Pottstown School District. 55% of Pottstown School District's student population are eligible for Title I funding. The Pottstown School District also provides educational services to a cultural diverse and transient population. The frequent movement by families both into and out of the Pottstown School District may contribute towards this disproportionality rate. In an attempt to reduce this disproportionality Pottstown School District ensures that student needs are being met in the least restrictive environment. Childfind mandates are in place and proper interventions and supports are implemented for all students on a consistent basis.

The average enrollment of students identified with an Intellectual Disability in the State of Pennsylvania is 6.5%. 10% above or below the State's average creates a range of 6.4% to 7.15%. Any percentage of enrollments that does not fall within the 10% range on either side of the State's average would be considered disproportionality. Pottstown School District's total enrolled population of students with an Intellectual Disability is 5%. This is a significant disproportionality as compared to the State's average.

The Pennsylvania average enrollment of students identified as having a Speech and Language Impairment 14.7%. 10% above or below the State's average creates a range of 13.23% to 16.17%. Any percentage of enrollments that does not fall within the 10% range on either side of the State's average would be considered disproportionality. The Pottstown School District's total population of students identified as having a Speech and Language Impairment is 10.1%.

The reason for disproportionalities in the areas of Speech and Language and Intellectual Disabled can potentially be contributed to the interventions that were put into place prior to referrals being made for evaluation for special education services. The district also has dedicated staff members to the RTII process and has outlined procedures for students to receive tiered intervention supports.

In summary, Pottstown School District ensures the following:

1. Responsiveness to cultural and socioeconomic factors within the community
2. Use of appropriate assessments for English Language Learners and Racial/Ethnic minority groups
3. Interventions and RTII process at the elementary level as well as a strong level of support with the Student Assistances Program prior to school referrals for special education evaluation

Lastly, the district makes expansive child find efforts and takes action to seek every opportunity to identify those in need of special education services.

### *Non-Resident Students Oversight*

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

Presently there are no residential facilities within the boundaries of the Pottstown School District. The District does not currently serve as a "host district" for students except for those students placed into foster care. These foster care students are serviced alongside District special education students in regards to placements, services, and IEP team decisions. The District has not identified any barriers to meeting 1306 obligations.

### *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).

Services are provided to incarcerated youth that reside within the Pottstown School District's boundaries by county intermediate units in which the student is incarcerated. Incarcerated students from Pottstown School District are primarily serviced through the Berks County Intermediate Unit and the Montgomery County Intermediate Unit. The District routinely tracks student placements and maintains a full educational record of required documents related to the students' identified needs. A district level LEA representative participates in the IEP Team

meeting and decision making processes. This participation in meetings happens in person or via telephone conference, to ensure that FAPE is being provided to the students. Written communication is provided to all appropriate stakeholders such as, the educational entity, parent/guardian, and other community based agencies. In cases where the student may have met the criteria for graduation via based on goals or meeting the required graduation credits, Pottstown School District ensure those students meaningfully participate graduation to the extent they are allowed by law

### *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.

Pottstown School District continues to support students while striving for the highest level of student participation in the general education environment to the greatest extent appropriate. At IEP meetings and parent conferences, discussions center around how we can better support identified students in the general classroom. At these IEP meetings, during observations, and in review of progress monitoring records, teachers are held accountable for the provision of appropriate accommodations, ensuring individual student progress in the general education classroom

Students are first considered for full participation in the general education curriculum within the general education environment. District maintains focus on training administrators, general education and special education teachers and related support staff in order to support students in the least restrictive environment. General and special education staff have received and continue to receive information regarding the provision of supplementary aids and services to promote inclusion and student participation in the general education curriculum and environment. As part of this training, teams have ongoing

conversations and planning meetings to promote a continuum of services to ensure that student needs are being met in the least restrictive environment. The district has utilized the SAS tool kit and received support from the Montgomery County Intermediate Unit to ensure that teams are considering the full range of aids and services in regular education classrooms. These supports include but are not limited to including modification of curriculum content before contemplating placement in a more restrictive setting. The Pottstown School District plans to continue growing in this area as more regular and special educators become familiar with this tool.

Data-driven decision making based on progress monitoring is also utilized in the ongoing provision of FAPE and research-based instruction. Teams develop specific tools for the monitoring and reporting of academic, behavioral, and social progress. The District has committed to the development of an RTII process through DIBELS Next. Formative assessment, instructional coaching, and differentiated, collaborative methods of intervention are utilized across the district at primary grade levels. This has resulted in the availability of differentiation and accommodations within the general education classrooms.

In the past, the district has provided training to staff to support students within the low-incidence population. This training allows more students to be included within the general education environment. The district has made gains in the inclusion of students to the extent that many of the students within the Life Skills, Autistic and Emotional Support Programs are attending homeroom and academic instruction in the general education classroom with supports through their IEPs. The District plans to expand inclusionary support for students with a professional development series supported by Patten and the Montgomery County Intermediate Unit. The District plans to initiate such programs that focus on meaningful inclusion of students with multiple-disabilities and autism. The District has met with success in avoiding out of district placements for a great number of these students through training, contracted services, and additional supports, that allow for the student to be kept in district buildings with their nondisabled peers. Through consultation and district training, staff has been equipped with more specialized instruction methods, such as ABA, Assistive Technology, and other instructional technology to support students within district programming. Interpreters, nurses, and other personnel have been provided to ensure access to education and participation by parents and guardians in district buildings and general classrooms for students who may have traditionally been sent to specialized schools.

Students who have a need to be placed in private settings are first considered to be educated alongside their non-disabled peers to the maximum extent appropriate. The district maintains positive relationships with educational providers and out of district programs. Generally, students are placed based on their needs. The district first considers such programs that include general education students before placing the students in a more restrictive setting. Removal from general education environment only occurs after all

other resources and supports have been exhausted.

Practices within the district call for administrators to consider alternatives to suspension and to broaden options for addressing disciplinary concerns. Administrators are also expected to increase the capacity to address behavioral and emotional needs among students. The district is expanding such alternatives to suspensions to include but not limited to; mini projects to address the students infraction, counseling sessions with various school personnel, community service and restorative practices, behavior monitoring/modeling/problem-solving, increasing ability to provide positive behavior supports, build communication and involvement from parents, and student/adult mentors.

It is foreseen that fostering positive behavioral change among students and the utilization of the district's social and emotional learning program, the need to send students to more restrictive placements will decrease over time.

The Pottstown School District offers a comprehensive virtual program through their Virtual and Alternative Learning Academies. Students within our district that require an alternative to the traditional way of learning have the opportunity for flexible learning through full-time and blended online learning programs. Academic accommodations, content enrichment, as well as solution focused learning are being planned for in the immediate future at the Beech Street Learning Studio. The mission of the Beech Street Learning Studio is to help students who have not experienced success in the traditional learning environment achieve academic success by providing students with a supported alternative learning environment. This alternative learning environment is aimed to both enhance and expand the continuum of supports, services, and educational options for students in the least restrictive environment as determined by individual student needs. Pottstown School District continuously explores programming to ensure multiple pathways to meet the district mission.

Pottstown School District also provides an alternative to students traditionally placed in out-of-district placements by running a middle school and high school in-house Alternative Education for Disruptive Youth (AEDY) program. The in-house AEDY programs run similar to transitional programs. Students that are identified as eligible for an AEDY placement and meet the criteria of the in-house program are placed into the program. Once a student has met predetermined goals and is able to utilize the skills, tools, and resources that are taught in the program they transition back to the general education environment one class at a time. As the students transition to their classes, they are still supported by the AEDY program and staff. This method of gradual transitions leads to a higher success rate and sustainability for our students.

Students who are placed in alternative programs outside the district are regularly monitored for readiness to return to district programs. Options for managing the transitional process are offered to ensure a successful re-entry. Through the services of our

out of district coordinator, communication is maintained between the district and various stakeholders so that appropriate levels of support and intervention can be provided throughout all stages of this process.

Pottstown School District has had an increase over the past two years of special education students placed in the regular education environment for more than 80% of the school day. Data indicates that the number of students has grown from 50.6% during the 15-16 school year to 53.1% for the 16-17 school year. While this increase does not meet the SSP target of 62.4%, the district is striving to meet the diverse needs of students in the least restrictive environment. Pottstown School District has made tremendous efforts to ensure that the students are being instructed at their current instructional level. These continuous efforts include making decisions based on progress monitoring data have led teams to first consider instructional practices, modifications to curriculum, and accommodations within the general education setting prior to moving towards more direct instructional practices within the special education setting. District teams are required to make programming decisions based on individual student needs. These decisions may require programming and/or intensive support that cannot be provided in the least restrictive setting. Movement towards placement in a more restrictive setting is only considered after all other interventions within the regular education setting have proven to be unsuccessful through extensive data collection. Multiple steps are taken throughout the process to provide incrementally higher levels of support. These steps include but are not limited to FBAs and PBSPs being developed, addition of Supplementary Aids and Services, and various means of re-assessing the student's educational needs before considering more restrictive settings.

The number of special education students placed inside the regular education environment for less than 40% has remained steadily over the past two years. In 2015-2016, the percentage in this category was 4.4% and in the 16-17 school year it had risen to 4.6%. Both data points are below the SSP target and State percentages. The District anticipates this percentage rate to increase over next few years as the percentage of special education students being educated in other settings decreases. The district has made a strong commitment to increase its capacity to improve programming for students within their home school district and thus decrease the need to place students into more restrictive settings.

Improvement Plans over the next three years are as follows:

1. Strengthen capacity to program for students in need of Autistic Support K-12.

2018-2019

- Train special education staff on best practices when working with students with Autism through various models supported by Applied Behavioral Analysis (ABA).
- Purchase and introduce materials to support intensive teaching sessions similar to that within the Verbal Behavior Model.

- Increase supplemental instruction in the middle school with social skill instruction.
- Furnish a sensory room at elementary and middle school.
- Develop an AS program at the high school with a transition component similar to a work study program.

#### 2019-2020

- Continue supports for the AS Program and the elementary and middle school program through advanced ABA training.
- At the high school level, further expand work study sites and provide professional development based on Applied Behavioral Analysis.

#### 2020-2021

- Move towards an independent site based ABA program within the AS support classrooms throughout the district with faded model level of support.

### 2. Strengthen capacity to program for LSS\MDS K-12.

#### 2018-2019

- Relocate classrooms to rooms with bathrooms at the elementary and middle level
- Introduce newly added curriculum materials to improve programming.
- Train related service providers/staff on effective strategies for students with multiple disabilities.
- Conduct site visits to established programs.
- Re-allocate staff to meet expanded program needs.

#### 2019-2020

- Continue professional develop based on student need and instructional/curricular support
- Introduce site based ABA program consistent with student need
- Expanded social skill instruction and work based learning experiences at the middle and high school level

#### 2020-2021

- Provided extended community based instruction at the high school and middle school level

### 3. Strengthen capacity to program for ED/OHI/SLD students.

#### 2018-2019

- Reassign staff to support program needs increasing continuum of services.
- Assign a Board Certified Behavior Analyst (BCBA) to middle school emotional support as needed.
- Provide sensory equipment and schedule student time in the sensory room at the middle school.



### 2019-2020

- Provide professional development to larger number of staff members for conducting FBAs and implementing PBSPs
- Provide professional development for paraprofessionals on modifications and accommodations for students in the regular education setting.

### 2020-2021

- Provide professional development to faculty and parents at all grade levels on Inclusion and LRE

The following are Supplementary Aids and Services are provided within the district programs, based on student need, to support the success of students in the LRE. This framework is based on four categories when considering a full range of supplementary aids and services:

Collaborative: Adults working together to support students

Instructional: Development and delivery of instruction that addresses diverse learning needs

Physical: Adaptations and modifications to the physical environment

Social-Behavioral: Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

The following are examples:

ABA - Provides direct instruction for basic skills in concepts, directions, etc.

Adapted PE - Provides access to participation in physical education with skills gauged for appropriate instructional levels

Adapted/differentiated assessments and grading - Provides individualized means of communicating student progress

Adaptive Equipment - Provides physical access to environments and activities in the classroom

Assistive Technology - Provision of communication devices and other technology for participation in the curriculum and socialization Books on CD/Recorded books

Accommodates reading disabilities/deficiencies for students to participate in regular content

Consultative support - Provides collaboration between team members to problem-solve and ensure student success

Counseling (psychologists/guidance) - Provides assistance with coping skills, social skills etc.

Deaf and Hearing Support (IU 23) - Provides access to oral communication and other types of auditory input

Educational Audiology - Provides access to oral communication and other types of auditory input.

Extended time for task completion - Provides opportunities for students to complete work at their own levels of proficiency

Flexible grouping/co-teaching/team teaching - Provides opportunities for focused skill instruction and scaffolding within the regular classroom

Graphic organizers - Provides visual cues for study, organization or concepts, timelines

Guided note-taking - Provides framework for notes and reduces demands for simultaneous listening and writing

Manipulatives - Provides concrete, hands-on experience to connect with learning

Modified curricula - Provides means of translating curricular content to functional and appropriate instructional levels

Nursing Services (PSA) - Provides necessary health care to enable students to attend school in appropriate educational placements

Occupational and physical therapists - Provides sensory integration strategies, strategies for physical access, support for organization and mediating demands of the environment (writing, visual/perceptual, spatial)

Orientation and Mobility (IU 23) - Provides support for navigating the classroom, school building, and other learning environments

Paraprofessionals - Provides accommodations and support for participation in general education/environment through prompts, modified assignments, and collaboration with other team members

Peer tutors - Provides role model, reinforcement and opportunity for reteaching

Preferential seating - Provides means for teacher monitoring, nonverbal cues, distance from distractions

Response to Intervention - Tiered levels of intervention and progress monitoring is provided to address instructional and behavioral needs.

Scribing - Provides means for dictating written expression, to accommodate for fine motor deficits, dysgraphia, and language processing needs

Sensory/proprioceptive equipment - Provides accommodations to address needs for sensory integration, calming, and attention/hyperactivity

Special Transportation- Provides transportation for students that require a more direct pick up and drop off location.

Speech and language therapists - Provides support for participation through development of communication and speech skills

Vision/Braille Services (IU 23) - Provides materials, adaptations and training for reading and writing and translation to the extent they are allowed by law.

### ***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.

Pottstown School District remains committed to providing behavioral support and interventions at all levels in order to promote individual student success in the least restrictive environment. Teachers utilize interventions that are preventative in nature such as teaching social skills and appropriate academic behavior. This includes instruction on general classroom rules and procedures giving ample time for practice, modeling, monitoring, and providing verbal reinforcement. Consistency with implementation, signaling, and prompting along with redirection of inappropriate behavior allow students the ability to attend to instruction alongside their non-disabled peers.

Full-time psychologists are employed in all Pottstown School District buildings and behavioral support is provided by Board Certified Behavior Analysts district-wide. For those students in need of specific behavioral support, these supports are provided through the IEP process of functional behavior assessment, development of positive behavior support plans, counseling on the group or individual level, and team member consultation as needed.

Rupert Elementary School utilizes School-Wide Positive Behavior Support. Children are taught the school rules at the start of each year. There are specific lessons that teach the rules across each setting. These lessons are taught in each unique setting of the school over a three week period at the beginning of the year. Students are reinforced for positive choices through the use of "Caught Being Good Tickets". Additionally, positive choices are reinforced through positive calls home, positive postcards, I'MPACT home visitations, Student of the Month Rewards, Rupert Rulers Rewards, as well as classroom reward systems. There is also a system of classroom and office referrals for minor and major discipline infractions. Major infractions are tracked in the office through the use of the online "SWIS" system, as well as quarterly discipline reports to the superintendent.

Other buildings have adopted school-wide programs that continue in the form of character education and incentive/reward programs that reinforce prosocial behavior for all students. These include recognition for completing schoolwork / homework, following classroom rules / expectations, being respectful, and exhibiting appropriate social and academic behaviors. Reinforcers vary and include but are not limited to the following: positive notes sent home, positive praise, weekly prizes, end-of-month celebration, healthy snacks, dance parties, and extra recess time.

At the secondary level staff has been trained to utilize Restorative Practices as a means of shaping behavior for productive and successful adulthood. Mentor and advisor programs provide a means for Middle School and High School faculty to establish meaningful

connections with the students. These mentors then provide guidance with goal setting as well as monitor progress toward graduation and post-secondary transition.

To meet the most critical needs of behavioral and emotional support students, these students are referred for psychiatric evaluation and treatment. Families are referred to community resources for help in seeking home-based and wrap-around services. All buildings have partnered with a community mental health agency to provide school-based mental health supports to students via individual counseling sessions as deemed appropriate through insurance carriers and with parental approval. Additionally, the middle and high school buildings have similar counseling services available throughout the school day. These services are provided by a school guidance counselor at the secondary level whereas students may receive individual counseling, social skill instruction, and different types of individual and group support through the school psychologists. These support services enable the school to be more responsive and proactive with students who are at risk or in crisis. These services also promote more effective collaboration between the teachers, families, and outside agencies as outlined in our Student Assistance Program.

Staff and Administrators continue to be trained in Nonviolent Crisis Intervention through trained staff by the Crisis Prevention Institute (CPI). This technique is primarily utilized for the de-escalation and passive restraint of aggressive and injurious behaviors. The District currently has 2 trainers and plans for an additional trainer to expand our number of trained staff and to include more teachers and paraprofessionals as properly certified individuals. The number of staff currently trained in the Pottstown School District is 121. The current staff that is certified implement CPI techniques to de-escalate students. The District emphasizes early intervention and non-physical methods for the prevention or management of disruptive behavior. Through the training staff is taught to vary the utilization of techniques based on the situation. The techniques include but are not limited to the following: remain calm, isolate the situation, enforce limits (simple/clear, reasonable, enforceable), listen, be aware of nonverbals, be consistent, redirect, avoid power struggles, remove audience/attention, state non-threatening directives, use an understanding and reasonable approach, seek assistance, re-establish communication as needed, ignore behavior, redirect, and/or provide an area to take a break.

The District also implements a social/emotional learning (SEL) program for all students in grades K-8 and grade 11. This program and curriculum provides an extra dimension to education, focusing on improving cooperation, communication, and decision making. Pottstown School District is fully invested in the premise that emotional intelligence is critical for lifelong happiness, successful careers, and healthier relationships. SEL gives students a framework for developing these skills. Skills taught through this program include; empathy, emotional management, emotional recognition and problem solving,

impulse control, calming down, communication and assertiveness. These skills are taught in specific lessons and promoted and modeled throughout the school day. All students are included in this program and, when appropriate, specifically and more intensely driven through the IEP process.

The following is the school district's adopted policy for behavior support:

Book Policy Manual

Section 100 Programs

Title Behavior Support

Number 113.2

Status Active

Adopted May 21, 2009

Last Revised February 18, 2010

### **Purpose**

The Pottstown School District believes in the use of positive behavior support techniques. The policy is designed to enable children with Individualized Educational Programs (IEPs) who need a behavior support program, to benefit from their free appropriate public education program (FAPE) within the least restrictive environment (LRE) in accordance with the requirements in Pennsylvania Chapter 14 Regulations and other provisions of law. In addition, this policy is designed to ensure that all District staff use appropriate behavior support techniques.

The Board intends with this policy neither to confer upon students and their parents or guardians any greater right than they enjoy under state and federal law nor to impose upon the District any greater limitations or duties that are imposed by state and federal law. Nothing in this policy should be construed in a manner inconsistent with this intent.

### **Authority**

The Board adopts this policy for the purpose described above and to ensure compliance with applicable law.[\[1\]](#)

### **Definitions**

The following words and terms, when used in this policy or in its implementing guidelines, shall have the following meanings, unless the context clearly indicates otherwise:[\[2\]](#)

#### **“Aversive Techniques”**

- Deliberate activities designed to establish a negative association with specific behavior.

**“Behavior Support”**

- The development, change, and maintenance of selected behaviors through the systematic application of Behavior change techniques.

**“Behavior Support Plan”**

- A plan addressing a disabled student’s behavioral needs and interventions within an IEP.

**“Functional Behavioral Assessment”**

- An assessment of a student, the purpose of which shall be to determine the environmental, behavioral, or circumstantial factors that precede or accompany the behavior for which discipline is imposed and the effectiveness of the interventions undertaken to address, or the reactions to, the behavior.

**“Positive Techniques”**

- Methods which utilize positive reinforcement to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

**“Restraints”**

- Devices and techniques designed and used to control acute or episodic aggressive behaviors or to control involuntary movements or lack of muscular control due to organic causes or conditions. The term includes physical and mechanical restraints.

The term restraint does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him, guiding a student or eligible young child to an appropriate activity, or holding a student’s or eligible young child’s hand to safely escort her from one area to another.

Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s or eligible young child’s parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or in toilets used for balance and safety, safety harnesses in busses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.

**“Students with Disabilities”**

- Students who are eligible for special education under the provisions of the Individuals with Disabilities Education Act and its implementing regulations, Chapter 14 of the regulations of the State Board of Education for the purposes of this policy, and its implementing guidelines, the definition of disabled Students includes students whom the District suspects or has reason to suspect are students with disabilities and to students who are in the process of a multidisciplinary team evaluation at the time the incident for which

discipline is imposed. This policy and its implementing guidelines shall also apply to "protected handicapped Students" within the meaning of Section 504 of the Rehabilitation Act of 1973 and its implementing regulations, and Chapter 15 of the Regulations of the State Board of Education. As applied to such students, references to IEP's and to IEP teams shall be construed as references to service agreements and to teams of appropriate school staff and parents or guardians that develop and revise service agreements. Prior to the development of a behavior support plan, an appropriate functional behavioral assessment of the student will be completed.

### **Delegation of Responsibility**

The Superintendent has the primary responsibility for ensuring that District positive behavior management support programs are in accordance with applicable state and federal law, including the training of personnel for the use of specific procedures, methods, and techniques, and for having a written policy and procedures on the use of positive behavior management support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.[\[2\]](#)

The Local Education Agency Representative (Chairperson) is responsible for ensuring that this policy is implemented in compliance with the IDEA and Chapter 14 during development of an IEP.

### **Guidelines**

#### **A. Guidelines for the Implementation of Behavior support Policy**

The District recognizes that appropriate learning outcomes take place in an appropriately managed classroom. When the ongoing pattern of an identified student's behavior interferes with learning, a functional behavioral assessment will be done, and as appropriate, a behavior support plan will be implemented. Consistent with this policy and federal and state law, all students with disabilities shall comply with the Board approved discipline policy.

Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and participation in school. Potential causes of behavior problems such as physical or medical conditions, environmental factors, staffing, and program concerns shall be reviewed and addressed prior to the development of a Behavior support program.

Positive rather than negative measures shall form the basis of behavior support programs.

Positive techniques for the development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures. The types of interventions chosen for particular students shall be the least intrusive necessary and shall be in accordance with state and federal law. Aversive techniques, restraints, or disciplinary procedures may not be used as a substitute for a behavior support program.

In accordance with the District's standards for effective teaching, all teachers are expected to provide classroom support by creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures and student behavior, and organizing the instructional time. Classroom management plans will not only respond when problems occur, but will also aim to prevent problems by creating environments conducive to learning.

The IEP team of every student with disabilities for whom behavior impedes his or her learning, or that of others, shall consider whether the IEP of that student should include strategies to address that behavior, including positive behavior support plans, direct instruction, counseling or other supports .

Stages of intervention ranging from less to more restrictive will be utilized. If strategies are unsuccessful, the IEP team will convene to determine if additional strategies are warranted.

## **B. Intervention Stages**

### **Stage 1- Basic Classroom support**

These activities are directed toward total classroom support. Proactive classroom support requires planning of procedures and rules, and implementing these expectations, and maintaining the process throughout the year. Through the use of Stage 1 preventative interventions, students are taught appropriate social and academic behaviors.

Strategies at this level shall include teacher rules, practice time for appropriate rules and procedures, frequent monitoring, verbal reinforcement and praise, consistency in implementation, signaling and prompting, and redirection of inappropriate behavior. Proactive classroom approaches are appropriate for all students, and Stage 1 strategies shall be provided within all regular and special education classrooms.

### **Stage 2 - Behavioral Strategies**

Based upon the individual needs of a particular student, an individualized functional behavioral assessment will be completed which will determine what behavioral interventions are appropriate for a particular student. Positive techniques for the



development, change, and maintenance of selected behaviors shall be attempted prior to the use of more intrusive or restraining measures.

Stage 2 strategies listed from less to more intrusive may include, but not be limited to, the following:

- all strategies contained in Stage 1
- environmental modifications
- extended time to complete tests and tasks
- curriculum adaptations and modifications
- clear, concise communication of expectations
- systematic rewards policy
- specified used of technology
- physical/verbal prompts
- student behavior contracts
- student and parent contracts
- written assignment and behavior logs
- social skills training: self-instruction/anger control
- direct multi-sensory instruction
- levels system of behavior modification
- token reinforcement
- group and individual counseling
- warning
- timeout within the classroom
- timeout outside the classroom
- time reduction for recess
- detention/loss of privileges
- in-school suspension

Those strategies necessary to provide an appropriate educational program shall be described in the student's IEP.

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

- corporal punishment
- punishment for a manifestation of the student's disability
- locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit
- noxious substances
- deprivation of human rights such as withholding meals, water or fresh air
- serial suspensions
- treatment of a demeaning nature
- electric shock
- methods implemented by untrained personnel
- methods which have not been outlined in the District's plan

### **C. Restraints and Emergency Procedures**

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students, or to employees, and only when less restrictive measures and techniques have failed. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as a punishment.

Mechanical restraints which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and is determined by a medical professional qualified to make the determination and is agreed to by the student's parents. Mechanical restraints shall prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

Emergency procedures for behaviors that present a clear danger to student, other students, or staff shall be implemented by appropriately trained individuals and they include:

- immediate removal to predetermined supervised timeout stations;

- notification of appropriate outside agencies necessary to address the emergency situation.

#### **D. Medication may be part of an overall approach for modifying behaviors.**

It is the policy of the District that, while in school, the students receive only prescribed medications as administered by appropriate school personnel according to the Board policy on the administration of medication.

#### **E. Parental Consent**

The District shall assure that, as required by state and federal law, it will obtain all necessary parental consent prior to the implementation of an individualized behavior support program.

#### **F. Regular Program of Training.**

The Superintendent or designee shall provide for the regular training and re-training, as needed, of District staff in the use of specific procedures, methods and techniques that those staff members will be expected to employ in the implementation of behavior supports or interventions in accordance with the IEP of the child and this policy.

Legal [1. 24 P.S. 510](#) [2. 22 PA Code 14.133](#)

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

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

The district has experienced success across the board for placing students with low-incidence disabilities. While Pottstown continues to provide a continuum of services within

the district, some students within this population have such a great needs that we need to seek support from programs out of district in order to meet their intense needs. Approved private schools that offer the required level of support have been very accepting of our students and offer various levels of support and programming that best fits the needs of the individual students.

In regards to high-incidence disabilities, specifically those students with emotional or behavioral needs, programming for some of these students has been more difficult. Students are only considered for a more restrictive setting outside of the district when; (1) there is a significant increase in physical and verbal aggression that puts the student or others risk and/or (2) the student has experienced intense anxiety and trauma that cannot be addressed within the home school environment. These students are then referred to programs outside of the district. Specifically, when a student is not making adequate progress and when behaviors are extreme in that the student is at risk for hurting themselves or others, placements become more difficult to secure. Potential sites are sought, toured, and vetted prior to placement in order to ensure the individual needs of the student can be accommodated and that the placement would be the districts best offer of FAPE in the LRE. Successful placements outside of the district tend to offer an environment in which the transitions between classes and activities are minimized, the visual, auditory and social stimuli of the regular school building are comprehensively controlled or eliminated, building-wide, systematic behavior interventions are in place for all students in manner consistent for all students. Once appropriate sites are selected, parents along with students are encouraged to visit these prospective placements and participate in the placement decision as valued members of the IEP Team. The district does currently have an extensive list of placement options outside of the district and has a positive, open relationship with these programs. With the support of various district administrators and an out of district coordinator, we have the ability to frequently monitor our students and ensure that they are receiving the required supports.

The district continuously reviews programs for efficiency by analyzing both in and out of district programs. Analysis is completed through regular meetings with staff, families and outside agencies. Onsite monitoring takes place through LEA participation in Individualized Education Plan meetings and by reviewing student progress monitoring data. The district continues to review a number of policies including those related to restraint procedures, entrance/exiting data, and student success rates. With this type of analysis, the district gathers information related to program success rate, matriculation rate, and the number of students that have been successfully returned to the district. Continuous review of the aforementioned data allows the district to make data driven placement decisions to support the long term goals of students and ensure the provision of FAPE.

District-wide initiatives, such as a social emotional learning curriculum, have been implemented to address the growing mental health concerns. The Montgomery County Intermediate Unit offers disability-specific programs as well as consultative services within

the district. They are utilized as supplemental resources when moving through the continuum of services. Additionally, the district utilizes school based mental health service providers at every level. The district also has strong partnerships with partial-hospitalization programs and facilitates communication between families, the district, and outside agency supports to help provide seamless transitions between programs.

Additionally, the district seeks community supports and resources that benefit the health and wellness of students. These resources collaborate with district personnel and provide support outside of the school day. The district works with other agencies within multiple systems to support students and their families in a collaborative and comprehensive manner.

The district has plans to expand of the continuum of services to provide more services for students in need of Autistic and Life Skill/Multiple Disability support. Professional development for teams, as well as, additional resources are in place to provide these services within the district and place students in the least restrictive environment.

### *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.

Pottstown School District Special Education Department continually strives to provide exceptional programming for all of our identified students. We endeavor to meet and address challenges posed by community demographics, which include high incidences of low-income, transiency, mental health issues, and concomitant risk factors. Despite several highly evolved and efficient systems for intervention, numbers of special education students have gradually risen, due to the rate of new registrations (move-ins) outpacing withdrawals, as well as the increased numbers of students who transition to kindergarten already identified and served through early intervention services. Nonetheless, in developing the district's capacity to provide effective programming, we have met and exceeded goals for professional development, curriculum and instruction, and collaborative, inclusive practices. The following are highlights of the District's special education programming:

1. Special education staff will provide ongoing training to regular education staff in areas of special education law, specific disabilities, modifying curriculum, and providing accommodations. The goal of this training is to increase the support special education student receive in the regular education environment allowing them to further participate with general education peers. This professional development will be delivered through regularly scheduled staff meetings. At these meetings, topics will be presented in brief format with ongoing opportunities for reflection. Teachers will maintain these referenced

guidelines for continuous review.

2. The Pottstown School District held its first Special Education Community Outreach event during the 2017-2018 school year. The purpose of this event was to engage the community in discussions related to special education needs throughout the district. The district anticipates holding similar type events moving forward to continue to facilitate school and community collaboration.

3. Throughout the district, buildings have adopted programs related to character education. These incentive/reward programs reinforce prosocial behavior for all students. These include recognition for completing schoolwork and homework, following classroom rules/expectations, being respectful, and other appropriate social and academic behaviors. Professional development, including training, coaching, mentoring, and school-based teamwork, has been provided to support these practices, endorsing proactive and effective means of instilling pro-social skills and school success.

4. The Pottstown School District has formed strong partnerships with preschools, mental health agencies, alternative schools, consultants, and service providers. Our family service coordinator, special education liaison, and other personnel maintain communication to ensure a continuum of supports to families and children, addressing such issues as medical needs, homelessness, and difficult educational placements. In addition, the District has long been a full participant as a core team member of the Memorandum of Understanding for the western part of Montgomery County. Our participation has increased the District's capacity for interagency collaboration with positive interactions and outcomes.

5. The Pottstown School District has adopted a social/emotional learning curriculum that is currently being implemented in kindergarten through ninth grade. Students are taught social and emotional coping skills such as self regulation, problem solving and self advocacy. The district is dedicated to providing students with these valuable skill sets in order to function in the real world setting.

6. Pottstown School District has implemented SRA Reading Mastery (SRA) in all elementary schools for instruction of struggling readers. SRA is a research based systematic direct instruction reading curriculum. SRA Reading Mastery Curriculum is designed to instruct students who are not on grade level for reading to receive reading support on their instructional level. To insure proper implementation of the curriculum, the district continually monitors implementation practices for validity and progress.

7. The elementary schools continue to utilize a model whereby a full-time school psychologist is assigned to each of four buildings, providing an opportunity for the psychologist to have consistent and meaningful involvement with children, families, classrooms, and RTII/Core teams. In each of these buildings, this model has had the effect of reducing referrals for special education evaluation.

8. Through RTII, the District has adopted a research based core reading program for grades K-6. Delivery of Tier I is in place for all students, including those with IEPs. Special education teachers, ESL teachers and speech therapists, serve as interventionists delivering Tier II and III support based on individual instructional needs. School wide focus is targeted toward skills, progress monitoring, and data review. This focus has strengthened effective instructional practices for IEP students and fostered team collaboration for the benefit of all.

9. The autistic support programming now spans kindergarten through eighth grade. This program is highlighted by a strong team approach. Utilizing integrated efforts to provide building-wide training, push-in/co-teaching strategies updated curricula, community-based learning, and staff development for all classroom staff. We have met with remarkable success in in-district programming for low-incidence disabilities. Additionally, the autistic support teams both in the elementary and middle school are receiving trainings offered by Pattan to support students with Autism. The teams will continue to receive supports to program effectively with research-based best practices.

10. At the secondary level, special education programming takes advantage of Pottstown High School's Career Technology Education program. This provides opportunities for students to explore careers, obtain hands-on experience and training, and credit toward certification in a variety of vocational/technical fields. In supporting desired post-secondary transition outcomes, our programs interface with the Intermediate Unit and other agencies to provide work study opportunities, counseling and job coaching, visits to colleges, and other means of preparing for higher education, employment, and independence.

11. IEP teams are trained and coached at the secondary level to facilitate student driven IEP meetings in order to provide students with a greater voice in planning for post-secondary opportunities and adult roles. Students at the age of 14 are invited and participate in their IEP. Pottstown School District special education teachers carefully plan, prepare and support students so that they can meaningfully participate.

12. At the high school, technology has afforded the ability to provide hybrid and blended courses, combined with co-teaching and other supports, to better individualize instruction to meet learning needs of all students, including those with disabilities.

13. The high school transition coordinator provides resources and information to all teams to help in planning transition services. Annually, the high school hosts a Services and Agency Information Day. Parents and students are invited to meet many of the agencies and service organizations that can provide support for post secondary needs. Advocacy groups, community resources, post secondary education, recreation and leisure, and employment/day programs are traditionally represented at the event. Some of the participating agencies included: Career Link, Job Corps, Pottstown Area Rapid Transit

(PART), Good Will Industries, Office of Vocational Rehabilitation (OVR), U.S. Army/Marines, Reading Phillies, Development Enterprises (DEC — training center and community service), Speaking for Ourselves, and AHEDD (SSI — Ticket to Work).

14. Language!, a research-based literacy intervention program continues to be delivered in grades seven and eight. This instruction, which is provided for all students who demonstrate a need, has proven to be effective in remediating foundational reading skills, and has also provided a means of better measuring progress throughout the school year. The 2017-2018 school year brought with it the implementation of Language! Live for grades nine through twelve. Language! Live is a web based version of the 7th and 8th grade Language! program. Language! Live provides students with the opportunity to record themselves reading and complete interactive learning opportunities while still maintaining a portion of the direct instruction model of learning.

15. The role of the transition coordinator at Pottstown High School continues to serve as a strong support for IEP teams. The transition coordinator assists in developing IEPs, providing information to parents, and offering options for students as they develop skills for post-secondary transition.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Child and Career Development Center (CCDC)	Special Education Centers	ES, LS, MDS, LSS	4
The Lincoln Center	Other	ES, LS - Licensed Private Academic	3
Pathway School	Approved Private Schools	AS, ES	3
Davidson School (Elwyn)	Approved Private Schools	MDS, ES	3
Wordsworth Academy	Approved Private Schools	ES	3
Camphill School	Approved Private Schools	LSS	2
Devereux Mapleton	Approved Private Schools	ES	1
Opportunities	Other	ES - Licensed Private Academic	4
Progressions (Pottstown)	Other	ES, LS - Licensed Private Academic	1
Martin Luther	Approved Private Schools	ES	2
Pennsylvania School for the Deaf	Approved Private Schools	DHH	3
Anderson School	Special Education Centers	ES	5
Cheltenham Senior High School	Neighboring School Districts	AS	1
Devereux Brandywine	Approved Private Schools	ES	2
Vanguard	Approved Private Schools	AS	4
The Academy	Other	ES, LS - Licensed Private Academic	1
KidsPeace Residential (Orefield)	Other	ES - Licensed Private Academic	4
New Story (Perkiomen Ave)	Other	ES - Licensed Private Academic	6
Overbrook School for the Blind	Approved Private Schools	VI	1
Timothy School	Approved Private Schools	AS	1
Melmark	Approved Private Schools	MDS, AU	2

Manito	Other	LS	1
Centennial School	Approved Private Schools	ES	1
CCIU Learning Center (CCLC)	Special Education Centers	ES	4
Children's' Home of Reading Day Academy (CHOR)	Other	ES - Licensed Private Academic	5
Cottage 7	Other	ES - Licenced Private Academic	4
Evans Elementary School	Neighboring School Districts	MDS	3
Lifeworks (Foundations Behavioral Health)	Special Education Centers	ES, AS	2
Springfield High School	Neighboring School Districts	MDS	1
River Rock Academy	Other	ES - Licensed Private Academic	7
Woods Services	Approved Private Schools	ID	1
Abraxas III PRRI	Other	ES	1
Bancroft Pediatric Residential Center	Out-of-State Schools	MDS	1
CSF Buxmont (Pottsgrove)	Other	ES, LS - Licensed Private Acadmic	5
CSF Buxmont (Sellersville)	Other	ES	1
Hoffman Homes Residential	Other	ES	1
New Story (New Holland Rd)	Other	AS - Licensed Private Academic	4
Silver Oak Academy Residential	Out-of-State Schools	ES	1
Southwood Residential	Special Education Centers	ID	1
The Timothy School	Approved Private Schools	AS	1
The Village Residential (Rosemont)	Other	ES	1
Hughes Center Residential	Out-of-State Schools	MDS	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 28, 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	16 to 19	8	0.5
Locations:				
High School - AF	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	16 to 19	4	0.2
Locations:				
High School - AF	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 19	3	0.2
Locations:				
High School - AF	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	Deaf and Hearing Impaired Support	16 to 19	1	0.1
Locations:				
High School - AF	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	Autistic Support	16 to 19	2	0.3
Locations:				
High School-TD	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 19	3	0.2
Locations:				
High School-TD	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%)	Autistic Support	16 to 19	2	0.3
Locations:				
High School - TD	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	16 to 19	1	0.2
Locations:				
High School - TD	A Senior High School Building	A building in which General Education programs are operated		

### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	14 to 17	7	0.5
Locations:				
High School-LMC	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	14 to 17	2	0.1
Locations:				
High School LMC	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	14 to 17	1	0.2
Locations:				
High School - LMC	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	14 to 17	1	0.2
Locations:				
High School - LMC	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:* Position

*Implementation Date:* August 28, 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	15 to 18	14	0.8
Locations:				
High School - KC	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	1	0.2
Locations:				
High School - KC	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	7	0.5
Locations:				
High School-KK	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%)	Learning Support	14 to 18	7	0.5

but More Than 20%)				
Locations:				
High School KK	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:* August 28, 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	14 to 17	7	0.6
Justification:				
Locations:				
High School-DE	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 17	8	0.4
Locations:				
High School-DE	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:* August 28, 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	15 to 17	8	0.5
Locations:				
High School-JD	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	15 to 17	7	0.4
Locations:				



High School-JD	A Senior High School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	1	0.1
Locations:				
High School -JD	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #8 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 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
Full-Time Special Education Class	Emotional Support	15 to 18	2	0.3
Locations:				
High School-RF	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	15 to 18	6	0.5
Locations:				
High School -RF	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	5	0.2
Locations:				
High School - RF	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	14 to 17	9	0.6
Justification: The parent signed off on the current IEP which listed the age ranges in the SDI section of the IEP.				
Locations:				
High School-LE	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	14 to 17	5	0.4
Locations:				
High School-LE	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #10 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 2017

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

##### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 17	5	0.4
Locations:				
High School - KS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	11	0.6
Locations:				
High School-KS	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #11 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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
Full-Time Special	Life Skills Support	15 to 21	10	0.9

Education Class				
Justification: The parent signed off on the current IEP which listed the age ranges in the SDI section of the IEP.				
Locations:				
High School-JH	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	15 to 17	1	0.1
Locations:				
High School	A Senior High School Building	A building in which General Education programs are operated		

#### Program Position #12 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	10 to 13	8	0.4
Locations:				
Middle School-JB	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	10 to 13	11	0.6
Locations:				
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:* August 28, 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	12 to 14	14	0.7

Locations:				
Middle School-SB	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 14	5	0.2
Locations:				
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:* ClassandPosition

*Implementation Date:* August 28, 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%)	Autistic Support	11 to 14	6	0.75
Locations:				
Middle School-BM	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 14	3	0.25
Locations:				
Middle School BM	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:* August 28, 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	12 to 14	4	0.2
Locations:				
Middle School-AM	A Middle School	A building in which General		

	Building	Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	3	0.1
Locations:				
Middle school AM	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	12 to 14	8	0.4
Locations:				
Middle School AM	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	Emotional Support	12 to 14	1	0.1
Locations:				
Middle School AM	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%)	Autistic Support	12 to 14	2	0.2
Locations:				
Middle School - AM	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #17 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 28, 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 14	8	0.3
Locations:				
Middle School-JE	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%	Learning	12 to 14	13	0.7

but More Than 20%)	Support			
Locations:				
Middle School JE	A Middle School Building	A building in which General Education programs are operated		

#### Program Position #18 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 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	6 to 8	6	0.6
Locations:				
Barth-DA	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	3	0.4
Locations:				
Barth-DA	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #19 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	8 to 10	1	0.1
Locations:				
Barth-MM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 10	3	0.5
Locations:				
Barth-MM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 10	1	0.2
Locations:				
Barth MM	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%)	Blind or Visually Impaired Support	8 to 10	1	0.2
Locations:				
Barth MM	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #20 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* October 22, 2015

*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	8 to 10	4	0.3
Locations:				
Barth-MW	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	8	0.7
Locations:				
Marth MW	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #21 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* October 22, 2015

*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
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Full-Time Special Education Class	Life Skills Support	5 to 7	6	1
Locations:				
Barth JS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 28, 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
Full-Time Special Education Class	Autistic Support	5 to 7	7	1
Locations:				
Franklin-JF	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #23 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* October 22, 2015

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

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 8	1	0.1
Locations:				
Franklin-SM	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 8	2	0.2
Locations:				
Franklin-SM	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	6 to 8	10	0.6
Locations:				



Franklin-SM	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 9	1	0.1
Locations:				
Franklin-SM	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #24 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* August 28, 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	8 to 10	5	0.3
Locations:				
Lincoln-MC	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	13	0.7
Locations:				
Lincoln-MC	An Elementary School Building	A building in which General Education programs are operated		

#### Program Position #25 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 28, 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
Full-Time Special Education Class	Autistic Support	6 to 8	5	0.6
Locations:				
Franklin-KF	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #26 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 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%)	Autistic Support	9 to 10	5	0.5
Locations:				
Franklin-BV	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	5	0.3
Locations:				
Franklin-BV	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 9	1	0.1
Locations:				
Franklin BV	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	8 to 9	1	0.1
Locations:				
Franklin-BV	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 28, 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	11	0.7

Locations:				
Lincoln-KS	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	5 to 7	3	0.3
Locations:				
Lincoln-KS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #28 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 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 13	11	0.6
Locations:				
Middle School JH	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 13	7	0.3
Locations:				
Middle School JH	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%)	Autistic Support	11 to 13	1	0.1
Locations:				
Middle School - JH	A Middle School Building	A building in which General Education programs are operated		

**Program Position #29 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 28, 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	3	0.3
Locations:				
Rupert-KH	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	5 to 7	4	0.4
Locations:				
Rupert-KH	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	3	0.2
Locations:				
Rupert-KH	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	5 to 7	2	0.1
Locations:				
Rupert-KH	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 28, 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	7 to 9	14	0.8
Locations:				
Rupert-LS	An Elementary School Building	A building in which General Education programs are operated		

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Learning Support	7 to 9	2	0.2
Locations:				
Rupert-LS	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Class

*Implementation Date:* August 28, 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	6 to 9	7	0.5
Locations:				
Rupert-TM	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 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	10 to 11	17	0.8
Locations:				
Middle School-CK	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 11	3	0.1
Locations:				
Middle School-CK	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	1	0.1

Locations:				
Middle School-CK	A Middle School Building	A building in which General Education programs are operated		

**Program Position #35 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 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	11 to 12	4	0.2
Locations:				
Middle School-NP	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	11 to 12	11	0.7
Locations:				
Middle School-NP	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	11 to 12	1	0.1
Locations:				
Middle School-NP	A Middle School Building	A building in which General Education programs are operated		

**Program Position #36 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 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	10 to 11	12	0.7
Locations:				

Middle School-DB	A Middle School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	6	0.3
Locations:				
Middle School-DB	A Middle School Building	A building in which General Education programs are operated		

### Program Position #37 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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	10 to 11	6	0.4
Locations:				
Middle School-DH	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	10 to 11	8	0.6
Locations:				
Middle School-DH	A Middle School Building	A building in which General Education programs are operated		

### Program Position #38 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 24, 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
Full-Time Special Education Class	Emotional Support	10 to 11	5	0.8
Locations:				
Middle School-TK	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	10 to 11	2	0.1
Locations:				
Middle School-TK	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 12	3	0.1
Locations:				
Middle School-TK	A Middle School Building	A building in which General Education programs are operated		

### Program Position #39 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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%)	Life Skills Support	11 to 14	8	0.8
Locations:				
Middle School-SM	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	12 to 14	2	0.2
Locations:				
Middle School-SM	A Middle School Building	A building in which General Education programs are operated		

### Program Position #40 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 28, 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
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Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.6
Locations:				
Middle School-LK	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 13	8	0.4
Locations:				
Middle School-LK	A Middle School Building	A building in which General Education programs are operated		

**Program Position #41 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	17	1
Justification: position is not servicing students within the same instructional group				
Locations:				
Rupert	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #42 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 2017

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	14	1
Justification: position is not servicing students within the same instructional group				
Locations:				
Lincoln	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #43 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 28, 2017

**PROGRAM SEGMENTS**

Type of	Level of Support	Age Range	Caseload	FTE
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Support				
Itinerant	Speech and Language Support	5 to 11	8	1
Justification: position is not servicing students within the same instructional group				
Locations:				
Franklin	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #44 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	9	1
Justification: position is not servicing students within the same instructional group				
Locations:				
Barth	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #45 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	14 to 21	2	0.5
Justification: position is not servicing students within the same instructional group				
Locations:				
Pottstown 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	Speech and Language Support	11 to 14	2	0.5
Locations:				
Pottstown Middle School	A Middle School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
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Classroom Assistant	Barth	4
One on One Paraprofessional	Barth	4
Classroom Assistant	Franklin Elementary	11
Classroom Assistant	Lincoln Elementary	3
Classroom Assistant	Rupert	7
Psychologist	Barth Elementary	1
Psychologist	Franklin Elementary	1
Psychologist	Lincoln Elementary	1
Psychologist	Rupert Elementary	1
Director Of Special Education	District Wide	1
Classroom Assistant	Pottstown High School	11
Classroom Assistant	Pottstown Middle School	20
One on One Paraprofessional	Pottstown Middle School	3
Psychologist	Pottstown High School	1.4
Psychologist	Pottstown Middle School	1.6
Supervisor of Special Education	All Elementary Buildings	0.7
Supervisor of Special Education	Pottstown Middle School	0.3
Supervisor Of Special Education	Pottstown High School	0.7
Supervisor Of Special Education	Pottstown Middle School	0.3
Occupational Therapy	Barth Elementary	1
Occupational Therapy	Franklin Elementary	1
Occupational Therapy	Lincoln Elementary	0.7
Occupational Therapy	Rupert Elementary	0.3
Occupational Therapy	Pottstown High School	0.3
Occupational Therapy	Pottstown Middle School	0.7
Speech/Language Clinician	Lincoln Elementary	0.7
Speech/Language Clinician	Pottstown High School	0.3
Occupational Therapy Assistant (CODA)	Rupert	0.7
Occupational Therapy Assistant (CODA)	Lincoln	0.3
One on One Paraprofessional	Rupert	3
Out Of District Coordinator	District Wide	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Education Alternative	Outside Contractor	8 Hours
Austill's	Outside Contractor	90 Minutes
Invo Healthcare Associates	Outside Contractor	3 Days
Personal Home Health Care nursing	Outside Contractor	5 Days
Delta T Group, Inc.	Outside Contractor	2 Days
Lincoln Center	Outside Contractor	5 Days



# Needs Assessment

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## 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:

Pottstown School District decided to have all six schools complete the school level accomplishments and system challenges to better understand the strengths and needs of our district as a whole. A District pattern that emerges when reviewing the state testing data is that many of our students are underperforming on the reading assessments, but our PVAAS growth scores often indicate at least one year's worth of student growth, and in many cases, the PVAAS indicators show even greater than expected growth.

As a whole, the District's special education population of students is not performing at proficient levels on state assessments and does not exhibit the same growth as students without IEPs.

The PVAAS achievement projections do not often project for more than 70% of our students to be proficient on the state assessments.

## District Accomplishments

### Accomplishment #1:

The District utilizes research-based programs in both reading and math in grades K-6.

### Accomplishment #2:

The District utilizes a comprehensive intervention plan in the RTII model for reading for our students K-6.

### Accomplishment #3:

Pottstown High School provides for multiple opportunities outside of the traditional academic classroom such as dual-enrollment, Career and Technical Education programs, and on-line coursework opportunities to challenge our students.

### Accomplishment #4:

PVAAS growth indicators often show that our students meet or exceed the expected rate of growth.

## District Concerns

### Concern #1:

The PVAAS projection data suggests that the achievement scores on the state assessments will fall under 70% proficient.

### Concern #2:

The School Performance Profile scores are lower than the previous year, in some cases.

### Concern #3:

The students with IEPs have a lower rate of achievement on the PSSAs and Keystones and growth as indicated by PVAAS.

### Concern #4:

The District and neighboring community should continue to work together to promote student resiliency and active participation in their own learning and their community.

## Prioritized Systemic Challenges

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

### Aligned Concerns:

The PVAAS projection data suggests that the achievement scores on the state assessments will fall under 70% proficient.

The School Performance Profile scores are lower than the previous year, in some cases.

The students with IEPs have a lower rate of achievement on the PSSAs and Keystones and growth as indicated by PVAAS.

**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:

The PVAAS projection data suggests that the achievement scores on the state assessments will fall under 70% proficient.

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The School Performance Profile scores are lower than the previous year, in some cases.

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The students with IEPs have a lower rate of achievement on the PSSAs and Keystones and growth as indicated by PVAAS.

**Systemic Challenge #3** (*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:**

The PVAAS projection data suggests that the achievement scores on the state assessments will fall under 70% proficient.

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The School Performance Profile scores are lower than the previous year, in some cases.

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The students with IEPs have a lower rate of achievement on the PSSAs and Keystones and growth as indicated by PVAAS.

**Systemic Challenge #4** (*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:**

The students with IEPs have a lower rate of achievement on the PSSAs and Keystones and growth as indicated by PVAAS.

**Systemic Challenge #5** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

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

**Systemic Challenge #7** (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

**Systemic Challenge #8** (*Guiding Question #6*) Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.



# District Level Plan

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## 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: Building-level walk-through observations with attention to instructional practices, survey of peer observations

Specific Targets: Observed changes in practice to meet the needs of diverse learners, positive feedback from peer observations and improved building climate

### Strategies:

#### *Instructional Coaching: The Principles of Partnership*

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

**SAS Alignment:** Instruction

#### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

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

**SAS Alignment:** Instruction, Materials & Resources

## *Effective Teaching Principles*

### **Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

**SAS Alignment:** Instruction

## *Differentiated Instruction*

### **Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#) ) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

## *Professional Development*

### **Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

At Pottstown School District, we plan to partner with our local intermediate unit to offer professional development on the best practices in math instruction over the course of the next three years.

**SAS Alignment:** None selected

### *Teaching Literacy in the Content Areas*

#### **Description:**

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Sources: [Teaching Literacy in the Content Areas](#) , [Evidence-based decisionmaking: assessing reading across the curriculum interventions](#) , [Reading Comprehension: More Than Just Strategies](#))

**SAS Alignment:** Instruction

### *Active Learning*

#### **Description:**

Active learning is a commonly used teaching strategy that has been known to show positive impacts in student learning. Michael Prince explains, “Active learning is generally defined as any instructional method that engages students in the learning process. In short, active learning requires students to do meaningful learning activities and think about what they are doing” (Prince, 2004). Active learning (AL) strategies facilitate students participation in higher-order thinking such as analyzing content followed by rephrasing, discussing, and presenting ideas to peers. To ensure students are reaching a higher level of thinking, experts suggest incorporating any degree of movement from standing to bodyweight exercises into the activity. “Dr. John Medina, author of *Brain Rules* says that the chair is the least effective environment for learning [and] when a human is still for long periods of time, the brain signals the body to go to sleep by increasing melatonin production. Therefore, it is imperative that students move about every 20 minutes.” (Blaydes, 2011). While movement increases brain function,

attention span, and memory retention it has also been found that when used in the classroom students prefer to move and as a result enjoy learning. Furthermore, studies have indicated students in an active learning classroom have been found to improve academic performance by 6% and students in a traditional lecture classroom were 1.5 times more likely to fail (Haak et al.,). Aside from academic performance, there is evidence that AL classrooms promote community and inclusion, therefore, increasing social skills and decreasing the number of behavior referrals.

**SAS Alignment:** None selected

### ***Implementation Steps:***

#### ***Professional Collaboration for Effective Planning & Instruction***

##### **Description:**

- 1) Faculty meetings where we highlight/share effective teaching strategies & utilization of assessment data.
- 2) Collaboration among grade levels, teachers, to discuss expectations for students in the upcoming grade.
- 3) Grade level/ department meetings where instructional techniques are shared.
- 4) District wide grade level meetings where we highlight/share effective strategies and data utilization.
- 5) Collaboration with building level therapists to access SP/OT resources for classroom teachers.-Monthly at Faculty Meeting

**Start Date:** 9/2/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education

##### **Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Effective Teaching Principles
- Differentiated Instruction
- Professional Development

- Teaching Literacy in the Content Areas
- Active Learning

### *Best Practices in Math Instruction Professional Development Sessions*

#### **Description:**

Math teachers PK-12 will participate in a professional development series focused on the 8 most effective practices in mathematics instruction over a period of 2 years. Evidence of completion includes session sign-in sheets, observational data from building principals, and increases in achievement and growth scores.

**Start Date:** 8/22/2018      **End Date:** 6/30/2020

**Program Area(s):** Professional Education, Special Education, Gifted Education

#### **Supported Strategies:**

- Instructional Coaching: The Principles of Partnership
- Effective Teaching Principles
- Differentiated Instruction
- Professional Development

### *Wellness Teams: Active Learning & "Brain Energizers", Mental & Physical Well-Being*

#### **Description:**

Based on the research of Dr. John Ratey in his work *Spark*, the District will utilize active learning strategies that seek to engage the brain through physical activity and exercise. Teachers will re-engage students in learning throughout class periods by incorporating movement that raises heart rate and re-energizes the function of the brain. Wellness teams will focus on leading and supporting these efforts at the building level.

**Start Date:** 9/3/2018      **End Date:** 6/30/2021

**Program Area(s):** Teacher Induction

#### **Supported Strategies:**

- Professional Development
- Active Learning

**Goal #2:** 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: Student growth models (PVAAS), universal screening (DIBELS Next & Language!), school climate surveys

Specific Targets: Students achieving at least a year's worth of growth on the PVAAS model, increased performance on state assessments, positive school climate

***Strategies:***

***Effective Teaching Principles***

**Description:**

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

**SAS Alignment:** Instruction

***Differentiated Instruction***

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes

this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#) ) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

### *Professional Development*

**Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

At Pottstown School District, we plan to partner with our local intermediate unit to offer professional development on the best practices in math instruction over the course of the next three years.

**SAS Alignment:** None selected

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Phonological Awareness Training*

**Description:** Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can

involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_PAT\\_Letter\\_Knowledge\\_122806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf) )

**SAS Alignment:** Instruction

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

#### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

**SAS Alignment:** Instruction

### *Implementation Steps:*

#### *Utilization of Diagnostic Assessments & Data Review*

#### **Description:**

- Students will take CDT/ other diagnostic assessments at multiple times during the year.
- Teachers will meet in grade level/ department teams during in-service day to develop plans to meet individual student needs.
- Results will be used to guide classroom instruction and measure effectiveness.



**Start Date:** 9/3/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development

*K- 6 DIBELS Next Benchmark Reading Assessment & Data Review*

**Description:**

- Dibels Next Assessment is given beginning, middle, and end of the year.
- Grade level teams will meet for formal data review during in-service days to analyze data, determine effectiveness and plan instruction
- Grade level teams will meet monthly to review effectiveness of instruction
- Students will be progress monitored as necessary to determine effectiveness of interventions

**Start Date:** 9/3/2018    **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Phonological Awareness Training
- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development

## *Language! Live Reading Program & Assessments Grades 7-12 & Data Review*

### **Description:**

The Language! Reading Program targets students who are reading below grade level. This program pairs diagnostic assessments and progress monitoring with a scripted reading program differentiated based on reading level. Students who are in need of further instruction in reading will participate in the Language! program and assessments.

**Start Date:** 8/31/2012    **End Date:** 6/30/2018

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

### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Professional Development

## *Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development*

### **Description:**

*LETRS*® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. *LETRS* provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.

- Is based in real-world experience and the science of reading
- Prepares educators to diagnose why some students fail to learn to read, spell, or write
- Provides strategies and activities that can be implemented immediately
- Increases effectiveness of any core or supplemental program

**Start Date:** 9/30/2014    **End Date:** 9/3/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Phonological Awareness Training
- Effective Teaching Principles
- Differentiated Instruction
- Professional Development

*High School Truancy Elimination Plans*

**Description:**

The HS team will create and implement a new truancy plan in conjunction with the local magistrate.

**Start Date:** 9/3/2018    **End Date:** 6/30/2021

**Program Area(s):** Student Services

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Multi-Tiered Systems of Support (MTSS-RtII)

**Goal #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.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Common curricular, benchmark, and diagnostic assessments

Specific Targets: Increase in DIBELS Next end of year DCS in Grades K-6.  
Increase in PSSA and Keystone scores.

***Strategies:***

***Differentiated Instruction***

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#), [What Is Differentiated Instruction \(Robb\)?](#), [Learning Styles: Concepts and Evidence](#), [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#), [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

***Professional Development***

**Description:**

In many ways professional development is the link between the design and implementation of education reforms and the ultimate success of reform efforts in schools. "In education, the term professional development may be used in reference to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness" - The Glossary of Education Reform (Sources: [High-Quality Professional Development for Teachers](#) , [Reviewing the evidence on how teacher professional development affects student achievement](#))

At Pottstown School District, we plan to partner with our local intermediate unit to offer professional development on the best practices in math instruction over the course of the next three years.

**SAS Alignment:** None selected

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

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

#### **Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

**SAS Alignment:** Instruction

### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

## *20 Simple Assessment Strategies You Can Use Every Day*

### **Description:**

20 simple assessment strategies and tips to help you become more frequent in your teaching, planning, and curriculum design. (Sources: [20 Simple Assessment Strategies You Can Use Every Day](#))

**SAS Alignment:** Assessment

## *25 Quick Formative Assessments for a Differentiated Classroom*

### **Description:**

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: [25 Quick Formative Assessments](#))

**SAS Alignment:** Assessment

## ***Implementation Steps:***

### *Formative Assessment in Instruction*

**Description:**

- Teachers will develop a list of formative assessments to choose from during a grade level/department professional development.
- Teachers will incorporate a formative assessment strategy into their lesson.
- Teachers will use formative assessment data to drive instruction and check for understanding.

**Start Date:** 9/3/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- 20 Simple Assessment Strategies You Can Use Every Day
- 25 Quick Formative Assessments for a Differentiated Classroom
- Differentiated Instruction
- Professional Development

### *Professional Collaboration for Effective Planning & Instruction*

**Description:**

- 1) Faculty meetings where we highlight/share effective teaching strategies & utilization of assessment data.
- 2) Collaboration among grade levels, teachers, to discuss expectations for students in the upcoming grade.
- 3) Grade level/ department meetings where instructional techniques are shared.
- 4) District wide grade level meetings where we highlight/share effective strategies and data utilization.
- 5) Collaboration with building level therapists to access SP/OT resources for classroom teachers.-Monthly at Faculty Meeting

**Start Date:** 9/2/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Professional Development

### *Utilization of Diagnostic Assessments & Data Review*

#### **Description:**

- Students will take CDT/ other diagnostic assessments at multiple times during the year.
- Teachers will meet in grade level/ department teams during in-service day to develop plans to meet individual student needs.
- Results will be used to guide classroom instruction and measure effectiveness.

**Start Date:** 9/3/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Educational Technology

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Multi-Tiered Systems of Support (MTSS-RtII)

### *K- 6 DIBELS Next Benchmark Reading Assessment & Data Review*

#### **Description:**

- Dibels Next Assessment is given beginning, middle, and end of the year.
- Grade level teams will meet for formal data review during in-service days to analyze data, determine effectiveness and plan instruction
- Grade level teams will meet monthly to review effectiveness of instruction



- Students will be progress monitored as necessary to determine effectiveness of interventions

**Start Date:** 9/3/2018      **End Date:** 6/30/2021

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Multi-Tiered Systems of Support (MTSS-RtII)
- Professional Development

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p> <p>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</p>	<p><b>Strategy #1: Instructional Coaching: The Principles of Partnership</b></p> <p><b>Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase</b></p> <p><b>Strategy #3: Effective Teaching Principles</b></p> <p><b>Strategy #4: Differentiated Instruction</b></p> <p><b>Strategy #5: Professional Development</b></p> <p><b>Strategy #6: Teaching Literacy in the Content Areas</b></p> <p><b>Strategy #7: Active Learning</b></p>
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Start	End	Title	Description
9/2/2018	6/30/2021	Professional Collaboration for Effective Planning & Instruction	<p>1) Faculty meetings where we highlight/share effective teaching strategies &amp; utilization of assessment data.</p> <p>2) Collaboration among grade levels, teachers, to discuss expectations for students in the upcoming grade.</p> <p>3) Grade level/ department meetings where instructional techniques are shared.</p> <p>4) District wide grade level meetings where we highlight/share effective strategies and data utilization.</p> <p>5) Collaboration with building level therapists to access SP/OT resources for</p>

classroom teachers.-Monthly at Faculty Meeting

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction, and Professional Development	1.0	18	31	District and building Administrator, and Faculty	School Entity	No
Knowledge	1) Effective teaching strategies					
	2) Awareness of grade level/ department academic prerequisites					
	3) Reading Intervention strategies					
	4) Speech and Occupational therapy based instructional techniques					
Supportive Research	Research-based Reading Wonders used as core reading program K-6.					
	Research-based Go Math used as core math program K-6.					
	Research-based enVision 2.0 used as core math program Gr 7-12.					
	Response to Intervention and Instruction ( RTII)/ MTSS					
Designed to Accomplish						
For classroom teachers, school counselors and education specialists:	Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.					
	Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.					

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
Training Format		Series of Workshops Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals 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) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Analysis of student work,  
with administrator and/or peers  
Creating lessons to meet  
varied student learning styles  
Peer-to-peer lesson  
discussion

Classroom student assessment data  
Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Instructional Coaching: The Principles of Partnership</b> <b>Strategy #2: Effective Teaching Principles</b> <b>Strategy #3: Differentiated Instruction</b> <b>Strategy #4: Professional Development</b>
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Start	End	Title			Description			
8/22/2018	6/30/2020	Best Practices in Math Instruction Professional Development Sessions			Math teachers PK-12 will participate in a professional development series focused on the 8 most effective practices in mathematics instruction over a period of 2 years. Evidence of completion includes session sign-in sheets, observational data from building principals, and increases in achievement and growth scores.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Director of Curriculum, Instruction, and Professional Development	6.5	6	120	Montgomery County Intermediate Unit	IU	Yes

### Knowledge

Establish mathematics goals to focus learning. Effective teaching of mathematics establishes clear goals for the mathematics that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions. Implement tasks that promote reasoning and problem solving. Effective teaching of mathematics engages students in solving and discussing tasks that promote mathematical reasoning and

problem solving and allow multiple entry points and varied solution strategies. Use and connect mathematical representations. Effective teaching of mathematics engages students in making connections among mathematical representations to deepen understanding of mathematics concepts and procedures and as tools for problem solving. Facilitate meaningful mathematical discourse. Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments. Pose purposeful questions. Effective teaching of mathematics uses purposeful questions to assess and advance students' reasoning and sense making about important mathematical ideas and relationships. Build procedural fluency from conceptual understanding. Effective teaching of mathematics builds fluency with procedures on a foundation of conceptual understanding so that students, over time, become skillful in using procedures flexibly as they solve contextual and mathematical problems. Support productive struggle in learning mathematics. Effective teaching of mathematics consistently provides students, individually and collectively, with opportunities and supports to engage in productive struggle as they grapple with mathematical ideas and relationships. Elicit and use evidence of student thinking. Effective teaching of mathematics uses evidence of student thinking to assess progress toward mathematical understanding and to adjust instruction continually in ways that support and extend learning.

### **Supportive Research**

National Council of Teachers of Mathematics. (2014). Principles to actions: Ensuring mathematical success for all. Reston, VA: Author. Writing Team: Steve Leinwand, Daniel J. Brahier, DeAnn Huinker, Robert Q. Berry III, Frederick L. Dillon, Matthew R. Larson, Miriam A. Leiva, W. Gary Martin, and Margaret S. Smith.

### **Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<b>Evaluation Methods</b>	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 Classroom student assessment data Participant survey





Instruction of how to interpret the data.

Instruction on how to implement effective instruction to meet student needs.

**Supportive  
Research**

Data based decision making.

**Designed to Accomplish**

For classroom teachers, school  
counselors and education  
specialists:

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

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

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

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

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

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

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

Instructs the leader in managing resources for effective results.

**Training Format**

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

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

<b>LEA Goals Addressed:</b>	Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness. Establish a district system that fully ensures	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Phonological Awareness Training</b> <b>Strategy #3: Multi-Tiered Systems of</b>
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staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Support (MTSS-RtII)  
Strategy #4: Professional Development**

Start	End	Title	Description
9/3/2018	6/30/2021	K- 6 DIBELS Next Benchmark Reading Assessment & Data Review	<ul style="list-style-type: none"> <li>Dibels Next Assessment is given beginning, middle, and end of the year.</li> <li>Grade level teams will meet for formal data review during in-service days to analyze data, determine effectiveness and plan instruction</li> <li>Grade level teams will meet monthly to review effectiveness of instruction</li> <li>Students will be progress monitored as necessary to determine effectiveness of interventions</li> </ul>

Person Responsible	SH	S	EP	Provider	Type	App.
Classroom Teachers, Intervention Team, Principal	6.5	3	100	Pottstown School District	School Entity	No

**Knowledge** Analyze Dibels Next data to determine student progress to drive instruction

**Supportive Research** Data based decision making

**Designed to Accomplish**

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

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

For classroom teachers, school counselors and education specialists:

For school and district administrators, and other educators seeking leadership roles:	Provides leaders with the ability to access and use appropriate data to inform decision-making. Instructs the leader in managing resources for effective results.		
<b>Training Format</b>	Series of Workshops School Whole Group Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists		<b>Grade Levels</b> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles		<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data

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.

**Data-Informed Instruction, Data Teams & Data Warehousing**  
**Strategy #2: Differentiated Instruction**  
**Strategy #3: Professional Development**

Start	End	Title			Description			
8/31/2012	6/30/2018	Language! Live Reading Program & Assessments Grades 7-12 & Data Review			The Language! Reading Program targets students who are reading below grade level. This program pairs diagnostic assessments and progress monitoring with a scripted reading program differentiated based on reading level. Students who are in need of further instruction in reading will participate in the Language! program and assessments.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Classroom teachers and reading specialists	1.0	3	20	Pottstown School District	School Entity	No
<b>Knowledge</b>		Teachers will be trained to effectively administer the Language! program and associated assessments.						
<b>Supportive Research</b>		Data-based decision making						
<b>Designed to Accomplish</b>								
		For classroom teachers, school counselors and education specialists:			Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.			
					Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.			
		For school and district administrators, and other educators seeking leadership			Provides leaders with the ability to access and use appropriate data to inform decision-making.			

roles:

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Paraprofessional New Staff	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	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

<b>LEA Goals Addressed:</b>	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.	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Phonological Awareness Training</b> <b>Strategy #3: Effective Teaching Principles</b> <b>Strategy #4: Differentiated Instruction</b> <b>Strategy #5: Professional Development</b>
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Start	End	Title	Description						
9/30/2014	9/3/2018	Language Essentials for Teachers of Reading and Spelling (LETRS) Professional Development	<p><i>LETRS</i>® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. <i>LETRS</i> provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.</p> <p>Is based in real-world experience and the science of reading</p> <p>Prepares educators to diagnose why some students fail to learn to read, spell, or write</p> <p>Provides strategies and activities that can be implemented immediately</p> <p>Increases effectiveness of any core or supplemental program</p>						
		Person Responsible	SH	S	EP	Provider	Type		App.
		Supervisor of C&I	7.5	3	20	Pottstown School District	School Entity		No

*LETRS*® (Language Essentials for Teachers of Reading and Spelling) professional development responds to the need for high-quality literacy educators. Developed by literacy expert Louisa C. Moats, Ed.D. *LETRS* provides the deep foundational knowledge necessary to understand how students learn to read, write, and spell—and why some of them struggle.

## Knowledge

Is based in real-world experience and the science of reading

Prepares educators to diagnose why some students fail to learn to read, spell, or write

Provides strategies and activities that can be implemented immediately

Increases effectiveness of any core or supplemental program

**Supportive Research**

Current reading research

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and	<b>Evaluation Methods</b>	Classroom observation focusing on



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

Analysis of student work, with administrator and/or peers

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

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b>	<b>Strategy #1: Common Assessment within Grade/Subject</b> <b>Strategy #2: 20 Simple Assessment Strategies You Can Use Every Day</b> <b>Strategy #3: 25 Quick Formative Assessments for a Differentiated Classroom</b> <b>Strategy #4: Differentiated Instruction</b> <b>Strategy #5: Professional Development</b>
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Start	End	Title	Description
9/3/2018	6/30/2021	Formative Assessment in Instruction	<ul style="list-style-type: none"> <li>Teachers will develop a list of formative assessments to choose from during a grade level/department professional development.</li> <li>Teachers will incorporate a formative assessment strategy into their lesson.</li> <li>Teachers will use formative assessment data to drive instruction and check for understanding.</li> </ul>
Person Responsible		SH S EP	Provider Type App.

Principal	0.5	6	35	Building Principal	School Entity	No
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<b>Knowledge</b>	Instruction on how to implement formative assessments to meet student needs.					
<b>Supportive Research</b>	Using a variety of assessments to drive instruction.					
<b>Designed to Accomplish</b>	<p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>					
For classroom teachers, school counselors and education specialists:						
For school and district administrators, and other educators seeking leadership roles:	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>					
<b>Training Format</b>	<p>Series of Workshops</p> <p>Department Focused Presentation</p> <p>Professional Learning Communities</p>					
<b>Participant Roles</b>	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>School counselors</p> <p>Paraprofessional</p> <p>New Staff</p>		<b>Grade Levels</b>	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>		

	Other educational specialists	
	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
<b>Follow-up Activities</b>	<p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Common Assessment within Grade/Subject</b>
	<b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b>	<b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #3: Differentiated Instruction</b> <b>Strategy #4: Professional Development</b>

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
9/2/2018	6/30/2021	Professional Collaboration for Effective Planning & Instruction	<p>1) Faculty meetings where we highlight/share effective teaching strategies &amp; utilization of assessment data.</p> <p>2) Collaboration among grade levels, teachers, to discuss expectations for students</p>

in the upcoming grade.

3) Grade level/ department meetings where instructional techniques are shared.

4) District wide grade level meetings where we highlight/share effective strategies and data utilization.

5) Collaboration with building level therapists to access SP/OT resources for classroom teachers.-Monthly at Faculty Meeting

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction, and Professional Development	1.0	18	31	District and building Administrator, and Faculty	School Entity	No
<b>Knowledge</b>	1) Effective teaching strategies					
	2) Awareness of grade level/ department academic prerequisites					
	3) Reading Intervention strategies					
	4) Speech and Occupational therapy based instructional techniques					
<b>Supportive Research</b>	Research-based Reading Wonders used as core reading program K-6.					
	Research-based Go Math used as core math program K-6.					
	Research-based enVision 2.0 used as core math program Gr 7-12.					
	Response to Intervention and Instruction ( RTII)/ MTSS					

**Designed to Accomplish**

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

<b>Training Format</b>	Series of Workshops Professional Learning Communities
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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	New Staff		
	Other educational specialists		
	Related Service Personnel		

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	<b>Evaluation Methods</b>
		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

<b>LEA Goals Addressed:</b>	<p><b>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.</b></p> <p><b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #3: Multi-Tiered Systems of Support (MTSS-RtII)</b></p>
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Start	End	Title	Description
9/3/2018	6/30/2021	Utilization of Diagnostic Assessments & Data Review	<ul style="list-style-type: none"> <li>Students will take CDT/ other diagnostic assessments at multiple times</li> </ul>

during the year.

- Teachers will meet in grade level/ department teams during in-service day to develop plans to meet individual student needs.
- Results will be used to guide classroom instruction and measure effectiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Principal	6.0	3	200	Building Principal, Director of Curriculum and Instruction	School Entity	No

Instruction of how to effectively adminster CDT and other diagnostic assessment.

### Knowledge

Instruction of how to interpret the data.

Instruction on how to implement effective instruction to meet student needs.

### Supportive Research

Data based decision making.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.		
	Provides leaders with the ability to access and use appropriate data to inform decision-making.		
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.		
	Instructs the leader in managing resources for effective results.		
<b>Training Format</b>		Series of Workshops School Whole Group Presentation Department Focused Presentation Professional Learning Communities	
<b>Participant Roles</b>		Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	<b>Grade Levels</b>  Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work,	<b>Evaluation Methods</b>  Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment



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

data other than the PSSA  
 Classroom student assessment data

<b>LEA Goals Addressed:</b>	<p><b>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.</b></p> <p><b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b></p>	<p><b>Strategy #1: Common Assessment within Grade/Subject</b></p> <p><b>Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b></p> <p><b>Strategy #3: Differentiated Instruction</b></p> <p><b>Strategy #4: Multi-Tiered Systems of Support (MTSS-RtII)</b></p> <p><b>Strategy #5: Professional Development</b></p>
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Start	End	Title	Description
9/3/2018	6/30/2021	K- 6 DIBELS Next Benchmark Reading Assessment & Data Review	<ul style="list-style-type: none"> <li>• Dibels Next Assessment is given beginning, middle, and end of the year.</li> <li>• Grade level teams will meet for formal data review during in-service days to analyze data, determine effectiveness and plan instruction</li> <li>• Grade level teams will meet monthly to review effectiveness of instruction</li> <li>• Students will be progress monitored as necessary to determine effectiveness of interventions</li> </ul>

Person Responsible	SH	S	EP	Provider	Type	App. No
Classroom Teachers, Intervention Team, Principal	6.5	3	100	Pottstown School District	School Entity	

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**Knowledge** Analyze Dibels Next data to determine student progress to drive instruction

**Supportive Research** Data based decision making

**Designed to Accomplish**

Enhances the educator's content knowledge in the area of the educator's certification or assignment.  
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For classroom teachers, school counselors and education specialists:

Provides leaders with the ability to access and use appropriate data to inform decision-making.  
Instructs the leader in managing resources for effective results.

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

**Training Format** Series of Workshops  
School Whole Group Presentation  
Professional Learning Communities

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
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	Other educational specialists	Middle (grades 6-8)
<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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 Amy Francis on 4/24/2018**

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*Board President*

**Affirmed by Stephen Rodriguez on 4/25/2018**

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*Superintendent/Chief Executive Officer*