

Baldwin-Whitehall SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

4900 Curry Rd
Pittsburgh, PA 15236
(412)885-7810
Superintendent: Randal Lutz
Director of Special Education: Denise L. Sedlacek, Assistant Superintendent

Planning Process

The Baldwin-Whitehall School District has undergone significant administrative changes in the past three years, which have created both opportunity and obstacles. The following changes have occurred and should be noted: the Superintendent and Assistant Superintendent took office on July 1, 2012, the Business Manager and Human Resource Director were hired in December 2012, the Director of Curriculum, Director of Programs, two elementary Principals and two elementary Assistant Principals were hired in the spring of 2012. The high school Principal was hired in August, 2013 along with two high school and one middle school Assistant Principals, hired during the 2013-14 school year. In addition the Director of Information and Instructional Technology, Director of Food Services, Transportation Director and their assistants assumed their posts during the 2013-2014 school year.

The Baldwin-Whitehall School District believes in a stakeholder-driven, comprehensive planning process that is in alignment with policies for: parent, community, municipal government and other educational entity relationships and engagement. The purpose and value of comprehensive planning is to involve a school's community in a process leading to new understandings and insights about what a school district might confront in the future and how it should react to these possibilities. The make-up of the Comprehensive Planning Team (CPT) is comprised of students, teachers, parents, community and business members, a board member, and administrators, all of whom volunteered to serve on this committee.

The process was led by a core team, under the direction of the Assistant Superintendent, and is comprised of five central office administrators who serve as the co-chairs for the entire planning process. The purpose of the CPT was to develop the plan, vet each component, and approve the final plan prior to submission to the Superintendent and Board of School Directors for approval.

During the 2012-2013 school year, the administrative team began an intensive analysis of academic achievement data, demographic data, and perception data for the past three years. The 2013-14 school year saw the establishment of BWSD Strategic Pillars served to guide the district in: Student Growth and High Academic Achievement, Human Resource Management, Operations and Financial Management, Communication and Community Relations and Organizational Leadership. Each year,

the baseline information is built upon to include the most recent and up to date data to guide the administrative team and staff in these five areas. The core team reviewed the previous e-strategic plan, assisted building principals in developing building level plans each year and aided their work with school staff to ensure a comprehensive data review, a program review for strengths and areas for improvement, and the development of building level action plans. The first task for the core team was to establish a Special Education Plan subcommittee in 2013 to begin work on this component of the plan for a May 2014 submission to PDE. Between June 2014 and January 2015, the draft plan was created with opportunities for review and input from the CPT and the school community coming in January and February of 2015. The plan was revised and finalized in February 2015 and then submitted to the Baldwin-Whitehall Board of School Directors and to PDE.

Mission Statement

The mission of the Baldwin-Whitehall School District is to provide, in partnership with parents and community, a challenging educational program in a safe and caring environment that requires each student to achieve maximum potential while developing an attitude of life-long learning.

Vision Statement

The vision of the Baldwin-Whitehall School District is to provide all students with a high quality, standards-based academic program aligned to the diverse needs of all learners. The stakeholders within the Baldwin-Whitehall educational community envision a school district in which:

- All students acquire skills to become lifelong learners in a diverse, ever changing world.
- Every child is viewed as our greatest resource and thus our most valuable investment.
- All members of the educational community are dedicated to continuous improvement.
- All members of the school community are technologically proficient.

For the 2013-2014 school year and beyond, the Superintendent and the Board of School Directors established the **Strategic Pillars** for the Baldwin-Whitehall School District.

Vision Statement: The Baldwin-Whitehall School District, in partnership with the parents and community, strives to provide all students with a rigorous, high quality, standards based academic program aligned to the diverse needs of all learners delivered in a safe and caring environment.

Strategic Vision Pillars for Goal Setting and Action Planning

1. Student Growth and High Academic Achievement - Develop a comprehensive plan to establish a clear vision of student growth and achievement as the top priority of the school board, staff and community. District performance objectives are articulated and achieved under the direction of the superintendent relative to Keystones, PSSA, PVAAS, and other locally determined measures.
2. Human Resource Management - Incorporate best practices for human resource management and oversight to recruit, develop, support and retain outstanding personnel across the school district.

3. Operations and Financial Management - Ensure completion of activities associated with the annual budget with an emphasis on distribution of resources in support of the district's core mission of student growth and high academic achievement; and directing the overall operational activities of the school district.

4. Communication and Community Relations - Communicate with and effectively engage the staff, the board, and members of the community, clearly articulating district goals and priorities, addressing local and broader issues affecting the district, and building support for district initiatives, programs and goals.

5. Organizational Leadership - Create a plan for administrative reorganization adhering to the Collins principle of First Who. . . Then What in Good to Great, "If we get the right people on the bus, the right people in the right seats, and the wrong people off the bus, then we'll figure out how to take it some place great."

Shared Values

We believe that . . .

- All students learn.
- The education of our youth is the most valuable investment for our future.
- Students and staff must respect the dignity and self-worth of others.
- Every person is unique and has intrinsic worth.
- Students must develop the skills necessary to function in a global society.
- Change creates the need for life-long learning.
- High expectations must be maintained in all areas of the school program.
- All students must be challenged to achieve to their maximum potential
- Instruction must be designed to accommodate individual learning styles and diverse student needs.
- Academic excellence must be promoted in all phases of the instructional program.
- Students must use and apply technology.
- Education is the shared responsibility of the student, the staff, the parents and the community.
- Learning must occur in a caring, supportive, and safe environment.
- Parents and the community must be active participants in the education of students.
- The schools are a community resource.

To learn more about our school district, please

visit: <http://player.vimeo.com/video/38790620?title=0&> to watch a brief video about our district.

Educational Community

The history of Baldwin-Whitehall has been filled with diversity, hard-working citizens, and community pride for over 300 years. It began before the 18th century with the Lenape and Delaware Indians, who inhabited the Baldwin area until Scotch-Irish and German immigrants began to settle into the 19th century. They were attracted to the area's fruitful land grants, plentiful coal mines, and valuable farm land. They felt at home, as the Baldwin area's hills and forests resembled their countries back home.

In 1844, due to this flood of immigrants, Henry Baldwin, a Pittsburgh lawyer who served as an Associate Justice of the US Supreme Court, founded Baldwin Township to create a sense of community pride in their hard work and common aspirations. Fostering an educational system that reflected their goals became a necessity. As such, in the early 1900s, the township erected seven strategically placed schools. These structures had several rooms for grades one through six and could accommodate 100 children. Although the township lost much land and population over the next several decades, there remained a strong commitment to community and education of the children. Old, dilapidated buildings were replaced with modern elementary schools, reflecting the latest technology and educational theories of how children should be preparing for the future.

At this time, high school students were sent to neighboring high schools as “tuition students.” In order to serve the increasing high school population, Baldwin Township decided that their own high school was becoming a necessity. They greatly valued education and wanted to create the best environment for their students in inventive, creative ways, including a simulated farm for agriculture class. Thus, Baldwin Township High School opened in the fall of 1939 with 655 students in ninth and tenth grade with the first class graduating in 1941. The Fighting Highlander, chosen to pay tribute to the Scottish settlers of the Baldwin area, became the mascot for activities and athletics as early as the 1940s and has continued to the present day.

When Whitehall Borough was created in 1947 and Baldwin Borough in 1951, the educational services to the community remained intact. In 1966, a decision was made to rename the district to the Baldwin-Whitehall School District. Academically, the goal of the Baldwin-Whitehall School District remains the same; however, the facilities themselves have evolved, reflecting the ever-present changes in our community and world. Throughout our history as a district, we have become well-known for our partnership with Special Olympics as we host the South Western Regional Summer Games. Today, there are three elementary schools, a middle school, and a high school fostering the educational ideals that were originally valued and espoused by our forefathers over 150 years ago: “Let us all, educators and parents, never lose sight of our goals: [the tenets of morality, culture, and citizenship]. Our future lies in the quality of education that we provide our children in the present.”

Community Demographics

The three suburban communities of Baldwin Borough, Baldwin Township, and Whitehall Borough, located in the south hills of Pittsburgh, are approximately six miles from downtown. Collectively, the three community resources include volunteer fire departments, fully-staffed police departments for each local entity, and emergency medical rescue teams with ambulance services. Additionally, our communities boast two thriving local libraries that provide considerable access to a variety of both print and digital resources. Recreational opportunities abound within the Baldwin-Whitehall School District area as well. Residents and students alike can take advantage of local community swimming pools, tennis courts, ball fields, playgrounds, bike trails, recreational athletic leagues, and parks. South Hills Country Club adds to these amenities with their private golf course.

Caste Village, a large shopping center, including a small strip mall, outbuildings, and offices, is the hub of retail activity in this largely-residential community. Additional stand-alone storefronts line PA Route 51. Of these businesses along PA Route 51, 92% of them have five employees or fewer.

Our local chamber of commerce members are in service based industries such as banks, real estate agencies, accounting, contractors, health care services, insurance agencies, and restaurants. The closest business that we have to manufacturing would be Schneider's Dairy, a family-owned and operated dairy with headquarters and processing plant located in Whitehall. The largest employers within our region are Jefferson Hospital, Giant Eagle grocery store, Bombardier Transportation (rail division), Bettis Nuclear Plant, the County Airport, and the Bureau of Mines; however, none of these businesses reside within the confines of the district even though they are extremely proximal.

Our community also serves as the home of the Pittsburgh bald eagle family who has become quite famous through the Wild Earth live webcam.

Demographically, the approximate 34,000 residents of the district can be classified accordingly:

- Male: 16,400
- Female: 17,600
- White: 32,000
- Black: 1,100
- Asian: 440
- Hispanic: 160
- Other: 300

The median age is 44 years.

Socioeconomically, the following identifies the income of households within the district:

Total Household Income	Number of Households	Percentage
Less than \$10,000	935	6.4
\$10,000-\$49,999	6,232	42.9
\$50,000-\$99,999	4,978	34.2
Over \$100,000	2,397	16.5
Total Households	14,542	100%

Public Library Offerings for Our Students

The Baldwin and the Whitehall Borough Public Libraries work closely with the school library media specialists to create and offer a variety of programs to children of all ages from their early years through adulthood. Both libraries host story time for babies, toddlers, and preschoolers.

Additionally, book clubs for elementary and high school students complement reading programs that exist within the district schools. High school students can take advantage of Amine clubs, homework help programs, teen movie night, and serve on teen advisory boards. Science Chef and Reader's Theater events provide high school students a creative outlet, while college prep and job/career education enable them to fully prepare for post-graduation life.

In recent years, the public libraries and the high school guidance department have partnered to develop programs about the college admission process along with crucial information about athletic scholarships and NCAA requirements. In 2015, this group will also host a college, career, and technical fair bringing in speakers from colleges/universities and their financial aid departments, technical schools, hospital nursing programs, trade unions, employers from regional energy companies, and the military. This event is designed to help high school students (and their parents) understand all of the many post-graduation options. Given that both the public libraries, along with the high school library and guidance department, believe that their respective institutions are about learning and empowerment, they want to be a part of helping young people find the right pathway that best suits their personal needs and goals. That is why they have come together to plan and organize such events.

Organizational Resources

Assessed Value	\$1,830,366,890
Bond Indebtedness Value	\$ 65,195,000
2014-2015 Budget	\$62,689,641
Per Pupil Cost	\$13,621
Tax Rate	
School District	17.61 mills
Allegheny County	4.73 mills
Baldwin Borough	6.61 mills
Baldwin Township	7.8 mills
Whitehall Borough	7.8 mills

The average home cost in the district is \$135,763

On a national level, a house will spend 99 days on the market, as an average. In the district, a home spends 26 days on the market, as an average.

Student Demographics

The Baldwin-Whitehall School District serves 4,118 students in grades K-12. There are three elementary schools: McAnnulty Elementary School, a feeder school for Whitehall Elementary School, with an enrollment of 331 students in grades K-1. Whitehall Elementary School, with an enrollment of 703 students in grades 2 - 5 and Paynter Elementary School, with an enrollment of 751 students in grades K-5. Harrison Middle school serves 886 students in grades 6 -8 and Baldwin High School has an enrollment of 1437 students in grades 9 - 12. There are 17 Advanced Placement and 10

College in the High School courses offered at Baldwin High School. Baldwin-Whitehall School District offers over 38 different athletic teams and 37 clubs and extracurricular activities for our student body in middle and high school, in addition to a robust intramural program.

Ethnicity		Student Groups	
American Indian/Alaskan Native	.05	Economically Disadvantaged	34.47
Asian	7.43	English Language Learners	5.42
Black or African American	5.76	Special Education	8.57
Hispanic (any race)	1.17	Female	48.72
Multi-Racial	3.66	Male	51.28
White	81.69		
Native Hawaiian or Pacific Islander	.05		

There are 580 employees in the Baldwin-Whitehall School District.

The average years of educational experience of the BWSO teachers are 14.72 with 12.94 years teaching as a member of the BWSO.

Total Employees by Classification

Food Service	33
Secretarial	23
Noon-Time Aides	26
Paraprofessionals	34
Transportation	86
Facilities	50
Total Classified	252
Teachers	287
Administrators	41

Total Regular Employees 580

Community Offerings:

Jewish Family and Children Services and Catholic Charities resettle individuals and families that are brought to the United States by the U.S. Department of States. These agencies help refugee and immigrant families establish new lives in the community and assist with enrollment of children in our school system. The agencies also support the school district by providing professional development to help support the acculturation process.

South Hills Interfaith Ministries (SHIM) is a human services organization dedicated to providing resources for struggling families. Since 2007, SHIM has been the Lead Agency of the Prospect Park Family Center by Allegheny County Department of Human Services. Many of our district's pre-

school families use the Family Center. Family Development Specialists work with the families by offering activities and information that promote child development. In 2012, SHIM launched a Teen Mentoring Program at the Prospect Park location. This program is designed to foster the academic and emotional development of middle and high school refugee students, empowering them to graduate from high school and achieve post-secondary success in college or the workplace. Kaleidoscope Klub is an after-school program for the students at Paynter Elementary School and Kamp Kaleidoscope is a six week summer day camp in Prospect Park. The Baldwin-Whitehall School District works closely with SHIM's Early Childhood Program to ensure that the pre-school children and families (predominately refugees) transition to kindergarten with supports and services that makes them school-ready.

Planning Committee

Name	Role
Margaret Bartolomucci	Middle School Teacher - Special Education : Professional Education Special Education
Christina Boone	Elementary School Teacher - Regular Education : Professional Education
Marianne Boyd	Elementary School Teacher - Special Education : Professional Education Special Education
Karen Brown	Board Member : Professional Education
Carl Carlson	Student : Professional Education
Sheila Carr	Ed Specialist - School Psychologist : Special Education
Darlene DeFilippo	Administrator : Professional Education Special Education
Daniel Emanuelson	Administrator : Professional Education Special Education
Karen Feitl	Elementary School Teacher - Special Education : Professional Education
Dennis Gilfoyle	Community Representative : Professional Education
Annette Giovanazzi	Ed Specialist - Home and School Visitor : Professional Education
Walt Graves	Administrator : Professional Education
James Guffey	Community Representative : Professional Education
Brigetta Hannah	Instructional Coach/Mentor Librarian : Professional Education

Kristen Homer	Elementary School Teacher - Special Education : Professional Education Special Education
Andrea Huffman	Administrator : Professional Education
Eric Jankoski	High School Teacher - Special Education : Special Education
Kim Koch	Middle School Teacher - Regular Education : Professional Education
Mary Ann Laudato	Business Representative : Professional Education
Judith Leadbitter	Ed Specialist - School Counselor : Professional Education
Randal Lutz	Administrator : Professional Education Special Education
Jennifer Marsteller	Administrator : Professional Education
Nick Pantelis	Student : Professional Education
Janeen Peretin	Instructional Technology Director/Specialist : Professional Education
Matthew Popowicz	Ed Specialist - School Psychologist : Special Education
Debbie Reynolds	High School Teacher - Regular Education : Professional Education
Scott Ross	Administrator : Special Education
David T. Schneider	Business Representative : Professional Education
Denise L. Sedlacek	Administrator : Professional Education Special Education
Marion Shannon	Parent : Special Education
Ann Sopczynski	Instructional Coach/Mentor Librarian : Professional Education
Gary Spozarski	Parent : Professional Education
Lori Spozarski	Parent : Professional Education
Cristy Stipetic	Parent : Professional Education
Jeffrey Stipetic	Parent : Professional Education
Wendy Summa	High School Teacher - Special Education : Professional Education Special Education
Melissa Walsh	Elementary School Teacher - Regular Education : Professional Education Special Education
Brian D. Welles	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Baldwin-Whitehall School District does not have alternate academic standards at the primary elementary grade level. The district adapts and accommodates the PA Core Standards in English/Language Arts, mathematics, and science. The district also provides accommodations as outlined in PDE's *Accommodations Guidelines* and *Accommodations Guidelines for ELLs* for students with IEPs, 504 plans, ESL plans, and test features available for all students.

Elementary Education-Intermediate Level

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

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

The Baldwin-Whitehall School District does not have alternate academic standards at the intermediate elementary grade level. The district adapts and accommodates the PA Core Standards in English/Language Arts, mathematics, and science. The district also provides accommodations as outlined in PDE's *Accommodations Guidelines* and *Accommodations Guidelines for ELLs* for students with IEPs, 504 plans, ESL plans, and test features available for all students.

Middle Level

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

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

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

The Baldwin-Whitehall School District does not have alternate academic standards at the middle level. The district adapts and accommodates the PA Core Standards in English/Language Arts, mathematics, and science. The district also provides accommodations as outlined in PDE's *Accommodations Guidelines* and *Accommodations Guidelines for ELLs* for students with IEPs, 504 plans, ESL plans, and test features available for all students.

High School Level

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

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

The Baldwin-Whitehall School District does not have alternate academic standards at the high school. The district adapts and accommodates the PA Core Standards in

English/Language Arts, mathematics, and science. The district also provides accommodations as outlined in PDE's *Accommodations Guidelines* and *Accommodations Guidelines for ELLs* for students with IEPs, 504 plans, ESL plans, and test features available for all students.

Adaptations

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

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

Explanation for any standards checked:

The Baldwin-Whitehall School District has spent the past year and a half moving from the Legacy Standards to the PA Core Standards for English Language Arts, Mathematics and Science in all grade levels. A major focus of this revision has been to increase the rigor of our curriculum ensuring that it addresses all of the Big Ideas and Eligible Content. The assessments are another focal area, whether it is enhancing end of unit common assessments, developing standards aligned summative and formative assessments, or creating Student Learning Objectives (SLOs) aligned to the standards. The district has utilized the SAS web site to support the development of curriculum and assessments that align with the PA Core Standards.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising, and evaluating. Currently, the district is using a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner.

The district is using the Understanding by Design Framework as articulated by Wiggins and McTighe. The district uses an electronic mapping system, EdInsight's OnHand Schools, to articulate the desired results, assessment evidence, and learning plans. The SAS web site has proven to be invaluable with the PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process and all curriculum work is authorized by the Board of School Directors. The elementary primary staff embarked on their journey from the Legacy Standards to the PA Core Standards for ELA, mathematics, and science curriculum writing during the 2013-14 school year. The major emphasis was with science in the first year and the integration of Asset Science Modules and science non-fiction resources. During the 2014 -2015 school year, the focus was on bridging the Legacy Standards and PA Core Standards in English Language Arts and Mathematics, in addition to the development of common end of unit assessments and student learning outcomes in grades K-2. Through the RtII process and data meetings, we have examined mastery of PA Core Standards. The focus of the RtII meetings is to analyze and evaluate individual student needs for intervention or enrichment in ELA and 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
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,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
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:

Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising, and evaluating. Currently, the district is using a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner. The district is using the Understanding by Design Framework as articulated by Wiggins and McTighe. The district uses an electronic mapping system, EdInsight's OnHand Schools, to articulate the desired results, assessment evidence, and learning plans. The SAS web site has proven to be invaluable with PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process and all curriculum work is authorized by the Board of School Directors. The elementary staff embarked on their journey from the Legacy Standards to the PA Core Standards for ELA, mathematics, and science curriculum writing during the 2013-14 school year. The 2014 - 2015 master schedule reflects departmentalization and allows for effective use of instructional time. These 90 minute blocks for ELA, math, and science are divided for consistent delivery of core instruction and intervention opportunities for all learners. Through the RtII process and data meetings, we have examined mastery of PA Core Standards. The focus of the RtII meetings is to evaluate individual student needs for intervention or enrichment in ELA and 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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising and evaluating. Currently the district is using a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner. The district is using the Understanding by Design Framework as articulated by Wiggins and

McTighe. The district uses an electronic mapping system, EdInsight's OnHand Schools, to articulate the desired results, assessment evidence, and learning plans. The SAS web site has proven to be invaluable with PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process and all curriculum work is authorized by the Board of School Directors. The secondary staff was tasked with moving from the Legacy Standards to the PA Core Standards in mathematics and science after a review of the data (PSSA, Keystone, etc.) and the existing curriculum during the 2013-14 school year. The curriculum was rewritten focusing on the Assessment Anchors and Eligible Content and then resources were reviewed to find the materials that would best support the written standards aligned curriculum. New curriculum resources were purchased for the 2014-2015 school year, along with the emphasis on the development of common, end-of-unit assessments and student learning outcomes for all secondary math and science courses. The secondary ELA curriculum is currently being developed and enhanced to increase rigor and to address the PA Core standards.

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

This narrative is empty.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of readiness, planning, implementation, monitoring, revising and evaluating. Currently the district is using a six-year curriculum cycle to ensure that all content areas are addressed in a timely manner.

The district is using the Understanding by Design Framework as articulated by Wiggins and McTighe. The district uses an electronic mapping system, EdInsight's OnHand Schools, to articulate the desired results, assessment evidence, and learning plans. The SAS web site has proven to be invaluable with PA Core Curriculum Framework, Crosswalks, Training Modules, Assessment Anchors and Eligible Content, Emphasis Guides, and other resources to support the district's curriculum work. Professional staff follow a rigorous process and all curriculum work is authorized by the Board of School Directors. The secondary staff was tasked with moving from the Legacy Standards to the PA Core Standards in mathematics and science after a review of the data (PSSA, Keystone, etc.) and the existing curriculum during the 2013-14 school year. The curriculum was rewritten focusing on the Assessment Anchors and Eligible Content and then resources were reviewed to find the resources that

would best support the written standards aligned curriculum. New curriculum resources were purchased for the 2014-2015 school year, along with the emphasis being the development of common, end-of-unit assessments and student learning outcomes for all secondary math and science courses. The English curriculum and resources are being further developed and reviewed during the 2014-2015 school year.

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 Baldwin-Whitehall School District believes that all students can and will learn. We believe in equal access to grade level standards based curriculum, with high expectations for ALL students. At the elementary level, the district employs a three tier Response to Intervention and Instruction (RtII) model, where teams meet at predetermined intervals, throughout the year, to review student progress and recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress monitoring of students who are struggling. Subsequently, we design our curriculum to allow for modifications and accommodations so that students with varying mental and physical ability levels have access to and can master a rigorous curriculum aligned to the standards. Teachers ensure that students work toward grade-level content standards by using a range of instructional strategies based on the varied strengths and needs of students. K-12 staff differentiate curriculum and design and provide opportunities for students to be exposed to regular assessment of progress. For students with disabilities, accommodations are provided during instruction and assessments in order to help promote equal access to grade-level content. To accomplish this goal of equal access, every Individualized Education Program (IEP), 504 Plan, or ESL program team member must be familiar with content standards and accountability systems; every IEP, 504, or ESL class team member must know where to locate standards and updates; and collaboration between general and special educators must occur for successful student access. To ensure that all students with disabilities can work toward grade-level academic content standards, we adhere to the following conditions: 1. Instruction is provided by teachers who are highly qualified to teach in the content areas and who know how to differentiate instruction for diverse learners. 2. IEPs, 504s and ESL classes for students with disabilities/needs are developed to ensure the provision of specialized instruction. 3. Appropriate accommodations, as outlined in the *Accommodations Guidelines* and *Accommodation Guidelines for ESL*, are provided to help students access grade-level content. At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor,

identify, and support students who are experiencing behavioral and/or academic difficulties that can interfere with their learning and success in school. The teams review formal and informal data provided by teachers. Through scheduled meetings, the team identifies at-risk students and develops interventions to meet their needs. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content area teachers or peers. In addition course selection may be different based on a student's ability; for example, some students may be able to take Algebra I during one school year, while others may need to take Algebra I over the course of two years in order to master the standards. Additionally, some students benefit from being in co-taught classrooms with both a regular education and special education teacher providing the instruction.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

The BWSO has undergone a transformation with classroom observations and evaluations. While the district will not move to the Act 82 format until the 2015-16 school year, as dictated by bargaining unit language, the staff has embraced the Danielson's Framework for Teaching Model. During the 2012-2013 school year, administrators rolled out each of the domains through building level professional learning communities. Walkthroughs, observations, and evaluations utilize the Danielson language as a means of improving instruction in the classroom. BWSO volunteered for the PVAAS Pilot and has used this data as a means to improve instruction as well. Working closely with the Baldwin-Whitehall Education Association, the district will pilot PA ETEP for data collection during the second semester of the 2014-15 school year in order to prepare for the implementation of Educator Effectiveness beginning July 1, 2015. Initiating in January 2015, the district and association are developing a differentiated supervision model to be rolled out for the 2015-2016 school year and beyond.

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

This year, the district established K-12 PA Core Standards Work Groups in English/Language Arts, math, science, social studies, world languages, health and physical education, business, communications and information technology, family and consumer science and fine and practical arts. The purpose of these work groups is for administrators

to collectively observe instruction in each of the grade levels as a means of horizontal and vertical curriculum alignment, in addition to accomplishing the following goals:

- Design and implement SLOs, using existing assessments aligned to the PA Core Standards; in each grade level in the ELA, math, science, social studies and elective content area in the second semester of the 2014-15 school year.
- Design SLOs, using the newly developed common assessments aligned to the PA Core Standards for the 1st and 2nd nine-weeks, for each grade level, in the content area for the 2015-2016 school year.
- Ensure the horizontal alignment of the ELA, math, and science curriculum work over the course of the 2014-2015 school year.
- Begin to map the ELA, math, and science curriculum both the horizontally and vertically for the 2015-2016 school year; ensure the horizontal alignment of the remaining content areas in the 2015-2016 school year.

To accomplish these goals, the following expectations must be met:

- Complete and discuss the analysis of PVAAS data for your respective buildings, looking for strengths and weaknesses, gaps and overlaps in the curriculum, as based on eligible content, and overall student performance and achievement by: grade level, cohort, three-year analysis, standards and eligible content.
- Complete and discuss the analysis of PSSA/Keystones for your respective buildings, looking for strengths and weaknesses, gaps and overlaps in the curriculum, as based on eligible content, and overall performance and achievement by: grade level, cohort, three-year analysis, standards and eligible content.
- Know, understand, and be able to use and direct the use of the following PDE SAS resources: Materials and Resources, Voluntary Model Curriculum, and Learning Progressions.
- Complete an analysis of Baldwin-Whitehall School District curriculum, providing guidance and support for each administrator as they work with their building teams throughout the course of the 2014-2015 school year.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

	classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	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.	Full Implementation

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

At the primary level, the district employs a three tier Response to Intervention (RtII) model, where teams meet at predetermined intervals throughout the year to review student progress, using formal/informal assessment data and to recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress-monitoring of students. These interventions are provided in the regular education setting in the form of Title 1 services, academic math support, behavioral interventions, classroom-based interventions, and other research-based support services.

Elementary Education-Intermediate Level

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

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

At the intermediate level, the district employs a three-tier Response to Intervention (RtII) model, where teams meet at predetermined intervals throughout the year to review student progress using formal/informal assessment data and to recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress-monitoring of students. These interventions are provided in the regular education setting in the form of Title 1 services, academic math support, behavioral interventions, classroom based interventions, and other research-based support service.

Middle Level

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

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

The middle school staff are using individual student data to begin to differentiate their instruction to meet the instructional needs of students.

High School Level

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

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

*Differentiation has been a targeted area for high school professional development during the 2014-15 school year. Departments are analyzing data and creating SMART goals in order to better meet the learning needs of students in their content areas. The master schedule is being retooled to better meet students needs. An intervention/enrichment period for all students will be implemented beginning with the 2015-16 school year. A co-teaching model was rolled out during the 2014-15 school year for ELA and math for both special education and ESL students. The co-teaching model will be expanded to include science and social studies over the next two years.

Recruitment

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

The Baldwin-Whitehall School District employs a comprehensive screening and hiring process to recruit the most effective and highly qualified teachers to meet the needs of our students. One hundred percent of the professional staff are highly qualified. Positions are posted via Penn Link, PSBA Career Gateway, PA Educator and when necessary, other print or electronic media. Applicants submit their materials and credentials through PA Educator. Applications are screened by members of the administrative team. Candidates selected must submit a writing sample and are brought in for several rounds of interviews, including teaching a lesson. First round interviews are conducted by building administrators and department heads, team leaders, or teachers. Second round interviews, including the teaching lesson, are conducted by the building administrators, department heads or team leaders and central office staff, including the Assistant Superintendent. The finalists are sent to meet with the Human Resource Director, Assistant Superintendent, and Superintendent for a final interview. The recommended candidate's name is sent to the Board of School Directors for approval.

THIS WE BELIEVE . . .

1. Every student has a right to learn and experience appropriately challenging and relevant learning opportunities. The ways schools organize teachers and schedule students have a significant impact on the learning environment. As such, the master schedule is designed for students and for their needs.
2. Master teachers are highly effective with all students. Therefore, teachers should have the opportunity to effectively impact all students throughout their day. To the extent possible, teachers will have a schedule comprised of both honors and non-honors courses each year. Highly effective teachers will be assigned co-teaching, intervention, remedial and other critical classes to meet the learning needs of students who are below proficiency or at risk of not graduating.
3. Workloads should be fair and equitable. To the extent possible, teachers within a department/grade level should have relatively equal numbers of different preps throughout a day.
4. Most teachers have a course that is a particular area of interest and strength. To the extent possible, at least one course preference (from a list of three rank-ordered preferences) will be honored in the construction of the master schedule.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	26.00	23.00	23.00
English	4.00	4.00	4.00
Mathematics	4.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	1.00	1.00
Electives	6.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X	X		X	
Career Education and Work		X		X		
Civics and Government		X	X			X
PA Core Standards: English Language Arts		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		
Economics		X	X			
Environment and Ecology		X				
Family and Consumer Sciences		X			X	

Geography		X				
Health, Safety and Physical Education		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	
Keystones			X	X
Advanced Placement Exams				X
ACT/SAT				X
Teacher developed common assessments, textbook assessments and performance assessments	X	X	X	X
Student Learning Objectives	X	X	X	X
Midterm and Final Exams			X	
Scientific Experiments	X	X	X	X
Career Cruising Assessments			X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
STAR Early Literacy, Reading and mathematics	X	X		
4 Sight		X	X	
Imagine Learning	X	X	X	
Reading Assistant/Scientific Learning			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Based Assessments	X	X	X	X
Observation of Student Performance	X	X	X	X
Journaling or Written Work		X	X	X
Scientific Experiments	X	X	X	X
Pre and Post Tests	X	X		
Student Made Products and Performances (Print, 3D, Digital)	X	X	X	X
Fitness Assessments		X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
CDTs			X	X
RTII Interventions	X	X		
Math		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Baldwin-Whitehall School District has regularly-scheduled, grade-level Professional Learning Community (PLC) or content/departmental meeting to review, discuss and revise assessments. The past two years of the district professional development days have focused on the creation of common standards-aligned, rigorous (Webb's Depth of Knowledge) assessments. Not only is professional development performed on in-service days, the information is archived on a variety of Weebly sites in order for teachers to have access 24/7 to the materials and resources used for PD. The following are district designed and maintained curriculum and assessment Weebly sites:

Curriculum and Assessment: <http://bwsdcurriculum.weebly.com>

Technology: <http://bwsdtech.weebly.com>

Danielson Model: <http://bhspd.weebly.com>

Development and Validation of Local Assessments

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

NOT APPLICABLE

Collection and Dissemination

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

Baldwin-Whitehall School District uses a data management system, Edinsight (OnHand Schools). Student assessments, grades, discipline, attendance, intervention notes as well as curriculum, assessments and lesson plans are all housed in this management system.

Access for teachers and administrators is available 24/7 as it is a web-based solution. In addition, eMetric, PVAAS, SPP and other data sources are used by the administrative team to collect, analyze and disseminate data, efficiently and effectively to all stakeholders including: teachers, students, parents, school board, and community members. Building administrators create annual presentations to share with their staff each fall. Department, content, and grade level teams further analyze the data, drilling down to individual students as a means of informing instructional practice.

Data Informed Instruction

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

The administration completes extensive data analysis of student achievement data from summative, formative, diagnostic, benchmark and curriculum based assessments to identify students who are not achieving proficiency and may need academic interventions. In addition to these strategies, at the elementary level, the district employs a three tier Response to Intervention and Instruction (RtII) model where teams meet at predetermined intervals throughout the year to review student progress and recommend interventions to support struggling learners. This program is part of the district early childhood initiative and provides regular progress monitoring for all students. This initiative ensure early identification, intervention, and progress monitoring of students who are struggling. These interventions are provided in the regular education setting in the form of Title I services, Academic Support Enrichment, behavioral interventions, classroom-based interventions, and other research based support services focused on remediation of skills. The goal of the process is accelerating learning for all. The assumption of the RtII model is that all students can learn, and will learn, given the right opportunities. All students in the district are exposed to standards based instructional design where there is a focus on differentiated instruction and opportunities for students to be exposed to regular assessments of progress. As part of the intervention program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. Each of the three tiers represents a grouping of students whose needs are met with more intensive instructional approaches. Movement between the tiers is fluid and determined by the RtII team. The team who reviews the data from regularly administered, formal, informal, and standardized research based assessments. This allows all students to have their needs met in the least restrictive environment possible. Students who show limited progress with the current level of interventions are moved to higher tiers so they can receive additional support. Tier 1 represents approximately 80-90% of students who can be served with differentiated instruction provided by the classroom teacher. Tier 2 represents roughly 10% of students who demonstrate a need for additional support or

interventions to achieve success. In addition to the differentiated instruction provided by the classroom teacher, these students typically participate in daily 30-minute intervention programs focused on their specific needs. This instruction is provided outside of the regular classroom by an intervention teacher. Tier 3 includes roughly 5% of the special education population. This tier offers the most support provided in the regular education setting, and is the last level prior to the district initiating a multidisciplinary evaluation. Students who have not demonstrated meaningful progress in Tiers 1 and 2 are placed in Tier 3 where they will receive more assistance and intensive interventions. In addition to the differentiated instruction provided by the classroom teacher, these students in Tier 3 receive up to 60 minutes of subject specific interventions daily. In the event the RtII team determines that all supports and services that can be provided as part of the regular education program have been exhausted, then the team will then make a referral for a Multidisciplinary Evaluation.

The administration completes extensive data analysis of student achievement data from summative, formative, diagnostic, benchmark and curriculum based assessments to identify students who are not achieving proficiency and may need academic interventions. In addition to these strategies, at the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing behavioral and or academic difficulties that interfere with that are posing a barrier in their learning and success in school. Baldwin High School and Harrison Middle School have identified SAP teams, which meet on a regular basis to review student academic and behavioral progress. As part of the program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. . The teams review formal and informal data provided by teachers, and school staff members as well as informal, formal and standardized assessments. Through the regularly scheduled meetings, the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. The SAP model uses district and community based supports to address all struggling students in the least restrictive setting possible. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions. Students who demonstrate behavioral or social difficulties are supported through school and community support such as school based social work services, community based drug and alcohol and/or counseling programs, and possibly referrals to other, more restrictive programming, which are only provided outside of the school setting. All supports and services provided through the SAP program are regular education initiatives and support all students. In the event the SAP team determines all supports and services that can be provided as part of the regular education program have been exhausted, the team will then make a referral for a Multidisciplinary Evaluation.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

*

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Student growth and high academic achievement - Develop a comprehensive plan to establish a clear vision of student growth and achievement as the top priority of the school board, staff, and community. District performance objectives are articulated and achieved under the direction of the Superintendent, relative to Keystones, PSSA, PVAAS, and other locally determined measures. Baldwin-Whitehall School District delivers summative data results to the public at a fall board meeting when the School Performance Profile and PVAAS Information is presented. Communication to all stakeholders is a district priority, especially regarding the academic performance of the students enrolled in the Baldwin-Whitehall School District. The district routinely distributes summative data results to the public. Annually, the Board of School Directors is presented the School Performance Profile (SPP) and PVAAS information along with longitudinal data. The presentation is streamed live and then archived on the district's web site. Information is also included in district newsletters, press releases, and local media reports. In addition, principals will send home Skylerts (electronic push messages) regarding the data.

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

The school calendar and school handbooks are internal documents and only reach the families of students enrolled in the district. The other methods of communication reach the broader public in our community.

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.

Assessment results are used during Data Meetings to determine the standards that students have not mastered. Reports are generated using STAR and 4Sight test data that show the percentage of students who have mastered a skill, concept, or standard. Then, the teachers each develop an action plan for that curricular concept indicating how they will re-teach, when they will remediate for that skill, and how they will re-assess for improvement. These remediation lessons are taught in both whole group and small group settings based on the needs of the students. Teachers also use flexible grouping to address these weaknesses. By drilling down to the specific assessment anchor and eligible content, we are able to identify which students need the remediation in order to reach mastery. We are also able to assess our instructional practices and revise these practices to ensure student success in all content areas. This is done twice per year. These Data Meetings are conducted with

department teams in ELA, science and math. The teams of teachers work collaboratively to analyze the information and modify instructional practices.

Programs, Strategies and Actions

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

The district has trained an ALiCE (Alert, Lockdown, Inform, Counter and Evacuate) team to enhance school safety. The ALiCE team has trained all district employees in ALiCE protocols and has also run ALiCE Active Intruder drills for the professional staff and service union staff who are present during the school day. (August 2014) In addition the ALiCE team, the district provided school safety training to all students in grades K - 12, with developmentally appropriate ALiCE curriculum and classroom lessons. (December 2014).

In 2014, the district applied for, but was not awarded, a grant to help fund a school resource officer. The district is continuing to investigate the possibility of a school resource officer.

School counselors and social workers assess the needs of all students in order to target specific concerns and to develop groups to help meet these concerns. A sampling of our current groups include, but are not limited to: Banana Splits (for divorced and split families), Peer Relationships, Transition, Anxiety, Conflict Resolution, Social Skills, Self-Help, and Grief and Loss. Social workers lead the teams to address the needs of students in our elementary schools, since the district does not have elementary guidance counselors.

Individual Counseling occurs on a regular basis to address the academic, social/emotional/behavioral, and career needs of each student.

The core of the Student Assistance Program Team (SAP) is a team that has been professionally trained to identify issues that are a barrier to a student's learning and school success. The SAP process provides early identification, intervention, and support to address a student's needs. The role of the SAP Team is to identify observable behaviors, to assess the student's needs, and to refer to appropriate school and community resources. Members

of the team meet regularly to provide consistent, systematic and professional responses to students who are experiencing difficulties. The team develops a plan of action and monitors progress throughout the year. SAP Teams operate at the middle and high school. A "Peer Helper" program will need to be further investigated at the elementary and middle schools.

Identifying and Programming for Gifted Students

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

Describe your entity's process for identifying gifted children

The Baldwin-Whitehall School District recognizes that the pace of change in our world is placing new and more complex demands on students and schools. These demands impact the acquisition and use of knowledge, the nature and speed of communication, the scope of business and finance, and the manner in which people conduct their daily lives. The school's responsibility is to promote the importance of learning and to seek the support of the entire community in the education and training of young people. It is our intent to provide all students in the Baldwin-Whitehall School District the opportunities to participate in challenging and enriching experiences that meet instructional and academic needs and/or abilities.

Our district program is transitioning from a more traditional test-and-place model to a true comprehensive and inclusive enrichment model. Data from the WISC-IV, Woodcock-Johnson Tests of Achievement, GATES scale, teacher recommendations, and information provided by the parents is still utilized to determine the need for gifted services based on the scores, along with the other multiple criteria. However, our new model represents the district's commitment to providing these enrichment opportunities to all students. Selection for activities is based on multiple data measures (listed below), student interest level, academic strength, and counselor and/or teacher recommendation. Students will have access and are offered opportunities, as appropriate, to their individual needs, regardless if they are identified as mentally gifted or not.

1. Identify student needs through data analysis of the following criteria as applicable:
 - Achievement Data
 - Diagnostic Data
 - Curriculum-based assessments (CBAs)
 - PSAT/SAT/ACT/ASVAB
 - Career Interest Surveys and Explorations
 - Chuska Rating Scales of Acquisition and Retention

2. When applicable, the gifted coordinator, teacher and administrator meet with parents to discuss specific needs of student.

Describe your Gifted Special Education Programs Offered

Student pathways to learning include multiple instructional approaches through a Levels-of-Service Model. We provide flexible programming which includes a combination of acceleration and enrichment options to provide for the needs of all students. Instructional approaches and/or accommodations include:

Level 1-Services for ALL students

- Enrichment in content area
- Enrichment-field trips, lunch-n-learn, class speakers, in-house competitions
- Cluster grouping, based on instructional level

Level 2-Services for MANY students

- Innovative opportunities such as apprenticeships, service learning, job shadows, e-mentoring, and internships designed to meet students' performance level and career interests.
- Out of school competitions
- AP, Honors, and CHS Classes
- Summer Academies
- Boot Camps

Level 3-Services for SOME students

- AP, Honors, and CHS Classes with earlier-than-normal access
- Learning contracts/Creative scheduling
- Guided study (personal projects or classes)
- Independent Study-designed to meet a gifted student's long-term interests and expertise in a given area.
- Dual-enrollment

Level 4-Services for a FEW students

- Online courses
- Curriculum compacting
- Level, subject and grade acceleration

- Grade or subject “skipping”
- Early graduation
- Demonstration of proficiency (testing out)

In combination with the instructional approaches listed above, our comprehensive service delivery model is academically and appropriately sound as well as developmentally aligned:

- **Elementary**
: Based upon the need of the students, services are provided using a “pull out” or “push in” model. Additional enrichment opportunities offered include, but are not limited, to the options listed below:
- **Middle School**
: Students are pulled out of classes at least twice per week to meet in grade-level, interest level, and ability-level groups. Additional enrichment opportunities are offered as listed below:
- **High School**
: Students participate in Honors, Advanced Placement and College in the High School courses and/or select potential enrichment opportunities and competitions in which they would like to participate. Students meet with gifted coordinator to work on activities and competitions before, during and after the school day. Opportunities are listed below.

Enrichment Activities for Gifted or Interested Students at Baldwin-Whitehall’s Elementary Schools

- 4th-5th grade History, Science and America Bowls
- Math Calcu-Solve
- Literature Festival and Children’s Choice Book Festival
- Grade Invention Convention
- Grade STEM K'nex Challenge

Enrichment Activities for Gifted or Interested Students at Harrison Middle School

- Calcu-Solve Bowl, John Heinz History Center History Bowl, Carnegie Science Center Science Bowl, Department of Energy National Science Bowl, and America Bowl
- Battle of the Books
- Phipps Conservatory Fairchild Challenges 1-6
- STEM (K'Nex) Challenge
- PJAS Science Fair

- IndEEE 500 cm Robot Car Race (Carnegie Science Center)

Enrichment Activities for High School Gifted or Interested Students

- Academic Decathlon, Academic Games, Academic World Quest, AMC- American Math Competition, America Bowl, BOTSIC- Robotics Competition, Calcu-Solve
- Apprenticeships through the AIU, Accounting Day at Duquesne, ACE Mentoring Program, Business Career Day at RMU, Entertainment and Technology Center (ETC) Trip, CMU Entertainment & Technology Center, Pitt Law Day, Audience of the Future
- Business, Government and Law Career Symposium, Ethics Symposium-PGH Rotary, Faraday Lecture, National Security Briefing Seminar for Students with US ARMY War College, Sam Rhine Genetics Conference, Society of Women Engineers Career Day, UPMC Health Care Career Fair, Westinghouse Science Honors Institute
- Duquesne University Academic Challenge, Eco Challenge, Euro Challenge, English Festival, Engineering Day, Fairchild Environmental Challenge, JA Titan Business Challenge, National Financial Challenge, Pennsylvania Junior Academy of Science
- Holocaust Arts and Writing Competition, i5 Digital Video Competition, KDKA Hometown Hi-Q, Kennywood Math and Physics Day, Math Madness Competition, Mock Trial, Model Africa, Model EU, North American Computation Linguistics Olympiad, World Affairs Council of Pittsburgh Events-Video Conferences
- Pittsburgh Regional Science and Engineering Fair, Chain Reaction Contraption Contest, Poetry Out Loud Competition, SciTech Days @ Carnegie Science Center, Shakespearean Monologue Competition, TEAMS (Tests of Engineering Aptitude, Mathematics and Science)

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
Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum			X	X

Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The Baldwin-Whitehall School District is in the process of updating the Comprehensive Guidance Plan - Act 339. The district does not have guidance counselors at the elementary schools, but do have Licensed Social Workers/Home School Visitors in all buildings. The elementary social workers will be assisting with the development of the Comprehensive Guidance Plan and will assist in the implementation at the elementary schools. The Social Workers created a comprehensive Bullying Program: "Let's Get Real About Bullying" that is developmentally appropriate at each grade level. The goal of the Baldwin-Whitehall School District is to provide a safe, positive, learning environment for all students. When students feel respected, valued, and connected, attendance and achievement rates improve. With this in mind, the school district implemented a new anti-bullying program called "Let's Get Real...About Bullying." This new program is more comprehensive and district wide. It uses clear and consistent language and starts from the top down. Administrators, teachers, and parents need to work together to prevent bullying. In addition, the district utilizes the Second Step Program, a research-based proven effective program aimed at teaching tolerance, diversity, appreciation, respect, and problem solving skills with students in grades K-5.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Diagnostic information for students is obtained through SAP behavioral checklists (teacher, parent, nurse, guidance counselor, social worker, psychologist, and administrator).

Attendance and discipline reports, as well as test scores, are also used to obtain comprehensive data on the student's functioning in school.

After the information has been reviewed, a number of interventions may be utilized to assist the student and family. These include:

- One-to-one counseling with the guidance counselor
- One-to-one counseling with the social worker
- Parent meeting
- Teacher staffing
- Referral for tutoring
- Mediation
- Behavioral contract
- Support group
- Mentoring
- Multidisciplinary Evaluation
- Mental health screening
- Drug and alcohol screening
- Home visit
- Crisis intervention (Resolve/Cactis)
- Risk assessment
- "No contact" letter
- Referral to Children, Youth, and Families
- Referral to Try Again Homes (Truancy Prevention Program)

Consultation and Coordination Services

Consultation and Coordination Services	EEP	E EI	ML	HS
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or	X	X	X	X

External)				
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				
Truancy Coordination	X	X	X	X
See community partners for coordination of services as outlined below	X	X	X	X
Parent Organizations - see description below	X	X	X	X

Explanation of consultation and coordination services:

Referrals to community resources include

: Mercy Behavioral Health, Western Psychiatric Institute and Clinic; Holy Family Institute (SHORES Program); Children, Youth, and Families; Try Again Homes (Truancy Prevention); and Allegheny County Department of Human Services (Mobile Crisis Services – Resolve/Cactis).

Parent Organizations

The goal of parent organizations is to promote the welfare of children within a school and to provide a closer relationship between school and home. The purpose of the organizations is to promote educational awareness in the home and to support adequate laws for the care and protection of all students. Our district partners with parent organizations in each of the five buildings. All of the district's parent organizations help with the costs of field trips, playground equipment, family fun nights, etc. Additionally, the parent organizations provide our teachers with opportunities to be awarded classroom grants, which help to enrich the learning of our students.

Communication of Educational Opportunities

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

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

At the elementary level, the district employs a three-tier Response to Intervention and Instruction (RtII) model where teams of teachers and administrators meet at predetermined intervals throughout the year to review student progress and recommend interventions to support struggling learners. This initiative ensures early identification, intervention, and progress monitoring of students who are struggling. These interventions are provided in the regular education setting in the form of Title 1 services, academic math

support, behavioral interventions, classroom-based interventions, and other research-based support services focused on remediation of skills. As part of the intervention program, the team regularly communicates with the parent. Movement between the tiers is fluid and determined by the RtII team to ensure that student needs are met in the least restrictive environment possible. At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing academic or behavioral difficulties that interfere or pose a barrier to learning. The teams review formal and informal data in order to identify at-risk students. Interventions are developed and monitored by the SAP teams regularly. Students who are experiencing academic difficulties may receive additional supports through intervention periods in ELA, math, and science and structured tutoring by content area teachers, peer tutoring, movement between leveled classes, or other research-based interventions.

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

Child Care

Child care is offered at Paynter and Whitehall Elementary Schools. The district contracts for extended school day care on-site. At Baldwin High School, the Early Education course operates a pre-school program on-site. Our district does not have a pre-school program; however, we work very closely with pre-schools and day care centers in our areas. Our district has a well-defined plan for transitioning pre-schoolers to kindergarten.

After School Programs

Paynter Elementary and South Hills Interfaith Ministry (SHIM) work collaboratively to offer a K-5 after-school tutoring program for ESL children off-site. After-school programs for K-8 students are offered when finances are available.

Youth Work Force Development

At Baldwin High School, a workforce development program is offered through Career Cruising and the social studies department. A grant with Jewish Families and Children Services and Junior Achievement has been awarded to Baldwin High School to help develop career readiness and soft skills with ESL students. The district has established

partnerships with local manufacturing businesses (BAW Plastics, Equipco and others), Steel Center Career and Technical Program, and Allegheny Community College in an effort to promote the "School to Career" initiative. Manufacturing and energy jobs abound in our area - the goal is to bring current information from business and industry to help drive our curriculum along with giving our students first hand experiences.

Community Partnerships that Enhance the District's Curricular Programs

Jewish Family and Children Services and Catholic Charities

Jewish Family and Children Services and Catholic Charities resettle individuals and families that are brought to the United States by the U.S. Department of States. These agencies help refugee and immigrant families establish new lives in the community and assist with enrollment of children in our school system. The agencies also support the school district by providing professional development to help support the acculturation process. The district boasts an exceptional ELL program.

South Hills Interfaith Ministries

SHIM is a human services organization dedicated to providing resources for struggling families. Since 2007, SHIM has been the Lead Agency of the Prospect Park Family Center by Allegheny County Department of Human Services. Many of our district's pre-school families use the Family Center. Family Development Specialists work with the families by offering activities and information that promote child development. In 2012, SHIM launched a Teen Mentoring Program at the Prospect Park location. This program is designed to foster the academic and emotional development of middle and high school refugee students, empowering them to graduate from high school and achieve post-secondary success in college or the workplace. Kaleidoscope Klub is an after-school program for the students at Paynter Elementary School and Kamp Kaleidoscope is a six-week summer day camp in Prospect Park. The Baldwin-Whitehall School District works closely with SHIM's Early Childhood Program to ensure that the pre-school children and families (predominately refugees) transition to kindergarten with supports and services that makes them school-ready.

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.

1. Building principals and special education staff (psychologists) attend early intervention program meetings to ensure a smooth transition between programs. In the spring of each year, the school psychologist meets with parents of potential kindergarten students who have special needs, to assist with the transition process. Permission to Evaluate forms are signed so that a comprehensive evaluation can be conducted in a timely manner. BRIAN - DO WE NEED TO ADD ANYTHING THAT MATT DOES?

2. The LEA does not have a pre-kindergarten program.

3. In late January, informational brochures and posters regarding the kindergarten registration process are sent to community organization (pre-schools and day care centers). The Baldwin-Whitehall School District web site posts the information. The informational brochures are also sent to all current K-5 families. The on-line registration portal for incoming kindergarten student opens the first week of February. Parents schedule appointments for kindergarten registration with the central registrar. Families must bring immunization records, birth, baptismal, or a hospital certificate, and proof of residency. From late April to mid-May, principals from McAnnulty and Paynter Elementary Schools meet with parents and staff at area pre-school and day care centers to share school information and participate in a question & answer session. In late April, formal kindergarten registration is held at McAnnulty and Paynter Elementary Schools. Parents meet with building secretaries, the school nurse, and building administrators. Students participate in a kindergarten screening, conducted by the kindergarten staff. Busing and interpreters are provided for ESL families. Other support staff, PTA/PTO, local public libraries, and vision screening are available to families. In May, a parent and pre-school child orientation is held at McAnnulty and Paynter Elementary Schools. Building administrators present a PowerPoint that provides the parents with an overview of the kindergarten program. While parents meet with staff, the pre-school children interact with current kindergarten students and do a craft activity in the kindergarten classrooms. The pre-school child also experiences his/her first school bus ride. Before the start of the school year, the incoming kindergarten families are invited to a kindergarten curriculum night. Parents meet with their child's assigned kindergarten teacher. The teachers present a thorough overview of the kindergarten expectations and curriculum. For the first week of the academic school year, small groups of kindergarten students attend school with a staggered start. This staggered start helps to transition the student to the new expectations of kindergarten by allowing teachers to collect data and build positive relationships with students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. Teams of teachers will write curriculum in accordance with the Curriculum Frameworks to include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. The review cycle below outlines the process and content to be revised each year over the course of six years. Year two is when new or additional materials are purchased to support the written, standards-aligned curriculum. Throughout the curriculum process learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards are developed. The district uses EdInsight, a curriculum mapper and online lesson planner. With the modules teachers create curriculum connected to state and common core standards and share it with users and the community. Included are a set of analysis reports to measure the effectiveness of the curriculum and an assessment builder to create common assessments and SLO's. The curriculum renewal cycle and review process is used district wide.

BALDWIN-WHITEHALL SCHOOL DISTRICT

REVISED CURRICULUM RENEWAL CYCLE AND REVIEW PROCESS

Stages Year	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/2020
Readiness/Preparation							
- PA Core Standards							
- Keystone End-of-Course							
Exams							
- Program Evaluation			Math (K-5)			Science (6-12)	Science (K-5)
- Curriculum Writing (Budget)	Math (6-12)	Fine/ Practical	English (6-12)	English Language Arts (K- 5)	World Language (6-12)	P.E./ Health (K-12)	Social Studies (K-12)
- Best Practices							
- Material Selection		Arts (K-12)					
- Implementation							
Timeline							
- Integration of Technology							
Implementation	*Science (6-8/ Biology)	Math (6-12)	Math (K-5)		English (6-12)	English Language Arts (K-	Science (6-12) Science (K-5)
- ***Material Purchasing (Budget)							

- Curriculum Mapping and Revisions (Horizontal & Vertical)				Fine/ Practical Arts (K-12)	5)	World Language (6-12)	P.E./ Health (K-12)
- Instructional Strategies							
- Common Assessments & SLO's							
- Integration of Technology							
Monitoring 1							
- Mid-Point Curriculum Review					Math (K-5)		
- Instructional Strategies							Science (6-12)
- Develop Additional Common Assessments & SLO's	English (6-12)	English Language Arts (K-5)	Math (6-12)	Fine/ Practical Arts (K-12)	English (6-12)	English Language Arts (K-5)	World Language (6-12)
- Data and System Analysis							
- Integration of Technology							
Monitoring 2							
- Data and System Analysis						Math (K-5)	
- Evaluate and Refine Common Assessments & SLO's	Science (K-5)	English (6-12)	English Language Arts (K-5)	Math (6-12)	Fine/ Practical Arts (K-12)	English (6-12)	English Language Arts (K-5)
- Develop Additional Resources	P.E./ Health (K-12)						
- Integration of Technology							
Monitoring 3							
- Evaluate Common Assessments & SLO's	Science (6-12)	Science (K-5)		English Language Arts (K-5)	Math (6-12)	Math (K-5)	
- Develop Additional Resources	World Language (6-12)	P.E./ Health (K-12)				Fine/ Practical Arts (K-12)	English (6-12)
- Integration of Technology							
Comprehensive Analysis & Preparation	Math (K-5)	Science (6-12)	Science (K-5)				Math (K-5)
- Realign with Current National and State	Fine/ Practical Arts	World Language	P.E./ Health	English (6-12)	English Language Arts (K-5)	Math (6-12)	Fine/ Practical Arts

Practices/Initiatives Arts (6-12) (K-12) (K-12)
 - Integration of (K-12)
 Technology
 - Needs Assessment
 ***ESL, Special Education, Gifted, and RTII will be included with Math, Science, English, and Language Arts/Reading.
 ***Guidance and Social Workers will be included with Social Studies.
 ***The research, implementation & evaluation of technology will be embedded in each stage of the process.
 ***Material purchasing includes textbooks, supplemental materials, and software.

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

This narrative is empty.

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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 Curriculum Framework specifies what is to be taught for each subject in the curriculum. Teams of teachers will write curriculum in accordance with the Curriculum Frameworks to include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. The review cycle below outlines the process and content to be revised each year over the course of six years. Year two is when new or additional materials are purchased to support the written, standards-aligned curriculum. Throughout the curriculum process learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards are developed. The district uses EdInsight, a curriculum mapper and online lesson planner. With the modules teachers create curriculum connected to state and common core standards and share it with users and the community. Included are a set of analysis reports to measure the effectiveness of the curriculum and an assessment builder to create common assessments and SLO's.

The curriculum renewal cycle and review process (as outlined in the previous section) is used district wide. Additional materials and resources that enhance our existing curriculum are as follows:

Imagine Learning

is used to provide literacy instruction and intervention to ELL and special education

students during intervention time. It is one resource that has proven successful in helping to close the achievement gap with some of our historically underperforming groups. This language and literacy software program features interactive activities, videos and games. It is research based and instructionally differentiated and the students have demonstrated significant academic gains as a result of participation in the program.

ASSET STEM

Education is a national Science, Technology, Engineering, and Math education improvement nonprofit established by Bayer Corporation and several community partners in 1994. It fosters STEM fluency and college/career readiness by providing highly effective educator professional development, hands-on educational materials and consulting services to schools. All of its programs are results-oriented, research and inquiry-based and align with national and state standards. The ASSET program has been instrumental in improving student learning and raising student achievement at the elementary schools to over 90% proficiency in 4th grade science across the district.

Fuel Up to Play 60

is a program founded by the National Dairy Council and NFL, in collaboration with USDA that empowers students to take charge in making small, everyday changes at school. Students can win cool prizes, like an NFL player visit or Super Bowl tickets, for choosing good-for-you foods and getting active for at least 60 minutes every day. The program wants kids to make a difference not only in their lives, but also in their community. Each year, up to \$4,000 is available to qualifying K-12 schools. Paynter Elementary, one of the schools within the district, was a proud recipient of one of these grants. As a result of the grant, The Panther Prowler Walking Club was founded. The club provides the students a chance to earn prizes, while gaining exercise throughout the day. During recess, students can either walk throughout the gymnasium or outside, weather permitting. Each month, students then set a walking goal and work to achieve those miles. The district has encouraged the other schools to apply for this grant to enhance the Health and Physical Education curriculum. During the late spring of 2014, Baldwin-Whitehall School District was awarded a \$20,000 grant to design a STEAM room called the **Creation Station**

. The Creation Station is designed to transform a traditional library space into a creative learning center at Whitehall Elementary School. Our proposal focused on creating an engaging learning environment and preparing our elementary students for the new information age. Our principle goal was to design a collaborative environment that will expose the students with skills necessary to function as a 21st century learner. "Creation Station" allowed us to redesign the library facility into a space that has production and performance capabilities. A greater range of resources and innovative programs allow the students to explore their creative inclinations, learn new skills, and apply their learning in innovative ways to enhance the elementary curriculum in Language Arts, Math, Technology, Art, and Science. The "Creation Station" space includes: a green screen with video production equipment, a gaming area, an imagination area equipped with Lego story starter and visualizer software kits, Lego WeDo Robotics kits, an interactive whiteboard with video-conferencing capabilities, and a mobile maker space lab. This space will afford students the opportunity to learn, create, collaborate and discover using multi-media resources in order to integrate science, technology, engineering, art, and math in an interdisciplinary way. "Creation Station" will build student motivation, excitement, participation, and award students the opportunities to make connections to potential future careers at the elementary level.

Sponsored by the Pittsburgh Penguins Foundation, in partnership with the Allegheny County Intermediate Unit, Baldwin-Whitehall School District is one of the districts that was selected to participate in an innovative new program, **Tablets in Education**

. Twenty Kindle Fire HDX tablets were donated to Whitehall Elementary School during the 2013-2014 school year. Both Whitehall and Paynter Elementary Schools were selected to participate in this program during the 2014-2015 school year. These devices will be used to promote educational and social development for students. Pre-loaded with an array of carefully selected educational apps and programs, each Kindle provides a unique educational experience for every student.

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

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. Teams of teachers will write curriculum in accordance with the Curriculum Frameworks to include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. The review cycle below outlines the process and content to be revised each year over the course of six years. Year two is when new or additional materials are purchased to support the written, standards-aligned curriculum. Throughout the curriculum process learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards are developed. The district uses EdInsight, a curriculum mapper and online lesson planner. With the modules teachers create curriculum connected to state and common core standards and share it with users and the community. Included are a set of analysis reports to measure the effectiveness of the curriculum and an assessment builder to create common assessments and SLO's.

The curriculum renewal cycle and review process (as outlined in the previous section) is used district wide. Additional materials and resources that enhance our existing curriculum are as follows:

The curriculum cycle is a six (6) year cycle. High quality aligned instructional materials and resources are ensured through the curriculum renewal cycle and review process.

Instructional staff write the new standards-aligned curriculum during the first year, review and evaluate "Research Based - Best Practice" resources, and then select the resources and materials necessary to deliver the curriculum. These materials and resources are purchased in year two of the cycle. Although large purchases accompany the curriculum

cycle there are line items in the curriculum budget to support all content areas for relevant and necessary materials when the content may not be on cycle for purchasing new materials and resources. Resources are made available to students and staff through technology, such as e-books, digital resources, web sites and Weebly sites, blogs, etc. The district uses Skyward student management system in which teachers place student work expectations, assignments, links to relevant materials, electronic resources, etc. so that students and parents have 24/7 access to many of the instructional materials and resources. Parents can also monitor their child's progress, grades, and attendance through Skyward. The district allocates resources to meet the individual needs of students with additional remedial or intervention materials, assistive technology, tutoring support, and a myriad of other supports. The Curriculum Renewal Cycle and Review Process outlines the various stages of the process and will ensure that ALL curriculum will be aligned to the PA Core Standards during the next six years.

Family Ties

services and programs support our secondary science curriculum by connecting our youth to the outdoors. Family Ties educates students about the natural world and their place in it, while using fly fishing skills, and team building and leadership training as youth development tools. The supplemental curriculum activities and field experiences in The Outdoor Classroom meet and support STEM initiatives at Harrison Middle School and the Wonders of Water project in grades six through eight. BAW Plastics Inc. has generously donated ten iPads to Harrison Middle School in order for students to capture photos, videos, and data during their classroom and field experiences.

Harrison Middle School has acquired a grant from the **Grable Foundation** to install a simulator with the support of **Dream Flight Adventures**

. The simulator, **IKS Highlander**

, is an immersive, interactive learning experience that teaches teamwork, critical thinking, and problem-solving by blending science, technology, and engineering with social studies, humanities, and art. The simulator centers around educational adventures that engage students in immersive learning that will make instructional content come to life. Students transform into crew members and use their 21st Century learning skills to successfully complete missions based on teamwork and problem-solving.

Imagine Learning is used to provide literacy instruction and intervention to ELL and special education students during intervention time. It is one resource that has proven successful in helping to close the achievement gap with some of our historically underperforming groups. This language and literacy software program features interactive activities, videos and games. It is research-based and instructionally differentiated and the students have demonstrated significant academic gains as a result of participation in the program. For the past two years, HMS has been recognized as a world class school for ranking in the top 25 schools who use Imagine Learning and the past year as one of the top 50 schools from across the country out of a pool of over 6,000 schools.

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

This narrative is empty.

High School Level

Material and Resources Characteristics	Status
--	--------

Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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 Curriculum Framework specifies what is to be taught for each subject in the curriculum. Teams of teachers will write curriculum in accordance with the Curriculum Frameworks to include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. The review cycle below outlines the process and content to be revised each year over the course of six years. Year two is when new or additional materials are purchased to support the written, standards-aligned curriculum. Throughout the curriculum process learning progressions, units, lesson plans, and content resources aligned to the Pennsylvania standards are developed. The district uses EdInsight, a curriculum mapper and online lesson planner. With the modules teachers create curriculum connected to state and common core standards and share it with users and the community. Included are a set of analysis reports to measure the effectiveness of the curriculum and an assessment builder to create common assessments and SLO's.

The curriculum renewal cycle and review process (as outlined in the previous section) is used district wide. Additional materials and resources that enhance our existing curriculum are as follows:

The curriculum cycle is a six (6) year cycle. High quality aligned instructional materials and resources are ensured through the curriculum renewal cycle and review process.

Instructional staff write the new standards aligned curriculum during the first year, review and evaluate "Research Based - Best Practice" resources, and then select the resources and materials necessary to deliver the curriculum. These materials and resources are purchased in year two of the cycle. Although large purchases accompany the curriculum cycle there are line items in the curriculum budget to support all content areas for relevant and necessary materials when the content may not be on cycle for purchasing new materials and resources. Resources are made available to students and staff through technology, such as e-books, digital resources, web sites and Weebly sites, blogs, etc. The district uses Skyward student management system in which teachers place student work expectations, assignments, links to relevant materials, electronic resources, etc. so that students and parents have 24/7 access to many of the instructional materials and resources. Parents can also monitor their child's' progress, grades, and attendance through Skyward. The district allocates resources to meet the individual needs of students with additional remedial or intervention materials, assistive technology, tutoring support, and a myriad of other supports. The Curriculum Renewal Cycle and Review Process outlines the various stages of the process and will ensure that ALL curriculum will be aligned to the PA Core Standards during the next six years.

The Sprout Fund selected Baldwin High School's *Video Project Based Learning* as one of only ten submissions approved for \$5,000 funding for the Recipe for Remarkable Learning Experience project. Sprout's Learning Innovation programs are supported in part by The Grable Foundation, and the John D. and Catherine T. MacArthur Foundation. Baldwin was selected because of the innovative Video Project Based Learning experience that is used in an English classroom on a daily basis.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in less than 50% 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	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Full Implementation
English Language Proficiency	Full

	Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The district is in the process of revising the Guidance Plan in accordance with Act 339. The elementary schools do not have guidance counselors however there are social workers/Home and school visitors who are a part of this initiative at all elementary schools. The district purchased Career Cruising for the secondary students beginning with the 2013-14 school year. The goal is for Career Cruising to be budgeted for elementary implementation for the 2015-16 or 2016-17 school year. The district does not have Alternate Academic Content Standards.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in less than 50% 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	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not Applicable
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable

Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not answered
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

The district is in the process of revising the Guidance Plan in accordance with Act 339. The elementary schools do not have guidance counselors however there are social workers/Home and School Visitors who are a part of this initiative at all elementary schools. The district purchased Career Cruising for the secondary students beginning with the 2013-14 school year. The goal is for Career Cruising to be budgeted for elementary implementation for the 2015-16 or 2016-17 school year. The district does not have Alternate Academic Content Standards.

Middle Level

Standards	Status
Arts and Humanities	Full Implementation
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	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Not answered
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation

Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The district is in the process of revising the Guidance Plan in accordance with Act 339. The district purchased Career Cruising for the secondary students beginning with the 2013-14 school year. This program is in the process of being integrated with the social studies curriculum through a collaboration with the guidance counselors and social studies teachers. Students in the sixth grade focus on Transition and Friendship units, Seventh grade students explore the study skills unit in the fall and goal setting activities in the spring along with completing learning style inventories and updating short and long-term goals. In eight grade, students embark on a career fair initiative to learn more about STEAM and other careers. Students complete research using Career Matchmaker and Career Selector. Our School Counseling Program is in accordance with the **ASCA Model** and state standards. We incorporate each component of the ASCA Model - Academic, Social/Emotional, and Career aspects into the development and implementation of our curriculum and programs. Our intent and purpose may include, but is not limited to, each student demonstrating a positive interest in learning; time management, study skills and problem solving skills to progress toward educational goals; an awareness of personal abilities, skills, and interests; and a positive attitude toward oneself as a worthy individual. As a result of parent and staff concern over the perception/reality of bullying at Harrison Middle School primarily but all schools as well, the district social workers, guidance counselors, central office pupil services staff met and were charged with creating a district wide bullying prevention program. The goal of the Baldwin-Whitehall School District is to provide a safe, positive learning environment for all students. When students feel respected, valued and connected, attendance and achievement rates improve. With this in mind, the school district implemented a new anti-bullying program called Let's Get Real...About Bullying. This new program is more comprehensive and district wide. It uses clear and consistent language and starts from the top down. Administrators, teachers, and

parents need to work together to prevent bullying.
The district does not have Alternate Academic Content Standards.

High School Level

Standards	Status
Arts and Humanities	Full Implementation
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	Implemented in 50% or more of district classrooms
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	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in

	less than 50% of district classrooms
World Language	Full Implementation

Further explanation for columns selected "

The district is in the process of revising the Guidance Plan in accordance with Act 339. The district purchased Career Cruising for the secondary students beginning with the 2013-14 school year. This program is in the process of being integrated with the social studies curriculum through a collaboration with the guidance counselors and social studies teachers and will be a comprehensive program that culminates with the BHS Senior Project. In the 2014-2015 school year, certain assessments will be designated to specific grade levels along with lessons that match the assessments and exploration levels for their age group.

- 9th - Learning Styles; Career Matchmaker; School Subjects & Careers
- 10th - Career Matchmaker; Career Selector; Comparing Careers; Ability Profiler
- 11th - Career Matchmaker; College Research; Finding Colleges
- 12th - Career Matchmaker; Scholarships and Financial Aid

Our School Counseling Program is in accordance with the **ASCA Model** and state standards. We incorporate each component of the ASCA Model - Academic, Social/Emotional, and Career aspects into the development and implementation of our curriculum and programs. Our intent and purpose may include, but is not limited to, each student demonstrating a positive interest in learning; time management, study skills and problem solving skills to progress toward educational goals; an awareness of personal abilities, skills, and interests; and a positive attitude toward oneself as a worthy individual. As part of the high school Middle State Accreditation process and in an effort to improve the school climate; the following goal was established: By the year 2020, students at BHS will demonstrate connectedness to the school community and in learning as measured by: the percentage of students participating in school-related sports and/or clubs will increase at the rate of 3% per year, participation of ninth grade students in school-offered mentorship program at the rate of 17% per year, resulting in 100% participation at the end of six years, and an increase in the number of student-performed community service hours as related to the senior graduation project at a rate of 10 hours per year, starting with the class of 2017 for a minimum of 40 hours over the course of four years.

The district does not have Alternate Academic Content Standards.

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.

District and building administrators attend regional meetings hosted at/by the Allegheny Intermediate Unit (AIU). For administrators from the district office, the AIU offers monthly role-alike meetings. Additionally, the superintendent and high school administrators participate in the South Hills Area School Districts' Association (SHASDA) professional learning groups. All administrators, at both the district and building level, participate in the Pennsylvania Inspired Leadership (PIL) program in which the attendees complete the National Institute of School Leadership (NISL) courses. The district supports the completion of all NISL courses and coaching institutes, not simply those required. Aspiring leaders are encouraged to further their professional education by enrolling in course work offered at local colleges and universities. The Act 93 Agreement allows for partial tuition reimbursement for those pursuing advanced degrees or certifications. The district administrators schedule professional development days throughout the school

year in an effort to dedicate time to district and state mandates such as ACT 82 and Chapter 4 regulations. All professional development sessions are aligned to the district's strategic pillars, with the ultimate goal of improving student learning and achievement driving all efforts. During this time, teachers and administrators collaborate and communicate both within their buildings and vertically and horizontally across the district with their peers. Oftentimes, professional development opportunities are designed to allow for thoughtful data analysis using local and state data sets including PVAAS, eMetric, PIMS, and the School Performance Profile (SPP). These days focus on the development of common assessments aligned to the PA Core Standards and their impact on Student Learning Objectives (SLO). Teachers and administrators review research-based best practices to allow for the creation of valid and reliable assessments. Given the state level transition from the Legacy Standards to the PA Core standards, much attention is given to this topic, as the teachers and administrators evaluate lessons and assessments for rigor and relevance. Both teachers and administrators have been thoroughly trained to use the Standards Aligned System (SAS) web site as a resource for exemplars, model curriculum frameworks, and content standards. In conjunction, professional development for understanding and using Danielson's Framework for Teaching and Educator Effectiveness as outlined in ACT 82 are also focal points.

With the adoption of the PA Core Standards in math and English/Language Arts, the district has established PA Core Standards Work Groups consisting of teacher representatives by grade level and content area and K-12 administrators. The purpose of these work groups is to collectively revise the existing math and ELA curriculum to be aligned to the PA Core Standards both horizontally and vertically, in addition to accomplishing the following goals with their colleagues in their buildings:

- Design and implement SLOs, using existing assessments aligned to the PA Core Standards for the second semester of the 2014-15 school year.
- Design SLOs, using the newly developed common assessments aligned to the PA Core Standards, for the 1st and 2nd nine-weeks for each grade level in the content area for the 2015-2016 school year.
- Ensure the horizontal alignment of the ELA, math, and science curriculum work over the course of the 2014-2015 school year.
- Begin to map the ELA, math, and science curriculum, horizontally and vertically, for the 2015-2016 school year. Ensure horizontal alignment of the remaining content areas in the 2015-2016 school year.

The district has committed significant resources to this initiative with curriculum writing professional development over the summer and release time during the school year for teams to work on accomplishing these goals. The PA Core work teams return to their buildings and grade level teams to share the work, solicit feedback and further develop the curriculum and common assessments/SLOs during morning PLC meetings. In addition teams of teachers are provided release time to attend trainings at the AIU or PATTAN and are accompanied by administrators so that all of the decision makers are in the same room hearing the same message. Teacher leaders have attended the SAS Institute and other key meetings with administrators for the same reasons.

Regarding technology, all members of the professional teaching staff participate in the BrightBytes survey. The results of the BrightBytes survey allow for an honest assessment of district needs relative to the hardware, software, infrastructure, professional development, and attitudes that are in place. The analysis of this data prompted several actions intended to improve student and staff learning associated to technology. Nineteen technology-focused professional development sessions were offered over five weeks, led by teacher-leaders, administrators, and local experts. Sixty-one staff members participated in 93 total sessions. These sessions were archived and are currently hosted on the district's web site so that teachers who could not attend can experience the summer professional development in an on-demand forum.

The district also dedicates a full professional development day to the integration of technology for the purpose of enriching instruction. For example, during the 2014-2015 school year, 80 K-5 elementary homeroom teachers, along with a few representatives from other specialty areas, participated in a day-long training presented by representatives from Apple. Teachers explored basic navigation, organization, and settings of the iPad. They learned how to use the device as a tool for teaching and learning and discovered how to increase productivity and collaboration in their classrooms by using built-in apps and iCloud. Teachers used this training as a foundation for the deployment of classroom iPads. While this group of teachers received training, the secondary teachers attended a keynote speech by Gary Gardiner, from DreamFlight Adventures. Mr. Gardiner discussed the role of technology in today's classrooms, new and emerging educational initiatives in our area and nationally, and he gave the audience a preview of the IKS Highlander, which is currently under construction at Harrison Middle School.

After the keynote address, teachers attended five technology-inspired sessions of their own choosing throughout the remainder of the day, in an effort to differentiate the professional development opportunities offered. Teachers were given the opportunity to register for one of the 55 sessions presented by their colleagues and representatives from our local libraries and Intermediate Unit. Session topics included technology tools that are currently being used by teachers throughout the district, new tools or instructional strategies, and opportunities to delve deeper into a tool or concept that he or she already has familiarity. Technology-driven professional development of this nature will continue on an annual basis.

Finally, while professional growth and development is a priority, the district's number one concern is the safety of all students and staff. With that in mind, a core team of teachers and administrators underwent significant ALiCE trainings last spring in order to become personal ALiCE trainers for the district. ALiCE stands for Alert, Lockdown, Inform, Counter and Evacuate. ALiCE is a set of proactive strategies that increase chances of survival during an armed intruder event. While no one can guarantee that there will be no casualties or injuries, ALiCE training can guarantee that passing on knowledge will empower students and staff with options for survival. All district staff, teachers, paraprofessionals, secretarial, food service, custodial, transportation and supervisory staff were trained in ALiCE. A partnership has been created with local law enforcement and emergency response personnel who advise and support the ALiCE team. Professional development sessions of

this nature will continue on a semi-annual basis.

Professional development is essential in creating awareness of social, emotional and societal issues facing students today. Teachers need to have an understanding of current issues and how they impact a student's growth and development. The district has provided staff development in the areas of: bullying, homelessness, crisis intervention, substance abuse, child abuse, internet safety, diversity and tolerance, attendance and truancy.

In addition to providing information to the staff, **parent programs** are held throughout the school year. Topics include: bullying awareness, homework help, creative time with your child, current adolescent drug and alcohol issues, and helping your child deal with anxiety.

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

Do we want to talk about Differentiated Supervision and Differentiated Professional Development or hold off on that?

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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.
- 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).

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

Each summer, the district leadership team determines topics for professional development based on assessment data, PDE initiatives, and internal surveys. District priorities are established by the district leadership team and are revisited and revised throughout the school year based on data as it becomes available. Using assessment data to determine building or district trends has served as the driving force behind many of the curricular revisions that have occurred district-wide. Building and district administrators and teacher leaders are active participants in all professional development days, oftentimes acting as facilitators or topic specific experts. This allows for the establishment of common goals and expectations for all members of the educational community. The district also utilizes experts from the local intermediate unit to use as resources. Administrators use informal walkthroughs and formal observations as tools to monitor the degree to which the professional development expectations are being carried out with fidelity.

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

While the district does not use a systemic process to validate whether or not providers have the capacity to present quality professional development, we are not haphazard with our choice of providers. Internal presenters have been vetted over time and have proven to be experts in the areas in which they are asked to serve as presenters. When using external providers, we research the providers' credentials, references, and engage in conversations with our district counterparts who may have used a provider's service in the past. The district will continue to work with administrators and teacher leaders in order to create a way in which professional development can be evaluated for its impact on teaching practices and student learning.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will enhance communication and interpersonal interactions with administrators, colleagues, parents and students.

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

The focus of the induction plan is on professional growth of our beginning teachers, the district's planned instruction, the district's goals and objectives, and honoring of the Chapter 4 expectations. The Baldwin-Whitehall School District is committed to assuring the employment of qualified and dedicated staff and to creating the structures and

environments that will empower them to use their talents and abilities in creative and more productive ways. Quality staff must be effectively employed to achieve the mission of the district in times of challenge and change. More than any other single factor, the ability of the nation to meet the educational demands of the next century may well be determined by the quality of the people who work with youth and provide the educational leadership for their success. The primary goal of the Baldwin-Whitehall School District Teacher Induction Plan is to provide a support system for all first-year teachers as well as for those who may require support during the first three years of their careers in the Baldwin-Whitehall Schools.

As a result of the objectives, the competencies of the teacher induction program are as follows: recognize and practice the behaviors as outlined in the Code of Professional Practice and Conduct for Educators; identify and develop effective instructional teaching skills and strategies; identify individual student strengths and needs to plan and implement appropriate instructional strategies; develop and strengthen classroom management skills; identify and use the special services offered by the school district; and identify the demographics of the community to respond to the diverse student needs.

All new staff members of the Baldwin-Whitehall School District are required to complete our formal induction program. The topics mentioned above are discussed and investigated among the inductee, his/her mentor, his/her building-level supervisor, and central office staff members. Every new teacher is assigned to a mentor; these two individuals meet on a regular basis to ensure that individual needs are being met and addressed. Upon completion of the school year, both the inductee and mentor are required to turn in a completed assessment of the program.

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

With the state's transition to the PA Core Standards, it is imperative that our new teachers have a working knowledge of how to effectively access resources ranging from curriculum frameworks to eligible content and assessment anchors. It is our goal, through the induction program, to provide professional development on how to utilize the Standards Aligned Systems (SAS) web site. SAS will be introduced, along with hands-on training, during the beginning-of-year professional development days, designed exclusively for new teachers.

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).

- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

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

New teacher inductees are formally observed by their supervisor at a minimum of four times per school year. Supervisors conduct both pre- and post-conferences with the new teacher for each of these observations. Additionally, meetings between the inductee and mentor are held on a regular basis, where discussions and/or reflections focus on best instructional practices. These meetings also afford the opportunity for the inductee and his/her mentor to review lesson plans. New teachers are given the most current data available for their students. With the support of both their building principal and mentor, these teachers learn how to effectively analyze and utilize the data. The data reviewed can include PSSAs, Keystone Exams, Classroom-Based Assessments, STAR, 4Sight, CDTs, etc.

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

With the new Educator Effectiveness Model, our district is beginning to discuss the implementation of peer-to-peer observations. Our goal is to create a differentiated supervision model, which could allow a mentor teacher to choose a specific project in place of a formal observation. This project could then include a component where he/she may observe his/her assigned inductee. The Baldwin-Whitehall School District is also in the planning stages of refining our Induction Plan. Our goal is to include both an inductee survey and the completion of a portfolio by the inductee. The refinement of the plan will also include an evaluation/reflection of past practices within the induction program in order to provide a better service to our new teachers.

Mentor Characteristics

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.

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

Teachers who are interested in serving as mentors submit a letter of interest to the Human Resources department at the end of each school year. Building principals select mentor teachers based upon specific criteria which include: a tenured, certified person with

teaching experience in the Baldwin-Whitehall School District; a volunteer from a pool of teachers from the same building as the inductee; a teacher with the same type of assignment as the inductee (when possible); a teacher who conveys enthusiasm for teaching and student growth; a teacher who demonstrates a personal interest and shows a sensitivity to the needs of the beginning teacher; a teacher who displays dedication through a commitment to professional and personal growth; a teacher who is willing to share experiences and ideas; and a teacher who is recognized as a role model by peers and administrators.

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

With our district currently in the planning stages of auditing our induction program, the selection of mentors will be addressed. Criteria considered for the selection will now include a strong work ethic and performance. A mentor training program will also be considered, along with taking a closer look at the compatibility of both the inductee and mentor schedules.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation items were developed by the Induction Committee to measure the effectiveness of the Induction Program. The evaluation items include three separate forms: one for the mentor teacher, the principal, and the inductee. At the end of each year, the evaluation forms are distributed to the appropriate personnel for completion. The forms are analyzed and an evaluation is completed based upon the results. Changes in the induction program can then be made as a result of the analysis of the evaluations of the program by the principals, mentor teachers, and inductees. These changes in the program will be communicated to the principals during summer professional development days. This information is then relayed to the teachers upon their return to work in August. All changes and/or additions will be made to the forms as needed and these revised forms will be made available to the principals, mentor teachers, and inductees. Additional feedback will occur during the regularly scheduled meetings between the inductee and the mentor teacher.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **381**

Identification Method

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

The district has embraced the Response to Instruction and Intervention (RtII) model for grades K-5 and the Student Assistance Program (SAP) team model at the secondary level as a means of supporting struggling learners, but not as a means of identifying the presence of a Specific Learning Disability. A variety of data including formal, informal, and standardized assessments are utilized to guide the implementation of interventions and

specific levels of instructional support prior to making a referral for a Multidisciplinary Evaluation. To be identified as a student with a Specific Learning Disability, a student must demonstrate a severe discrepancy between demonstrated cognitive ability and performance on a norm-referenced assessment of academic achievement as well as a need for specially designed instruction to make meaningful academic progress. To determine if a severe discrepancy exists, the district compares standard scores derived from individually administered standardized assessments of cognitive abilities and academic skills using the Severe Disparity table which has been provided by the Allegheny Intermediate Unit (AIU 3) and reproduced below. Once it has been determined that the student's performance on these assessments does show a severe disparity, the District reviews the student's need for Specially Designed Instruction outside of what is offered through the general education curriculum. Based on these two prongs, an eligibility determination is made through the Multidisciplinary Evaluation Process.

Obtained IQ	Severe Disparity						
130	94	117	86	104	78	92	71
129	93	116	86	103	78	91	71
128	93	115	85	102	77	90	70
127	92	114	84	101	77	89	69
126	92	113	84	100	76	88	69
125	21	112	83	99	75	87	68
124	20	111	83	98	75	86	68
123	20	110	82	97	74	85	67
122	89	109	81	96	74	84	66
121	89	108	81	94	72	83	66
120	88	107	80	95	73	82	65
119	87	106	80	94	72	81	65
118	87	105	79	93	72	80	64

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

Outlined below are the four areas we are more than 10% above the state average, explanations as to why the district feels it is above the average, and, when applicable, procedures the district has and will implement to address and correct these issues.

Data:

Autism: Data from the December 1, 2012 Child Count submission indicates 9.8% of identified students in the district are identified as having Autism. The state average in the same data collection identifies 8.6% of identified students in the commonwealth are identified as having Autism. The district is 1.2% over the state average.

Emotional Disturbance: Data from the December 1, 2012 Child Count submission indicates 12.0% of identified students in the district are identified as having an Emotional Disturbance. The state average in the same data collection identifies 8.6% of identified students in the commonwealth are identified as having an Emotional Disturbance. The district is 3.4% over the state average.

Intellectual Disability: Data from the December 1, 2012 Child Count submission indicates 9.6% of identified students in the district are identified as having an Intellectual Disability. The state average in the same data collection identifies 7.1% of identified students in the commonwealth are identified as having an Intellectual Disability. The district is 2.5% over the state average.

Speech or Language Impairment: Data from the December 1, 2012 Child Count submission indicates 21.0% of identified students in the district are identified as having a Speech or Language Impairment. The state average in the same data collection identifies 16.0% of identified students in the commonwealth are identified as having a Speech or Language Impairment. The district is 5% over the state average.

Rational/Plan:

In recent years, the Baldwin-Whitehall School district has made considerable progress with supporting struggling students in the regular education program. Since the 2010-11 school year the district has experienced a 17% reduction in the total number of students who

require Special Education Services. This reduction in total students has impacted the number of students identified in each disability category but the impact has not been uniform across all categories. The majority of the reductions have been seen in the number of students who have been identified as having a Specific Learning Disability, which the district has significantly less than the state average. As a result of this reduction in one area, the percentage of students who are identified as having disabilities in the areas Autism and Intellectual Disability have increased without a significant change in the number of students who are actually identified as meeting the criteria for these disabilities.

Students who are identified as having an Emotional Disturbance, although still disproportionate from the state average and despite the reduction in total students who receive Special Education, have shown a decrease in number of students resulting in a decrease in the percentage of total students who receive Special Education Services from 13.8% in 2011-2012 school year to 12.0% in the 2012-2013. The district continues to work towards a reduction in the number of students who need Special Education Services as a student with an Emotional Disturbance. Initiatives include a district wide implementation of the principals of the Crisis Prevention Institute's Crisis Development Model and deescalation techniques. In addition, the district has utilized trainings provided by the Allegheny Intermediate Unit (AIU) and PaTTAN to train teachers and School Psychologists on Functional Behavioral Assessments and the development of Positive Behavioral Support Plans which can be implemented in the regular and special education settings.

Students who receive Special Education Services through Speech and Language Support either as a primary disability or a related service fall into the largest area of disproportionalities. Review of the service delivery model revealed inconsistent practices including what students meet edibility criteria and exit criteria which resulted in over identification or services being provided longer than the student demonstrates a need. The district has developed a consistent process and criteria for eligibility and exit.

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?

Baldwin-Whitehall School District adheres to Section 1306 of the School Code, which permits all nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within our borders, to attend the public schools of the host school district. The Baldwin-Whitehall School district employs a public outreach awareness system to locate and identify all children thought to be eligible for special education within the LEA's jurisdiction including non-resident students residing in

facilities in our district. Facilities that house non-resident students that receive special education services are directed to the Pupil Services Department to coordinate the enrollment process. The Pupil Services Department communicates with the facility, the resident school district and the parents to ensure that non-resident students receive FAPE in the district. Baldwin-Whitehall school district is responsible for providing the student with an appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. We are responsible for making decisions regarding the goals, programming, and educational placement for each student. The Pupil Services Department seeks advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student. The Pupil Services Department facilitates prompt retrieval of non-resident student records to ensure FAPE and appropriate placement. The Pupil Services Department contacts the student's home district and every effort is made to invite the parents and the representatives of the resident school district to all Individual Education Program meetings held for this student. Students with disabilities who are wards of the state, or whose parents are unknown, unavailable, or have had their parental rights legally terminated are assigned a surrogate parent through the Allegheny Intermediate Unit in order to have appropriate representation when educational programming decisions are made.

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).

There are no facilities for incarcerated students within the Baldwin-Whitehall School District. The Pupil Services Department makes timely inquiries to the Correction Education Records Center requesting a search of the database and identification of students from our district who may be incarcerated in one of the state institutions. When a student who attends the district's educational program is adjudicated and the Corrections Education Records Center confirms the placement in a facility the Pupil Services Department forwards school records, including special education records, to the institution to facilitate academic placement and programming. To ensure the provision of a free, appropriate public education the Baldwin-Whitehall School District complies with the request within 5 days.

Often, the Allegheny Intermediate Unit provides the Alternative Education Program (AEP) including instruction, counseling and advocacy for students in detention centers, jails, juvenile institutions, child welfare shelters and community-based centers. In addition, schools are operated in the Shuman Detention Center and Allegheny County Jail. The Detention Education System offers students and opportunity to continue their education. Schools are operated by those detention centers or through a Regional Alternative Support Program designed to provide alternative education for disruptive youth who are temporarily unable to attend their public school due to legal issues.

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.

In accordance with the Individuals With Disabilities Education Act and Pennsylvania Chapter 14, Special Education Programs and Services, the Baldwin -Whitehall School District utilizes a full continuum of placement options to meet the needs of our students. Emphasis is on the regular classroom as the default placement with supplementary aids and services provided. Students with disabilities are only removed from the regular education environment when the IEP team determines that their education cannot be achieved satisfactorily with all required supplementary aids and services. All students with special needs including those who require the most restrictive placements, are provided with a variety of opportunities to participate with students who are not disabled. Some of the opportunities offered for students in more restrictive placements include participating in regular education vocational programs, attending specific classes at their home school for partial day schedules, and participating in after school activities and sports.

Students with disabilities are encouraged to participate in extra curricular and non-academic programs and activities to assist in developing these talents and to build social skills. All necessary supports and services are provided to ensure that students with disabilities are educated with non-disabled students. Baldwin-Whitehall School District supports the development and expansion of programs, strategies and methods to effectively educate students with disabilities in the least restrictive environment, including those with severe disabilities. The district supports including students with disabilities in meaningful participation in regular education classrooms in their neighborhood schools. Special Education teachers, Paraprofessionals, Regular Education Teachers, Administrators, and other staff members from each school in the district receive training from the Watson Institute and other community based agencies. These staff members serve as a resource in their buildings to effectively assist staff in providing for students with more severe disabilities. The training focuses on research based best practices that support students with disabilities to gain function, develop skills, and then generalize these learned skills to

other environments in the building. Staff is also trained to identify emerging student skills with the highest probability of success for participation in the mainstream in order to facilitate inclusion for students with more severe disabilities. Baldwin Whitehall also receives support and training from Allegheny Intermediate Unit and PaTTAN to enhance placement options in the regular education setting.

The administrators in the Pupil Services Department facilitate annual staff development training regarding Special Education rules, regulations, and related district processes to maintain compliance. Topics regularly discussed include, but are not limited to types of supplementary aides and services, Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), Health Information Protection Act (HIPA), and other regulatory information essential in the compliance with state and federal regulations. In addition the district Pupil Service Department provides 20 or more hours of professional development for the Paraprofessional Staff annually. This professional development, along with documentation of every paraprofessional meeting the 10 identified standards, ensure all paraprofessional staff employed by the district meet the Credential of Competency for Special Education Paraeducators.

Supplementary Aides and Services (SaS) are evaluated and implemented in accordance with the four step process outlined in the SaS Consideration Toolkit including review of student profile, identify potential barriers to learning and curriculum access, identification of strategies to eliminate barriers, and discuss and identify appropriate SaS alternatives for implementation. Supplementary Aides and Services are provided to modify staffing, classroom structure, instructional presentation, assistive technology, and curriculum. The district currently utilizes student and classroom based paraprofessionals, iPads, individualized computer based reading interventions, curriculum based structured interventions, co-taught classes, small group instruction, leveled reading materials, sound amplification devices, visual magnifiers, and sound dampening devices as recommended by the IEP Teams.

At the elementary level, the district employs a three tier Response to Intervention and Instruction (RtII) model where teams meet at predetermined intervals throughout the year to review student progress and recommend interventions to support struggling learners. This program is part of the district early childhood initiative and provides regular progress monitoring for all students. This initiative ensure early identification, intervention, and progress monitoring of students who are struggling. These interventions are provided in the regular education setting in the form of Title I services, Academic Support Enrichment, behavioral interventions, classroom based interventions, and other research based support services focused on remediation of skills. The goal of the process is accelerating learning for all. The assumption of the RtII model is that all students can learn, and will learn, given the right opportunities. All students in the district are exposed to standards based instructional design where there is a focus on differentiated instruction and opportunities for students to be exposed to regular assessments of progress. As part of the intervention program, the

team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. Each of the three tiers represents a grouping of students whose needs are met with more intensive instructional approaches. Movement between the tiers is fluid and determined by the RtII team. The team who reviews the data from regularly administered, formal, informal, and standardized research based assessments. This allows all students to have their needs met in the least restrictive environment possible. Students who show limited progress with the current level of interventions are moved to higher tiers so they can receive additional support. Tier 1 represents approximately 80-90% of students who can be served with differentiated instruction provided by the classroom teacher. Tier 2 represents roughly 10% of students who demonstrate a need for additional support or interventions to achieve success. In addition to the differentiated instruction provided by the classroom teacher, these students typically participate in daily 30 minute intervention programs focused on their specific needs. This instruction is provided outside of the regular classroom by an intervention teacher. Tier 3 includes roughly 5% of the special education population. This tier offers the most support provided in the regular education setting, and is the last level prior to the district initiating a multidisciplinary evaluation. Students who have not demonstrated meaningful progress in Tiers 1 and 2 are placed in Tier 3 where they will receive more assistance and intensive interventions. In addition to the differentiated instruction provided by the classroom teacher, these students in Tier 3 receive up to 60 minutes of subject specific interventions daily. In the event the RtII team determines that all supports and services which can be provided as part of the regular education program have been exhausted, then the team will then make a referral for a Multidisciplinary Evaluation.

At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing behavioral and or academic difficulties which interfere with that are posing a barrier in their learning and success in school. Baldwin High School and Harrison Middle School have identified SAP teams which meet on a regular basis to review student academic and behavioral progress. As part of the program, the team regularly communicates with the parents of each student so they are aware of the steps the school is taking to support their child. The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. The teams review formal and informal data provided by teachers, and school staff members as well as informal, formal and standardized assessments. Through the regularly scheduled meetings the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. The SAP model uses district and community based supports to address all struggling students in the least restrictive setting possible. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions. Students who demonstrate behavioral or social difficulties are supported through school and community support such as school based social work

services, community based drug and alcohol and/or counseling programs, and possibly referrals to other, more restrictive programming which are only provided outside of the school setting. All supports and services provided through the SAP program are regular education initiatives and support all students. In the event the SAP team determines all supports and services which can be provided as part of the regular education program have been exhausted, the team will then make a referral for a Multidisciplinary Evaluation.

Parents also have the right at any time to request a Multidisciplinary Evaluation for their child. When a parent makes a written or verbal request for a Multidisciplinary Evaluation, the building administrator schedules a Parent Evaluation Request Meeting. The Parent Evaluation Request Meeting will be scheduled in a reasonable amount of time and will include the building administrator, pupil services administrator, relevant teachers, guidance counselors, instructional support staff and the parents of the students. The purpose of the meeting is to review the parental request and make appropriate recommendations to support the student. Similar to RtII and SAP, the team will review the data provided by informal, formal, and standardized assessments as well as parent and teacher information including, but not limited to, interventions which are currently implemented. If the student is currently in Tier 2 or 3 at the elementary level or active with the SAP team at the secondary level all information which has been reviewed by those teams will be discussed with parents and during this meeting. At the conclusion of the meeting the team will make recommendations for support which may include a Multidisciplinary Evaluation, referral to the RtII or SAP team or increase supports in the regular education program. If the team determines to increase support without completing an evaluation for eligibility for Special Education Services, the Pupil Services Administrator will issue a letter to the parent outlining the decision and supports. Included with that letter will be the Notice of Recommended Educational Placement which indicates that the district will not complete the requested evaluation.

When students have exhausted all supports and services available in the regular education program through the RtII and SAP teams, a referral is made to the Pupil Services Department to complete a Multidisciplinary Evaluation (MDE) Report. The district employs two full time Certified School Psychologists and a full time clerical staff member who facilitate and oversee this process which begins when the referral is received from the appropriate building level team (RtII, SAP, or Parent Evaluation Request Meeting). Within 10 days of receiving the referral, the Pupil Services Department staff develop and issue the Permission to Evaluate - Consent Form and Procedural Safeguards to the parent. Upon receipt of the signed Permission to Evaluate - Consent Form, the Certified School Psychologist and required members of the MDE Team collect pertinent data to evaluate the strengths and needs of the individual student so that the MDE can be developed for the purpose of identifying eligibility for special education services and recommending appropriate supports and services needed for the student to make meaningful progress in the Least Restrictive Environment. The MDE is sent to the parent a minimum of 10 days prior to the team meeting to review the results. If a student is eligible for and in need of

Special Education Services, an Individualized Education Plan (IEP) team meeting is held within in 30 days. The purpose of this meeting is to review the MED and develop the IEP. At the conclusion of the IEP team meeting the Notice of Recommended Educational Placement (NOREP) is issued by the building principal who acts as the Local Education Agency (LEA) representative or their designee. The IEP is then implemented within 10 days of the IEP team meeting.

Progress monitoring occurs on all goals outlined in the IEP. The purpose of this is to ensure regular data collection throughout the school year which will guide the effectiveness and appropriateness of identified interventions. This information is reported to parents four or more times per year as determined by the IEP team and outlined in the IEP goals section.

Students who receive Special Education Services have their strengths and needs assessed through a Reevaluation (RR) at least every three years (every 2 years for students identified as having an Intellectual Disability or for students who attend an Approve Private School (APS)). The IEP team makes the determination regarding the need for additional data 60 days prior to the three or two year RR due date. If the team determines the need for additional data, a Permission to Reevaluate - Consent Form is issued to the parents for their approval and the process, similar to the MDE process outlined above is followed. If the team completes their review and determines there is not a need for additional data, the RR is completed and issued to the parent which initiates a new IEP to be developed as indicated in the MDE process above. Although the district does have the option to recommend the RR be waived, this practice is not currently endorsed unless 1) the student is in their last year of high school, 2) a post-high school transition plan has been determined and 3) that plan can be implemented and successful without the collection of additional data.

For students who are placed outside of the school district, an administrator from the Pupil Services Department acts as the LEA at all IEP meetings in order to monitor progress and assess the level of need as the facilitator of the IEP Meeting. At the IEP team meeting, the LEA reviews the appropriateness of the identified placement and assists the IEP team in making the determination regarding the ability of the school district to implement the IEP in a district based program with supports and services. This review occurs at every IEP meeting, but no less than one time per year. In addition to the regularly held IEP Meeting, the Pupil Services staff review all progress monitoring and attendance reports provided by all non-district-based programs. This ongoing review provides regularly monitoring of student progress to ensure that all students are being served in the LRE.

The district employs five licensed social workers who provide mental health support services including home visits, individual and group counseling services, and coordination between community based organizations and school staff. In addition, the social workers are certified crisis intervention trainers through the Crisis Prevention Institute and have facilitated trainings for over 60 staff members district wide. Over then next three years these staff members will continue to facilitate training with the target of all staff members

who provide direct services to students be trained and certified in the verbal deescalation and behavior management techniques developed by CPI. Currently, every school building has a Crisis Response Team identified. This team is a group of CPI Certified staff who are utilized for intervention with students who are experiencing a crisis situation where the CPI verbal techniques utilized by the classroom teacher have not deescalated the student. The CPI Crisis Response team responds and intervene to maintain the safety of all students and staff in the building. The CPI Crisis Response Teams receive re-certification annually. Other building level staff are re-certified every two years.

The district utilized a wide variety of Assistive Technologies to support students in the LRE. Through consultation and evaluation provided by the Allegheny Intermediate Unit and PaTTAN, teams review and address specific student needs through the use of various specific technologies. When a specific device, program, or technology is recommended, the district, through the AIU and PaTTAN uses a Short Term Loan of the recommended equipment to determine the effectiveness of the device for that student. Through data collection during the trial period, the team determines if the recommended device allows the student to access the curriculum appropriately. Once a device is determined to be appropriate, the district purchases the device and outlines the use of the device in the IEP and provides it as a support for the student.

The co-teaching model of instruction is implemented for core subjects at high school level. As this plan is implemented, the intention is to expand the co-teaching model in the district gradually. Currently a time line has not been set, but the end goal is to have all students who can be supported through a co-teaching model of instruction receive instruction in that setting.

The December 1, 2012 Special Education Data Report indicates the district shows 49.7% of special education students receiving instruction in the regular education setting with supplementary aides and services provided throughout their IEP. Data reported by the Pennsylvania Department of Education (PDE) Bureau of Special Education (BSE) indicates 62.3% of students who receive special education services across the state are in this category. The district recognizes the need to increase the number of students in this group, but also recognize the 17% decrease in the number of students who are currently in need of and receiving special education services. This fact has dramatically impacted the percentage of students in this group because the recent decline in total students has impacted this group more than any other group under this State Performance Plan (SPP) Target. Also notable is the 8.6% of students in the district who spend less than 40% of their school day inside the regular education classroom. This percentage is slightly less than the state average of 9.0% reported by the PDE BSE. The final data point to consider is the 6.7% of the total district population who receive special education services outside of the public school. The state average for the same group of students is 5.0%. Again, the district acknowledges the need to review this group closely and develop programs which support many of these students without placing them outside the public school setting.

Moving forward, the Pupil Services administrators in conjunction with other district administrators continue to review the district provided programs and assess the need for additional services. Over the life of this plan the district intends to develop and implement Special Education supports in the public school building which 1) increase the number of students who could receive these supports and services provided through the IEP in the regular education setting for more than 80% of their day and decrease the number of students who, based on their identified needs, cannot be served in the public school programs. Review of data which was initially gathered during the 2012-13 school year and will continue to be collected indicates an immediate need for Emotional Support Services in the primary school grades and the implementation of a specialized learning support program at the secondary level. Based on current population, the primary grade Emotional Support program would be a single classroom which supports up to 20 students in a single elementary school. The specialized learning support program will meet the social, organizational, functional academic, and transition (S.O.F.T) needs of students who require secondary instruction provided in a structured environment outside of the regular education classroom. The third and final initiative to address the two areas of concern within this SPP Target area is the continued efforts to implement a more comprehensive co-teaching model of instruction for students who demonstrate a need for services through the learning support program. As stated above, the program is currently implemented at the high school level only. Through proper staff development and gradual implementation, the district feels this program will be successful in all buildings. Through the implementation of these initiatives, the district feels these SPP Target areas will more closely resemble the state average in the near future.

Behavior Support Services

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

The Baldwin-Whitehall School District policy for behavioral support (School Board Policy 113.2-Behavior Support Adopted February 8, 2006, Revised October 13, 2011) establishes, "Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily." In accordance with this the policy outlines that all students who demonstrate a need for specific behavioral intervention to address behaviors which interfere with learning should have a Positive Behavioral Support Plan (PBSP) integrated into their Individualized Education Plan (IEP). PBSP should be based on the results of a Functional Behavioral

Assessment (FBA) conducted as part of a Multidisciplinary Evaluation (MDE) or Reevaluation Report (RR) initiated by the IEP team. Interventions outlined in a student's PBSP include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

In accordance with School Board Policy 113.2 - Behavior Support, the district provides regular training to staff in the area of verbal and physical intervention techniques to manage student behavior based on the strategies and philosophy of the Crisis Prevention Institute (CPI). The district employs four trainers who have been certified by CPI to provide ongoing instruction, certification, and recertification to district staff. Currently, over 60 staff members have been trained and certified to use the CPI techniques to intervene with students who are disruptive to the learning environment. In accordance to this policy and CPI principles, the use of physical interventions including physical restraints is a last resort when students are a danger to self, others, and a disruption to the learning environment. Each school building has an identified Crisis Response Team who is trained and certified in both verbal and physical interventions based on the principles of the CPI. In addition, each building has a number of teachers who have participated in regular training for verbal deescalation techniques based on the principals of the CPI program. The Crisis Response Team in each building participates in an annual recertification program while the building staff are recertified in the verbal intervention and deescalation techniques every other year.

In addition to the provisions outlined in School Board Policy 113.2 - Behavior Support, the district employs five licensed Social Workers and two School Psychologists who provide School-Based Behavioral Health Services. This level of support staff in the district ensures all buildings in the district have behavioral health support services available to the student each day. In addition to district provided support services, the district works with Mercy Behavioral Health to provide the opportunity for School Based Mental Health Counseling Services during the school day. This service is offered to all students who demonstrate a need. Based on the area of concern, staff from Mercy complete an intake evaluation which is reviewed by their treatment team who makes recommendations for services. In the event a student is recommended by Mercy for School Based Mental Health Counseling, the district provides the opportunity for the student and counselor to meet during the school day. This is a significant support for students and families who, for many reasons, may not be able to access counseling services in the community outside of the school day. Funding for this program is provided through the student's medical insurance provider, not the school district.

The district has developed and implemented the, "Let's Get Real...About Bullying" Program in all buildings. This program supports all students, staff, and families with resources regarding bullying and how it impacts student learning and well being. As part of the program, district social workers are presenting to students, staff, and families ways to identify and decrease instances of bullying including how to identify victims and perpetrators and how to safely report incidents. This is a proactive approach to reduce and

hopefully eliminate these behaviors in our school setting. This program is a research based system of interventions and trainings designed and implemented by district staff.

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.

Baldwin Whitehall School District notifies the appropriate local and state agencies when it is having difficulty ensuring FAPE for a student with a disability. Support is requested for students that cannot currently be served in a regular educational setting, who have waited more than 30 days for the provision of an appropriate educational placement, are at substantial risk of waiting more than 30 days for a placement, and/or students whose special education placement is Instruction in the Home. In addition the school district notifies the Intermediate Unit and the Department of Human Services to ensure that the students receive Intensive Interagency coordination. The student's case is referred to a Regional Interagency Coordinator (RIC). For students that requires intensive interagency coordination to access an appropriate educational placement, the RIC assesses the situation and determines any barriers that might be preventing the student from receiving the appropriate educational placement. The RIC promptly schedules a meeting of the local interagency team. This team includes the family of the student, the district LEA, the Intermediate Unit (IU), and other relevant child serving agencies. The other relevant child serving agencies might include the county offices of Mental Retardation and Mental Health, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency team identifies the responsible agencies best able to meet the needs of the student in the Least Restrictive Environment.

It is challenging to provide FAPE to students diagnosed with mental retardation/cognitive deficits and severe mental health issues, and students whose parents request Instruction in the Home as the only appropriate educational placement. It is also challenging to provide FAPE to students who have been non-responsive to the continuum of special education supports, services, and educational placement options such as: Part-time emotional support services within the public school setting, full-time emotional support services in Approved Private Schools and other Private School Settings, and have a history of aggressive and risk taking behaviors.

Instruction in the Home has been a successful temporary placement to meet the needs of these students. Consistent efforts, identification of supplementary aides and services, and parental support are provided to gradually include these students in the regular school and/or private/approved private school settings. The ultimate goal remains, to serve the student in the regular school setting with appropriate supports and services to ensure success 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.

The Baldwin-Whitehall School District Special Education Program focuses on quality, effective, student centered instructional services provided in the least restrictive environment. Central office administrators, building principals, teachers, paraprofessionals and support staff work collaboratively with families to meet the needs of our students with disabilities. We are committed to delivering quality services across a full continuum of programming to every student with a disability who resides in the Baldwin-Whitehall School District. A district wide focus on supporting struggling students is a Kindergarten through twelfth grade child find initiative which is fundamental to understanding the needs of students who are experiencing academic, behavioral and social difficulties. This is a proactive, team centered process which identifies strategies to support students and measure responses to interventions as a part of the action plan. Principals, school psychologists, social workers, counselors and classroom teachers collectively design appropriate interventions at regularly scheduled meetings.

Academic and Behavioral Supports

At the elementary level, the district employs a three tier Response to Intervention and Instruction (RtII) model where teams meet at predetermined intervals. These interventions are provided in the regular education setting in the form of Title I services, Academic Support Enrichment, behavioral interventions, classroom based interventions, and other research based support services focused on remediation of skills. The goal of the process is accelerating learning for all. The assumption of the RtII model is that all students can learn, and will learn, given the right opportunities. Each of the three tiers represents a grouping of students whose special needs are met with more intensive instructional approaches. Movement between the tiers is fluid and determined by the RtII team. The team reviews the data from regularly administered, formal, informal, and standardized research based assessments. This allows all students to have their needs met in the least restrictive environment possible. Students who show limited progress with the current level of interventions are moved to higher tiers so they can receive additional support. Tier 1 represents approximately 80-90% of students who can be served with differentiated instruction provided by the classroom teacher. Tier 2 represents roughly 10% of students who demonstrate a need for additional support or interventions to achieve success. In addition to the differentiated instruction provided by the classroom teacher, these students typically participate in daily, 30 minute intervention programs focused on their specific

needs. This instruction is provided outside of the regular classroom by an intervention teacher. Tier 3 includes roughly 5% of the elementary student population. This tier offers the most support provided in the regular education setting, and is the last level of interventions prior to the district initiating a multidisciplinary evaluation. Students in this tier have not demonstrated meaningful progress in Tier 1 and 2 and are in need of more assistance and intensive interventions. In addition to the differentiated instruction provided by the classroom teacher, students in Tier 3 receive up to 60 minutes of subject specific interventions daily. This instruction is provided in a small group with an intervention teacher outside of the regular education classroom. If the RtII team determines that all supports and services which can be provided as part of the regular education program have been exhausted and the result is a continued lack of meaningful academic progress, then the team will make a referral for a Multidisciplinary Evaluation.

At the secondary level, the district utilizes the Student Assistance Program (SAP) to monitor, identify, and support students who are struggling. SAP is a program used to identify students who are experiencing behavioral and or academic difficulties which interfere with their learning and success in school. Baldwin High School and Harrison Middle School have identified SAP teams which meet on a regular basis to review student academic and behavioral progress. The team uses a problem solving model to develop research based supplemental supports and services to help remove barriers so all students can learn. The teams review formal and informal data provided by teachers and school staff members. The team also reviews data including informal, formal and standardized assessments. Through the regularly scheduled meetings the team identifies at-risk students, develops interventions and reviews the effectiveness of the interventions previously developed. The SAP model uses district and community based supports to address all struggling students in the least restrictive setting possible. Students who are experiencing academic difficulties may receive additional supports through structured tutoring by content areas teachers, inclusion in subject specific enrichment programs, movement between leveled classes, or other research based interventions. Students who demonstrate behavioral or social difficulties are supported through school and community support such as school based social work services, community based drug and alcohol and/or counseling programs, and possibly referrals to other, more restrictive programming which are only provided outside of the school setting. All supports and services provided through the SAP program are regular education initiatives and support all students. In the event the SAP team determines all supports and services which can be provided as part of the regular education program have been exhausted and have resulted in limited meaningful progress, the team will then make a referral for a Multidisciplinary Evaluation.

As a result of the ongoing attention to supporting students, the District was informed that J.E. Harrison Middle School has been selected as a Word-Class School by Imagine Learning. This is the highest distinction recognition program by the Imagine Learning Company. Last year, students receiving special education and English as a Second Language services received supplemental support through the Imagine Learning software program. Only 26 schools met the rigorous usage standards for the 2012-2013 school year. This high honor is the result of hard work and dedication on the part of many administrators, teachers, staff, students, and parents.

Parents also have the right at any time to request a Multidisciplinary Evaluation for their child. When a parent makes a written or verbal request for a Multidisciplinary Evaluation, the building administrator schedules a Parent Evaluation Request Meeting. The Parent Evaluation Request Meeting will be scheduled in a reasonable amount of time and will include the building administrator, pupil services administrator, relevant teachers, guidance counselors, instructional support staff and the parent or parents of the student. The purpose of the meeting is to review the parental request and make appropriate recommendations to support the student. Similar to RtII and SAP, the team will review the data provided by informal, formal, and standardized assessments as well as parent and teacher information including, but not limited to, interventions which are currently implemented. If the student is currently in Tier 2 or 3 at the elementary level or active with the SAP team at the secondary level all

information which has been reviewed by those teams will be discussed with parents and this team. At the conclusion of the meeting the team will make recommendations for support which may include a Multidisciplinary Evaluation, referral to the RtII or SAP team or increase supports in the regular education program. If the team determines to increase support without completing an evaluation for eligibility for Special Education Services, the Pupil Services Administrator will issue a letter to the parent outlining the decision and supports. Included with that letter will be the Notice of Recommended Educational Placement which indicates that the district will not complete the requested evaluation.

Student Assessment and Eligibility Determination

The Multidisciplinary Evaluation (MDE) is initiated by the school based team (Student Assistance Program (SAP) or Response to Instruction and Intervention (RtII)) at each building or through a Parent Initiated Pre-Referral Team Meeting. The following will outline the process from initial referral to the completion of the MDE.

Parent requested Multidisciplinary Evaluations (MDE) can be initiated by a parent at any time either by verbal or written request. Any professional staff member who a parent either verbally requests an evaluation or hands a written request for evaluation should provide that information to the principal immediately. To assist in this, the Permission to Evaluate - Parent Request Form and Permission to Reevaluate - Parent Request Form are available on the District Web Page under Pupil Services. When the Multidisciplinary Evaluation (MDE) is initiated by parent request, principals will initiate the following procedure.

When a parent requests a MDE verbally or in writing the principal must schedule a meeting to discuss the parent/guardian's concerns. This meeting should include the principal, administrator from the pupil services department, teacher(s) who are knowledgeable in the area(s) of concern and must occur within 10 days of the receipt of the request. The purpose of this procedure is to connect with parents and guardians of struggling students to collaborate solutions that can be implemented immediately. The goal is to support struggling students quickly and efficiently through engaging parents. At the conclusion of the meeting the team will make recommendations for support which may or may not include evaluation for Special Education Services. If the team determines to increase support without completing an evaluation for eligibility for Special Education Services, the Lead Psychologist will issue a letter to the parent outlining the decision and supports. Included with that letter will be the NOREP which indicates the district will not complete the requested evaluation. A copy of this letter and the NOREP should be placed in the student file. If the team determines that an evaluation for Special Education Services is needed, the Pre-Referral Data Form will be completed at the meeting and delivered to the Pupil Services Office.

1. After the RtII, SAP or Pre-Referral team has completed the established interventions and identified a student who is in need of a MDE due to continued lack of progress despite the faithful implementation of research based interventions, the team should complete a Pre-Referral Data Collection Form.
2. The Pre-Referral Data Collection Form along with data gathered through the RtII or SAP process should be sent to the Pupil Services Department to the attention of the specific building School Psychologist.
3. The School Psychologist will review the data and develop the Permission to Evaluate (PTE) form.
4. The Secretary to the Psychologists will mail the PTE to the parents along with the appropriate data collection forms and rating scales. The Pupil Services Department will make three attempts to get signed permission. 1) via regular mail, 2) via phone call 3) via Certified Mail. All three attempts will be documented in IEP Writer.
5. The Secretary to the Psychologists will put the student on the MDE timeline upon receipt of the

Signed PTE. Student will be assessed in the order that the signed PTE is received, but no longer than 60 calendar days after the signed PTE is received.

6. Upon receipt of the signed PTE and the accompanying forms from the parent, the Secretary to the Psychologists will prepare and send the MDE Data Collection Folder to the building principal or their designee via interoffice mail. This folder will contain all the data collection forms and rating scales needed for the MDE and should be returned to the pupil services department within 3 weeks.

7. The psychologist will complete the assessments and review the parent and MDE data collected. If additional data is required, the psychologist, with the assistance of the Secretary to the Psychologists, will be responsible for gathering that data from the appropriate source.

8. The Psychologist will complete the MDE by inputting the data provided by the team and the results from the assessments and, based on the data, make a recommendation to the team regarding eligibility for services.

9. The MDE will be sent to the members of the team at the appropriate school building for review 48 hours prior to the report being issued to the parent. If one or more members of the team have questions or concerns, they will contact the psychologist directly to discuss.

10. 48 hours after the MDE is sent to the team, the report will be mailed to the parent.

11. To review the data with the parents, one of the two following will occur...

a. If the student is eligible for services, the Principal or their designee will assign a special education teacher who will begin the process of developing an IEP.

b. If the student is not eligible for services, the Principal or their designee will contact the parent and schedule a meeting to discuss the results of the MDE and the supports that are available through the Regular Education program. The student's teacher, evaluating psychologist, and the Principal or their Designee should attend.

Reevaluations occur at a minimum every three years for all students who receive Special Education Services. In accordance with IDEA and Pennsylvania Chapter 14, students who are identified as having an Intellectual Disability or received instruction at an Approved Private School (APS) have a Reevaluation every two years. Any member of the IEP Team can request a reevaluation at any time. The request would initiate an IEP Team Meeting to review the request and related data. From that meeting, the team will make a determination regarding the need to collect additional data in the form of a Reevaluation. Based on the result of that meeting, Prior Written Notice in the form of a Notice of Recommended Educational Placement (NOREP) and/or a Permission to Reevaluate - Consent Form will be issued to the parent for consent. The reevaluation process follows the same timelines as the evaluation process.

Professional Development and Consultation Services

One of the greatest strengths of the special education program is the commitment of the special education staff to the delivery of high quality instruction and supporting students in achieving academic success. High expectations are established for students and tireless energy is invested by staff to support students as they work to achieve success. The district utilizes research-based instructional methods designed to increase student achievement. Instructional staff focuses on performance outcomes and student achievement, but balances this focus with attention to all demonstrated student needs. Baldwin-Whitehall staff is proud of providing an outstanding special education program, with a strong foundation in student-centered programs delivered by highly qualified professionals. As part of that commitment the district provides timely, effective professional development to ensure staff and families are up to date on the latest interventions and resources for supporting the needs of students. The district offers training on various topics relevant to staff and conducts building level special education meetings to augment results and increase compliance with regulations. Training efforts are targeted to a variety of audiences that include principals, regular

educators, special education teachers, parents, paraprofessionals, secretaries, bus drivers and attendants. Consultation services from the Watson Institute, Child, Family, and Community, Inc, and local expert in autism, Rebecca Moyes, provide ongoing, individualized support to staff and a wealth of resources to students, families, and community members. The district website includes a Pupil Services page that provides information and recourses for teachers, parents, and community members regarding both district based and community based training opportunities. This professional development and support is multi-faceted and on-going.

The administrators in the Pupil Services Department facilitate annual staff development training regarding Special Education rules, regulations, and related district processes to maintain compliance. Topics regularly discussed include, but are not limited to types of supplementary aides and services, Least Restrictive Environment (LRE), Free and Appropriate Public Education (FAPE), Health Information Protection Act (HIPA), and other regulatory information essential in the compliance with state and federal regulations. In addition the district Pupil Service Department provides 20 or more hours of professional development for the Paraprofessional Staff annually. This professional development, along with documentation of every paraprofessional meeting the 10 identified standards, ensure all paraprofessional staff employed by the district meet the Credential of Competency for Special Education Paraeducators.

Program Implementation and Development

The first priority of the district is to develop effective and innovative programs that meet the changing needs of the students who require Special Education Services. Currently, the district supports students who require Special Education Services at the Itinerant, Supplemental, and Full Time levels of Learning Support, Emotional Support, Life Skills Support, Speech and Language Support, Vision Support, and Hearing Support in the public school setting. Other students who require more specialized supports, i.e. Autistic Support, Life Skills Support, Multiple Disabilities Support, Emotional Support, Visual Impaired Support or Hearing Support are served in Approved Private Schools or Private Educational Facilities outside of the district. Individualized Education Plan (IEP) Teams meet annually to develop IEPs for eligible students. The IEP which outlines the provisions of Special Education Services and identifies the Least Restrictive Environment in which those supports and services can be provided. The district is vigilant in ensuring all supports and services are exhausted in the public school setting prior to recommending placement in a program outside of the school district. In addition, the district regularly reviews data regarding instructional effectiveness, and programs are then developed to meet the identified needs.

Evidence of the district's commitment to continuous evaluation of students' needs and program development to meet those needs is the implementation of a specialized Supplemental Learning Support classroom. The classroom is focused on the Social, Organizational, Functional Academics, and Transition (S.O.F.T.) needs of a specific group of students who have not reached their full potential in a traditional delivery model of Special Education at the secondary level. The S.O.F.T program can currently serve up to twenty-four students in grades six through twelve. Students are selected based on the recommendation from the IEP Team. All students served through the S.O.F.T. Program have received Special Educational Services through the traditional Learning, Emotional, or Life Skills Support programs prior to inclusion in this program. Since this program is specialized, the students receive instruction provided by Certified Special Education teachers in Reading, Language Arts, Mathematics, Science, Social Studies, and Transition Skills at their functional level within the Special Education classroom.

The district will also reintroduce an elementary Emotional Support Program in the fall of 2014. This program will meet the needs of the growing population of students who have been diagnosed with an Emotional Disturbance and/or demonstrate behaviors which impede their learning and the learning of

others in the primary grades. Previously, these students have been served through the Learning Support program, but recent trends indicate the need for a more specialized program to support these students. This elementary program will mirror the highly effective strategies utilized at the secondary level including the behavioral management principals established by the Crisis Prevention Institute (CPI). District employed CPI trainers will continue to educate and certify staff on de-escalation and behavioral intervention techniques. Professional development will be provided to educate the identified staff who will serve this program from district employed experts and contracted consultants. With these supports and services in place, the district can serve this needy population of students.

At the secondary level, the district has developed and implemented a program where students with disabilities are supported by students without disabilities under the guidance of teachers and paraprofessionals. The Partners Program serves students at the secondary level in Physical Education, Piano, Family and Consumer Science, and Art with plans to continue to expand to other areas over the next three years. Through this program students with special needs are paired with students who have applied and been selected from the student body to provide support in these areas. The "Partners", or students who are identified and instructed on how to assist students with disabilities, receive academic credit for their participation and the students with disabilities make positive connections across the school community. The success of this program is unprecedented with many other districts across the county and surrounding areas developing similar models at their secondary level. Based on the success in this district secondary programs, plans have been outlined to begin similar programs in the primary grades as well.

Transition Services

Individualized, transition services are directed by the district Transition Coordinator and are offered to all special education students starting at the age of 14. District transition services enable students to develop adult living skills in home management, employment, post-secondary education, recreation and self-advocacy. The district works with the Office of Vocational Rehabilitation, Office of Intellectual Disabilities, Goodwill Industries, Step by Step, Inc., and the Allegheny Intermediate Unit to meet the pre-vocational and vocational needs of students with more severe disabilities. All Baldwin-Whitehall professional and paraprofessional staff support and work to strengthen transition services for all students with disabilities. All students who receive Special Education Services and are 14 years of age or older receive Transition Services including an individualized set of coordinated services and activities based on level of functioning and projected post-secondary goals. Transition Services focus on exposing students to the varied type of post-secondary options available, providing information on agencies that support individuals with disabilities after high school, and offering as much training as possible to increase students' skills in the areas of academic, functional, self-advocacy, and pre-vocational skills.

As part of the Transition program, the district has developed and integrated a Pre-Vocational Training program which supports students whose transition plans indicate goals around supported employment after graduation. Students who participate in this program receive a Pre-Vocational Evaluation provided by the district Transition Coordinator using the McCarron-Dial System. In the event the McCarron-Dial System is not appropriate, the district will provide a vocational evaluation through an outside agency such as Goodwill, Inc. Both evaluations provide guidance to the IEP Team regarding the student's vocational interests, strengths, and weaknesses to help increase the likelihood of the student attaining suitable employment after high school. After the Pre-vocational Evaluation the IEP Team recommends placement in district sponsored jobs in one or more of the following areas; Main Office, Guidance Office, Custodial Services, Food Services, Health Services, Grounds Maintenance, Media Services, District Mail, Materials Handling, Laundry Service, and Automotive Detailing. As part of the program, staff educates and support students in the requirements of each identified position.

Students who will be transitioning to Adult Training Facilities (ATF) after completing High School will begin that transition during their last year of school as determined appropriate by the IEP Team. The goal of the program is placement in supported employment after graduation.

Another important feature of the Transition Program is the support for students transitioning between buildings. Each spring the transition coordinator in conjunction with the building administrators, school psychologists, special education teachers, and parents meet and discuss student transitions between grades five and six and eight and nine. The goal is to communicate information about specific students needs to facilitate as close to a seamless transition between buildings as possible. In addition, the district hosts a multi-district transition fair for the surrounding community. With over 30 presenting agencies for the third consecutive year, the transition fair has become a highlight for many families who want to know what supports and services are available in the surrounding area.

Extended School Year (ESY)

The district based ESY program serves students entering First Grade through age 21 who receive Learning, Emotional, and Life Skills Support Services during the regular school year and have been identified as being eligible for and in need of Extended School Year (ESY) services in accordance with §14.132 of the State of Pennsylvania Regulations and §300.106 of the Federal Regulations. The program is operated each summer for sixteen hours a week for four weeks at Baldwin High School. The program utilizes this state of the art facility with qualified special education teachers and the district Transition Coordinator and is supervised by an administrator from the Pupil Services Department. The goal of the program is to maintain continuity over the summer break to help reduce the possibility of regression of learned skills and also to help reduce the time to recoup those skills upon returning to their regular academic program in the fall. The program has three distinct sections: Elementary Academic, Secondary Academic, and the secondary Transition to Life Program. Combined the program serves all student who require ESY services and attend the public school setting for their educational program during the regular school year. The program is also open to students who attend both Approved Private Schools (APS) and Private Educational Facilities. Since moving the program to Baldwin High School during the 2012-13 school year, the program has served an average of 33 students each summer.

The Elementary Academic (First through Sixth Grade) and Secondary Academic (Sixth through Twelfth Grade) program provides individualized academic and social instruction based on IEP goals which have been targeted for ESY by the students' IEP teams. Students are grouped into classes which are staffed by Certified Special Education teachers and Paraprofessionals. In addition to academic and social skill instruction, student are provided with the related services outlined in their IEP. Often students require Speech Therapy, Occupational Therapy, and Physical Therapy as part of this program. Each service is provided as indicated in the individual student's IEP. In addition, students have the opportunity to participate in community based outings as appropriate. Outings are planned by the ESY staff and approved by the Pupil Services Administrators based on their relevance to the academic and social goals outlined in the student's IEPs.

The Transition to Life Program is a specialized, district based ESY program which serves student in Grade Seven through age Twenty-one. This program is facilitated by the district Transition Coordinator and staffed with paraprofessionals to ensure a student to staff ratio of 5:1. The Transition to Life Program targets specific daily living skills essential to a successful transition from school age services to adult services. Throughout the program students learn and practice basic life skills including, but not limited to, financial management, cooking, cleaning, shopping, public transportation, and the functional academic skills needed to be successful in all areas of life. The students who attend the program participate in two community based instructional activities each week. The activities are focused on skill building and are directly aligned to the goals identified in the students' IEPs.

English as a Second Language (ESL) and Special Education

The Baldwin-Whitehall School District currently serves over 230 students in its English as a Second Language (ESL) Program which makes up about 6% of the total student population. Although ESL is not a Special Education Program, state and national statistics show an over representation of students who meet criteria to receive ESL services who are also receiving Special Education Services. The Baldwin-Whitehall School district's Special Education Program adheres to the guidelines outlined in the Basic Education Circulars (BEC) associated with educating students with Limited English Proficiency (LEP) and the evaluation of students who are culturally and linguistically diverse. The district assess all students in their native language and/or using assessments which are free from racial or cultural bias unless clearly not feasible. Assessments to determine eligibility for Special Education Services are chosen based on their ability to measure a student's disability verses limited LEP and all assessments are administered by a certified professional. In addition, professional staff who administer these assessments attend trainings and conferences annually to review procedures and update skills to ensure accuracy. As a result of this careful planning, recommendation for inclusion in special education services for students who receive ESL services only occur once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Currently, 6.9% of the students who receive ESL services in the district also receive Special Education Services. The remaining 93.1% of students who receive ESL services receive all supports through the regular education and ESL programs. Analyzing the same information from a different perspective indicates only 4.2% of the total number of students who receive Special Education Services, also receive ESL services. Overall, current data indicates the district continues to perform accurate assessments and eligibility determinations resulting in an appropriate placement when students present with weaknesses in both learning and the English language.

Baldwin Whitehall School District notifies the appropriate local and state agencies when it is having difficulty ensuring FAPE for a student with a disability. Support is requested for students that cannot currently be served in a regular educational setting, who have waited more than 30 days for the provision of an appropriate educational placement, are at substantial risk of waiting more than 30 days for a placement, and/or students whose special education placement is Instruction in the Home. In addition the school district notifies the Intermediate Unit and the Department of Human Services to ensure that the students receive Intensive Interagency coordination. The student's case is referred to a Regional Interagency Coordinator (RIC). For students that require intensive interagency coordination to access an appropriate educational placement, the RIC assesses the situation and determines any barriers that might be preventing the student from receiving the appropriate educational placement. The RIC promptly schedules a meeting of the local interagency team. This team includes the family of the student, the district LEA, the Intermediate Unit (IU), and other relevant child serving agencies. The other relevant child serving agencies might include the county offices of Mental Retardation and Mental Health, Children/Youth and Family Services, and the regional Office of Vocational Rehabilitation. The intensive interagency meeting is conducted and recommendations are developed. The intensive interagency team identifies the responsible agencies best able to meet the needs of the student in the Least Restrictive Environment.

It is challenging to provide FAPE to students diagnosed with mental retardation/cognitive deficits and severe mental health issues, and students whose parents request Instruction in the Home as the only appropriate educational placement. It is also challenging to provide FAPE to students who have been non-responsive to the continuum of special education supports, services, and educational placement options such as: Part-time emotional support services within the public school setting, full-time emotional support services in Approved Private Schools and other Private School Settings, and has a history of aggressive and risk taking behaviors.

Instruction in the Home has been a successful temporary placement to meet the needs of these students. Consistent efforts, identification of supplementary aides and services, and parental support are provided to gradually include these students in the regular school and/or private/approved private school settings. The ultimate goal remains, to serve the student in the regular school setting with appropriate supports and services to ensure success in the least restrictive environment.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Step By Step, Inc	Nonresident	Pathfinder School - AIU	1

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Pressley Ridge Day School For Autism	Special Education Centers	Autistic Support	2
Pathfinder School - AIU	Special Education Centers	Autistic Support	1
Mon Valley School - AIU	Special Education Centers	Life Skills Support, Emotional Support, Autistic Support	5
Western Pennsylvania School for the Blind	Approved Private Schools	Blind/Visual Impaired Support	3
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf/Hard of Hearing Support	1
Pioneer Education Center	Special Education Centers	Multiple Disabilities Support	2
Wesley Spectrum Academy	Special Education Centers	Emotional Support, Learning Support	2
Wesley Spectrum Highland School	Approved Private Schools	Emotional Support	2
The Watson Institute	Approved Private Schools	Autistic Support	1
Depaul Institute	Approved Private Schools	Deaf/Hard of Hearing Support	1
The Children's Institute	Approved Private Schools	Multiple Disabilities Support, Autistic Support	5
Katherine Dean Tillitson School	Approved Private Schools	Learning Support	1
Bradley Center	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 01	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 19	10	0.4
Baldwin 01	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	7	0.6

Program Position #2

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 02	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	16	1

Program Position #3

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 03	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	18 to 21	3	0.1
Baldwin 03	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	18 to 21	1	0.1
Baldwin 03	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	18 to 21	2	0.1

Baldwin 03	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	19 to 21	3	0.2
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Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 04	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	2	0.4
Baldwin 04	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.6

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 05	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	6	0.4
Baldwin 05	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	10	0.6

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* December 1, 2014

Reason for the proposed change: Change of this teacher's position from 1 FTE supporting Emotional Support to .8 FTEs supporting Emotional Support and .2 FTE supporting Learning Support provides a more equitable division of services for special education students at Baldwin High School without negatively impacting any one

student who received Emotional Support prior to this change. The .2 FTEs to support Learning Support are being provided in the form of a Co-Taught ELA classroom which also supports increased inclusion of students in the regular education setting.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 06	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	2	0.1
Baldwin 06	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 19	9	0.7
Baldwin 06	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	4	0.2

Program Position #7

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 07	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	11	1

Justification: This program serves students from 9th grade through the age of 21. Although the program does exceed the four year maximum age span, all of the student in the program demonstrate functioning levels within the same range the IEP Team has determined they are appropriately served in this grouping.

Program Position #8

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin 08	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	5	1

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 22	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	30	0.7
Baldwin 22	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	15	0.3

Justification: Students who receive Speech and Language Services in this building are grouped by functional levels as determined appropriate by the student's respective IEP Teams. In the event students are grouped in a manner outside of the accepted age range, the IEP Team has also determined this to be appropriate.

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 10	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	4	0.3
Harrison 10	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	10	0.7

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 11	A Middle School Building	A building in which General Education programs are	Itinerant	Emotional Support	12 to 15	10	0.2

		operated					
Harrison 11	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	4	0.6
Harrison 11	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	2	0.2

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 12	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	7	0.3
Harrison 12	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	7	0.7

Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 13	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	3	0.3
Harrison 13	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	12	0.7

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* December 1, 2014

Reason for the proposed change: Current student population has shown a decrease in the number of student who require Life Skills support and an increase in the number of students who require Learning Support. Changing this teacher from 1 FTE to serve Life Skills Support to .5 FTE dedicated to Life Skills Support and .5 FTE dedicated to Learning Support provides more equitable services to all special education students in the building without negatively impacting any individual student.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison 14	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	2	0.5
Harrison 14	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.5

Program Position #15

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	2	0.3
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	5	0.4
McAnnulty 15	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 7	2	0.3

Program Position #16

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
McAnnulty 24	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	33	0.6
Whitehall 24	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 9	15	0.4

Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Paynter 16	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 12	5	0.3
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.							
Paynter 16	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 12	10	0.7
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.							

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Paynter 17	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.3
Paynter 17	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	10 to 12	10	0.7

	Building	Education programs are operated	20%)				
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Program Position #19

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Paynter 23	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	40	1

Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.

Program Position #20

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall 18	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	6	0.3
Whitehall 18	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	9	0.7

Program Position #21

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall 19	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 12	6	0.8

Justification: This program serves students in Second through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.

Whitehall 19	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	8 to 12	1	0.2
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Justification: This program serves students in Second through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.

Program Position #22

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall 20	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 12	8	0.3

Justification: Although the caseload does exceed the three year maximum age range, students are grouped in a way which ensures a maximum age span of 3 years in the classroom during instruction as determined appropriate by the IEP Team.

Whitehall 20	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 12	10	0.7
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Justification: Although the caseload does exceed the three year maximum age range, students are grouped in a way which ensures a maximum age span of 3 years in the classroom during instruction as determined appropriate by the IEP Team.

Program Position #23

Operator: School District

PROGRAM DETAILS

Type:

Implementation Date:

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall 21	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	6	0.3
Whitehall 21	An Elementary	A building in which	Supplemental (Less Than 80%)	Learning Support	8 to 11	12	0.7

	School Building	General Education programs are operated	but More Than 20%)				
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Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall 25	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	30	0.6

Program Position #25*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin AIU 1	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 18	3	0.1
Harrison AIU 1	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 15	2	0.1

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitehall AIU 2	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	11 to 11	1	0.07

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Harrison AIU 3	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	14 to 14	1	0.05
Paynter AIU 3	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 7	1	0.05

Program Position #28*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Baldwin AIU 4	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 18	4	0.4
Harrison AIU 4	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.1
Whitehall AIU 4	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 11	2	0.2
McAnnulty AIU 4	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 7	2	0.2
Paynter AIU 4	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 11	1	0.1

Program Position #29*Operator:* School District**PROGRAM DETAILS**

Type: Class

Implementation Date: November 17, 2014

Average square feet in regular classrooms: 900 sq. ft.

Square footage of this classroom: 875 sq. ft. (25 feet long x 35 feet wide)

Reason for the proposed change: The district is not changing the make up of the program as indicated above. We would like to move the physical location of the classroom within the building.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Paynter 30	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	4	0.3
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.							
Paynter 30	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	8	0.7
Justification: This program serves students in Kindergarten through Fifth Grade. Student's are scheduled in a way so the age range in the classroom at any time does not exceed the three year maximum as determined appropriate by the IEP Team.							

Special Education Support Services

Support Service	Location	Teacher FTE
Assistant Superintendent	Central Administration Office	1
Lead School Psychologist	Central Administration Office	1
School Psychologist	All Buildings	2
Social Worker/Home School Visitors	All Buildings	5
Paraprofessional	All Buildings	31
Transition Coordinator	Harrison Middle School/Baldwin High School	0.5
Pupil Services Clerical Staff	Central Administration Office	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
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Pediatric Therapies, Inc. Occupational Therapy	Outside Contractor	5 Days
Pediatric Therapies, Inc. Physical Therapy	Outside Contractor	5 Days
Watson Institute Consultation Services	Outside Contractor	1 Days
Goodwill Services, Inc. Pre- Vocational Assessments	Outside Contractor	1 Hours
Child Family and Community, Inc. Consultation Services	Outside Contractor	1 Hours
Orientation and Mobility Support Services	Intermediate Unit	3 Hours
Audiological Services	Intermediate Unit	30 Minutes
Rebecca Moyes	Outside Contractor	1 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The district does not have schools designated as priority or focus.

District Accomplishments

Accomplishment #1:

ACADEMIC ACHIEVEMENT

Strategic Vision Pillars for Goal Setting and Action Planning

1. Student Growth and High Academic Achievement

Objective 1.3: Improving student achievement by 5% in all schools based on keystones, PSSA, PVAAS, as well as other indicators was accomplished at three of the four schools for which Keystone, PSSA, PVASS, eMetric and other data was available. Those schools are Baldwin High School, Paynter and Whitehall Elementary Schools. Harrison Middle School did not achieve this goal and McAnnulty Elementary School is a K-1 building and does not have such data.

Baldwin High School

- SPP Building Level Academic Score increased 4.9% from 83.3% to 88.2%
- Keystone Biology Proficiency increased 10.42% from 48.64% to 59.06%
- PVAAS Literature remained at 100%
- PVAAS Biology increased from 73% to 100%
- AP 3 or higher increased 16.56% from 37.06% to 53.62%

- PSAT increased 4.2% from 95.71% to 99.93%

Paynter Elementary School

- Building Level Academic Score increased 5.5% from 83.2% to 88.7%
- PSSA Proficiency in Science increased 7.99% from 83.74% to 91.73%
 - PVAAS Reading increased 21% from 79% to 100% PVAAS Science increased 14% from 64% to 78%
 - PVAAS Writing remained at 100%

Whitehall Elementary School

- Building Level Academic Score increased 5.4% from 89.5% to 94.9%
- PSSA Proficiency - Math increased 4.73% from 85.8% to 90.53%
- PSSA Proficiency - Science increased 7.91% from 86.1% to 94.01%
- PVAAS Science increased 29% from 63% to 92%
- PVAAS Reading slipped from 100% to 98%
- PVAAS Math remained at 100%
- PVAAS Writing remained at 100%

McAnnulty Elementary School

- Building Level Academic Score increased 4.5% from 87.9% to 92.4%
- PSSA Math Proficiency increased 5.23% from 88.56% to 93.79%
- (Scores are the average of the 3rd grade performance on the PSSA by all 3rd grades in both Paynter and Whitehall Elementary Schools)

Accomplishment #2:

ELEMENTARY SCIENCE - The 4th grade science scores are at an all-time high of over 90% proficiency district-wide. This remarkable growth is due largely to the efforts made in integrating both ASSET science and non-fiction into the curriculum along with extensive professional development.

Paynter Elementary School

- PSSA Proficiency in Science increased 7.99% from 83.74% to 91.73%.
 - PVAAS Science increased 14% from 64% to 78% showing moderate growth in the School Value Added PVAAS Data.
- 4th Grade students demonstrated moderate evidence that the group (P) exceeded the School Performance Diagnostic Standards for PA Academic Growth in, while the (A) group met the Standards for School Performance Diagnostic PA Academic Growth.
- eMetric 4th grade students have shown improvement in science the past three years reaching an all-time high of 91.7% proficient or advanced in 2014.

Whitehall Elementary School

- PSSA Proficiency - Science increased 7.91% from 86.1% to 94.01%.
- PVAAS Science increased 29% from 63% to 92%.
- Grade 4 Students demonstrated significant evidence that the students exceeded the School Value Added Standard for PA Academic Growth in science.
- Grade 4 Students demonstrated moderate evidence that the group (P and A) exceeded the School Performance Diagnostic Standard for PA Academic Growth in science.
- eMetric 4th grade students have shown improvement in science the past three years reaching an all-time high of 94.01% proficient or advanced in 2014.

Accomplishment #3:

ACADEMIC ACHIEVEMENT % of Students Scoring Advanced on the PSSA. The district demonstrates continued growth in the number of students scoring advanced on the PSSA at the middle and elementary schools.

Harrison Middle School

- Mathematics with 55.27%
- Reading 48.89%
- HMS students reached an all time high of 80.07% proficient or advanced in Reading and 84.66% in mathematics.

Paynter Elementary School

- Mathematics with 61.87%
- Reading 34.67%

- Science 51.13%

Whitehall Elementary School

- Mathematics with 63.07%
- Reading 41.86%
- Science 55.69%

Accomplishment #4:

SCHOOL SAFETY

The district established an emergency management team, consisting of emergency personnel (police, fire, EMS and borough and township leadership), ALiCE team members, school and central office administrators that meet regularly throughout the year. As a result of this team the district has:

- Completed a major capital renovation of the entryway vestibules at four of the five schools. (The high school's entry vestibule was completed during the renovation/building project and meets necessary safety standards)
- Installed the RAPTOR visitor security system in all buildings
- Implemented a universal system for securing all school doors in the event of a "lockdown"
- Provided comprehensive professional development on "Owning Spaces"
- Trained a team of teachers and central office staff as ALiCE (Alert, Lockdown, Inform, Counter and Evacuate) Trainers
- Trained all district personnel in ALiCE procedures and protocols, including Active Intruder training
- Provided developmentally appropriate ALiCE classroom presentations to all students district-wide
- Established a district-wide communication system for emergency notifications

District Concerns

Concern #1:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

Concern #2:

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

Concern #3:

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

Concern #4:

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Concern #5:

COMMUNICATION

There continues to be a need to increase internal and external communications, with high levels of transparency, in addition to providing opportunities for collaboration between all stakeholders in the Baldwin-Whitehall School District.

Concern #6:

FINANCIAL RESOURCES

The Baldwin-Whitehall School District has concerns regarding the ability to fund future educational initiatives due to several factors that will impact the district negatively from a financial standpoint in the next 5 – 10 years. Among those factors are increasing retirement costs expected to reach 33% of salaries in the next few years, rising health care costs estimated to be in the range of 5% – 10% annually for the foreseeable future, the inability to increase local real estate taxes more than the Act 1 index, continuing debt service over the next decade of approximately \$7 million annually, and uncertain revenue streams at both the state and federal level. The 2013-2014 Financial Information is included to frame this concern.

Table of Fiscal Information (2013-2014)

Baldwin-Whitehall School District

Current Expenditures

Instruction	\$	32,482,472.00
Support Services	\$	18,660,295.00
Non-Instruction	\$	1,378,976.00

Other Expenditures

Other Financing Uses	\$	9,193,262.00
Total Expenditures	\$	61,715,005.00

Per-Pupil Expenditures

Based on Instruction	\$	7,953.00
Based on Total	\$	15,110.03

Charter School Tuition Rates

Regular Education Student	\$	10,013.95
Special Education Student	\$	17,247.96

Additional Information

Average Daily Membership (ADM)		4,084.306
MV/PI Aid Ratio		0.5826
Average Teacher Salary	\$	63,259.05

Total Revenues

Local	\$	39,811,572.00
State	\$	20,007,817.00
Federal	\$	643,653.00
Total Revenues	\$	60,463,042.00

Fund Balance

General Fund Balance	\$	13,819,493.00
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Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Create a culture and environment of high expectations and high performance with the focus on multiple indicators of student growth and achievement, academically, socially and emotionally.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

FINANCIAL RESOURCES

The Baldwin-Whitehall School District has concerns regarding the ability to fund future educational initiatives due to several factors that will impact the district negatively from a financial standpoint in the next 5 – 10 years. Among those factors are increasing retirement costs expected to reach 33% of salaries in the next few years, rising health care costs estimated to be in the range of 5% – 10% annually for the foreseeable future, the inability to increase local real estate taxes more than the Act 1 index, continuing debt service over the next decade of approximately \$7 million annually, and uncertain revenue streams at both the state and federal level. The 2013-2014 Financial Information is included to frame this concern.

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Baldwin-Whitehall
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Current Expenditures

Instruction	\$ 32,482,472.00
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Other Financing Uses	\$ 9,193,262.00

Total Expenditures	\$	
		61,715,005.00
Per-Pupil Expenditures		
Based on Instruction	\$	
		7,953.00
Based on Total	\$	
		15,110.03
Charter School Tuition Rates		
Regular Education Student	\$	
		10,013.95
Special Education Student	\$	
		17,247.96
Additional Information		
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Average Teacher Salary	\$	
		63,259.05
Total Revenues		
Local	\$	
		39,811,572.00
State	\$	
		20,007,817.00
Federal	\$	
		643,653.00
Total Revenues	\$	
		60,463,042.00
Fund Balance		
General Fund Balance	\$	
		13,819,493.00

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

COMMUNICATION

There continues to be a need to increase internal and external communications, with high levels of transparency, in addition to providing opportunities for collaboration between all stakeholders in the Baldwin-Whitehall School District.

Systemic Challenge #2 (*Guiding Question #0*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Systemic Challenge #3 (*Guiding Question #0*) Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

COMMUNICATION

There continues to be a need to increase internal and external communications, with high levels of transparency, in addition to providing opportunities for collaboration between all stakeholders in the Baldwin-Whitehall School District.

Systemic Challenge #4 (*Guiding Question #0*) Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

FINANCIAL RESOURCES

The Baldwin-Whitehall School District has concerns regarding the ability to fund future educational initiatives due to several factors that will impact the district negatively from a financial standpoint in the next 5 – 10 years. Among those factors are increasing retirement costs expected to reach 33% of salaries in the next few years, rising health care costs estimated to be in the range of 5% – 10% annually for the foreseeable future, the inability to increase local real estate taxes more than the Act 1 index, continuing debt service over the next decade of approximately \$7 million annually, and uncertain revenue streams at both the state and federal level. The 2013-2014 Financial Information is included to frame this concern.

Table of Fiscal
Information (2013-

2014)	
Baldwin-Whitehall	
School District	
Current Expenditures	
Instruction	\$ 32,482,472.00
Support Services	\$ 18,660,295.00
Non-Instruction	\$ 1,378,976.00
Other Expenditures	
Other Financing Uses	\$ 9,193,262.00
Total Expenditures	\$ 61,715,005.00
Per-Pupil Expenditures	
Based on Instruction	\$ 7,953.00
Based on Total	\$ 15,110.03
Charter School Tuition Rates	
Regular Education Student	\$ 10,013.95
Special Education Student	\$ 17,247.96
Additional Information	
Average Daily Membership (ADM)	4,084.306
MV/PI Aid Ratio	0.5826
Average Teacher Salary	\$ 63,259.05
Total Revenues	
Local	\$ 39,811,572.00
State	\$ 20,007,817.00
Federal	\$ 643,653.00
Total Revenues	\$ 60,463,042.00
Fund Balance	
General Fund Balance	\$ 13,819,493.00

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

COMMUNICATION

There continues to be a need to increase internal and external communications, with high levels of transparency, in addition to providing opportunities for collaboration between all stakeholders in the Baldwin-Whitehall School District.

Systemic Challenge #5 (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and

growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

FINANCIAL RESOURCES

The Baldwin-Whitehall School District has concerns regarding the ability to fund future educational initiatives due to several factors that will impact the district negatively from a financial standpoint in the next 5 – 10 years. Among those factors are increasing retirement costs expected to reach 33% of salaries in the next few years, rising health care costs estimated to be in the range of 5% – 10% annually for the foreseeable future, the inability to increase local real estate taxes more than the Act 1 index, continuing debt service over the next decade of approximately \$7 million annually, and uncertain revenue streams at both the state and federal level. The 2013-2014 Financial Information is included to frame this concern.

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Baldwin-Whitehall
School District
Current Expenditures

Instruction	\$ 32,482,472.00
Support Services	\$ 18,660,295.00
Non-Instruction	\$ 1,378,976.00
Other Expenditures	
Other Financing Uses	\$ 9,193,262.00
Total Expenditures	\$ 61,715,005.00
Per-Pupil Expenditures	
Based on Instruction	\$ 7,953.00
Based on Total	\$ 15,110.03
Charter School Tuition Rates	
Regular Education	\$

Student	10,013.95
Special Education	\$
Student	17,247.96
Additional	
Information	
Average Daily	
Membership (ADM)	4,084.306
MV/PI Aid Ratio	0.5826
Average Teacher	\$
Salary	63,259.05
Total Revenues	
Local	\$
	39,811,572.00
State	\$
	20,007,817.00
Federal	\$
	643,653.00
Total Revenues	\$
	60,463,042.00
Fund Balance	
General Fund Balance	\$
	13,819,493.00

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

COMMUNICATION

There continues to be a need to increase internal and external communications, with high levels of transparency, in addition to providing opportunities for collaboration between all stakeholders in the Baldwin-Whitehall School District.

Systemic Challenge #6 (*Guiding Question #0*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

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CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Systemic Challenge #7 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all

groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Systemic Challenge #8 (*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:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Systemic Challenge #9 (*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:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

ACADEMIC ACHIEVEMENT

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on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

Systemic Challenge #10 (*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:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

FINANCIAL RESOURCES

The Baldwin-Whitehall School District has concerns regarding the ability to fund future educational initiatives due to several factors that will impact the district negatively from a financial standpoint in the next 5 – 10 years. Among those factors are increasing retirement costs expected to reach 33% of salaries in the next few years, rising health care costs estimated to be in the range of 5% – 10% annually for the foreseeable future, the inability to increase local real estate taxes more than the Act 1 index, continuing debt service over the next decade of approximately \$7 million annually, and uncertain revenue streams at both the state and federal level. The 2013-2014 Financial Information is included to frame this concern.

Table of Fiscal
Information (2013-
2014)
Baldwin-Whitehall

School District		
Current Expenditures		
Instruction	\$	
		32,482,472.00
Support Services	\$	
		18,660,295.00
Non-Instruction	\$	
		1,378,976.00
Other Expenditures		
Other Financing Uses	\$	
		9,193,262.00
Total Expenditures	\$	
		61,715,005.00
Per-Pupil Expenditures		
Based on Instruction	\$	
		7,953.00
Based on Total	\$	
		15,110.03
Charter School Tuition Rates		
Regular Education Student	\$	
		10,013.95
Special Education Student	\$	
		17,247.96
Additional Information		
Average Daily Membership (ADM)		4,084.306
MV/PI Aid Ratio		0.5826
Average Teacher Salary	\$	
		63,259.05
Total Revenues		
Local	\$	
		39,811,572.00
State	\$	
		20,007,817.00
Federal	\$	
		643,653.00
Total Revenues	\$	
		60,463,042.00
Fund Balance		
General Fund Balance	\$	
		13,819,493.00

ACADEMIC ACHIEVEMENT

The district is off to a good start in using school-wide use of data to focus on school improvement and academic growth for all students primarily with the assessed content areas of biology, English/language arts, and mathematics. The district's concern is that all staff in all content areas must use classroom, content area, and school-wide data to focus on ensuring standards aligned assessments are linked to student success. Staff must use standards-aligned assessment results to identify instructional practices that are linked to student success in mastering the standards-aligned curriculum and learning objectives.

CURRICULUM AND INSTRUCTION

The district must ensure consistent implementation of a written standards aligned curriculum framework across all classrooms for all students.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

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

Aligned Concerns:

ACADEMIC ACHIEVEMENT

Federal accountability and PA law dictates that school effectiveness must be measured by looking at multiple things: SPP, PVAAS, eMetric and locally designed curriculum and assessments. In reviewing all of the data sets and looking at both achievement and growth, it is evident that the school district is not meeting the academic needs of all groups of students as well as individual students in putting them on the path to proficiency and beyond.

PROFESSIONAL EDUCATION

The district will need to move forward with implementing the Educator Effectiveness model beginning with the 2015-2016 school year. Professional development must be

planned and aligned to the Strategic Pillars for Goal Setting and Action Planning, state and federal mandates and based on the indicators of effectiveness.

District Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students.

Indicators of Effectiveness:

Type: Annual

Data Source: School Performance Profile, Keystones Exams, PSSA, PVAAS and eMetric

Specific Targets: Student achievement increase of 5% or greater on the data sources listed above.

Type: Annual

Data Source: Educator Effectiveness 82-1 and 82 - 2

Specific Targets: Scores of Proficient or Distinguished

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group

of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Step 1. Ongoing Administrator Data Analysis Training

Description:

The principals will continue to use summative, formative, diagnostic and benchmark assessment data to analyze student achievement, identify curricular concerns as a means for improving instruction. Principals will be able to monitor instructional teams as they examine the data for the students they have in their classes.

Start Date: 5/30/2014 **End Date:** 8/1/2018

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

Supported Strategies:

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

Step 2. Identify specific academic areas for focused improvement within each school based on a comprehensive review of summative, formative and diagnostic assessments.

Description:

Principals will review the schools Keystone, PSSA, PVAAS, SLO and other data to identify specific academic areas for focused improvement. Principals will use the School Comprehensive Planning Process to develop action plans for these targeted areas.

Start Date: 7/1/2015 **End Date:** 6/30/2016

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

Supported Strategies:

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

Step 3. Professional Learning Communities will be established at each school.

Description:

Professional Learning Communities will lead the development of the School Comprehensive Plan's Action Plan and be responsible for creating, implementing, revising and evaluating the action plan in addition to communicating that plan to the broader school community.

Start Date: 8/18/2015 **End Date:** 6/29/2018

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

Supported Strategies:

- Instructional Conversations
- Substantial Professional Development
- Instructional (Distributed) Leadership Capacity Building

Goal #2: Implement scientifically research-based interventions for English Language Arts, mathematics and science to address the diverse needs of ALL students.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Indicators of Effectiveness:

Type: Interim

Data Source: Progress monitoring tools such as STAR, Imagine Learning, Non-fiction Toolkits, CDTs and 4Sight

Specific Targets: Program data will indicate student growth of Tier 2 & 3, Intervention Classes, Keystone or other supplemental intervention courses in reading, math and science by 5% as measured by progress monitoring tools.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rtd_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually

low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources:

<http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx> , and <http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time>)

SAS Alignment: Instruction, Safe and Supportive Schools

Implementation Steps:

Step 1. Ongoing Administrator Data Analysis Training

Description:

The principals will continue to use summative, formative, diagnostic and benchmark assessment data to analyze student achievement and identify curricular concerns in order to develop appropriate interventions in their respective buildings as a means for improving instruction. Principals will be able to monitor the success of interventions by using diagnostic and benchmark along with other methods of progress monitoring for the students enrolled in interventions.

Start Date: 1/1/2015 **End Date:** 8/15/2016

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

Supported Strategies:

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

Step 2. Creation of Master Schedules

Description:

Principals will create master schedules to allow for intervention periods at the elementary schools, double blocked courses in English Language Arts

and mathematics at the middle school and Keystone or other supplemental programs for ELA, Algebra I and Biology at the high school

Start Date: 7/31/2015 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Instructional Conversations
- Increased Quality Instructional Time

Step 3 Improvement of Instructional Practices

Description:

Professional development for Implementation of Differentiated Instruction will be conducted for district professional staff. Principals will monitor the implementation of DI through walk-throughs, classroom observations and the Educator Effectiveness documentation of Charlotte Danielson's Enhancing Instructional Practice.

Start Date: 8/22/2016 **End Date:** 6/16/2017

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Differentiating Instruction
- Increased Quality Instructional Time

Goal #3: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Create a culture and environment of high expectations and high performance with the focus on multiple indicators of student growth and achievement, academically, socially and emotionally.

Indicators of Effectiveness:

Type: Interim

Data Source: Classroom Walkthroughs, Danielson Framework Reflections, Classroom Observations and 82-1 Forms

Specific Targets: Satisfactory performance scores of 2 or 3 on the 82-1 and Classroom Observations Domains

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Step 1. Professional Development on Educator Effectiveness

Description:

All professional staff will receive professional development throughout the 2015-2016 school year as it relates to Educator Effectiveness. Baldwin-Whitehall Education Association members will collaborate with the administrative team to plan all PD including a differentiated model of supervision.

Start Date: 8/13/2015 **End Date:** 6/30/2016

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

Supported Strategies:

- Substantial Professional Development

Step 2. Development of Student Learning Objectives

Description:

Professional development will be conducted during the 2014 -2015 and 2015-2016 school year in order to create SLOs for each content area. SLO's will be vetted and approved through the PA Core Standards Work Groups. SLO scores will be reflected on each teachers 82-1 for the 2015 - 2016 school year in accordance with Act 82 and the BWSD-BWEA Agreement.

Start Date: 12/1/2014 **End Date:** 6/30/2016

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Instructional Conversations
- Substantial Professional Development

Goal #4: Create a culture and environment built on trust and relationships that demand a concerted focus on the children to ensure that they realize their full potential.

Related Challenges:

- Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school's goals for student growth and continuous school improvement.
- Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.
- Create a culture and environment of high expectations and high performance with the focus on multiple indicators of student growth and achievement, academically, socially and emotionally.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

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

Indicators of Effectiveness:

Type: Interim

Data Source: Formative and Summative assessments and school data

Specific Targets: Increase of 5% on non-identified students (historically under-performing or gifted)

Type: Annual

Data Source: Enrichment opportunities and extracurricular activities participation (as evidence through rosters)

Specific Targets: Increased participation of non-identified gifted students by 3% annually in competitions, and other enrichment opportunities. Increase participation in extracurricular activities by 3% annually.

Type: Annual

Data Source: School Climate Perception Survey: Students, Parents, Teachers and Community Members

Specific Targets: Increase satisfaction of school climate by of 3%.

Strategies:

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

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

SAS Alignment: Assessment, Instruction

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact. (Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>)

SAS Alignment: Safe and Supportive Schools

Social and Emotional Wellness Programs

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

Implementation Steps:

Step 1. Children are engaged in purposeful and meaningful activities and experiences throughout their school career.

Description:

Principals and teacher leaders will take a historic look at the curriculum, extracurricular and interscholastic activities that have been offered to identify the strengths and needs of our current programs and offerings. If necessary changes will be made to the current curricular offerings and programs to ensure that we are meeting the needs of ALL students through challenging; class selection (high expectations), involvement in the broader school community through extracurricular participation (opportunities to belong) and that students have a connection with an least one caring adult in their school day (mentor programs).

Start Date: 8/24/2015 **End Date:** 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- After School Programs
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Social and Emotional Wellness Programs
- Career Pathways

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Baldwin-Whitehall SD.

District Level Affirmations

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

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

Affirmed by Ray Rosing on 2/27/2015

Board President

Affirmed by Randal Lutz on 2/26/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Randal Lutz on 5/1/2014

Board President

Affirmed by Randal Lutz on 5/1/2014

Superintendent/Chief Executive Officer