

Wilson Area SD

**District Level Plan**

**Summary**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

2040 Washington Blvd  
Easton, PA 18042  
(484)373-6000  
Superintendent: Douglas Wagner  
Director of Special Education: Laura Samson

## Planning Process

In developing the comprehensive plan information gathered from various surveys and sources will be used. Parent, teacher, administrator, and school board representatives will be involved in developing the comprehensive plan. Data will be gathered throughout the 2013-14 school year. The representatives will meet during the beginning of the 2014-15 school year to finalize the plan. Mr. David Wright, Director of Curriculum and Instruction will be responsible for overseeing the committee. Building principals will take a role of leading individual sub-committees. Representatives will communicate with each other in the planning meetings and via e-mail.

## Mission Statement

ENTER TO LEARN .....Wilson Area School District will provide safe environments and a variety of learning experiences that embrace diversity and allow all students to achieve to their fullest potential as responsible and productive citizens, who become life-long learners. The District and community will work together in partnership to prepare our students for tomorrow's challenges so that they may.....GO FORTH TO SERVE

## Vision Statement

We envision the Wilson Area School District to be comprised of outstanding student-centered schools which provide a variety of practical and educational learning experiences that will inspire, challenge, and equip all students to reach their fullest potential. Our students will be critical thinkers, problem solvers, effective communicators, and proficient users of technology. To this end students will become life-long learners with character and integrity. Our graduates will be responsible and productive citizens with a passion for excellence in a competitive global society.

## Shared Values

We believe today's students are tomorrow's leaders and citizens; our job is to help prepare them for that future.

We believe all students can be successful.

We believe high expectations create high achievers.

We believe education promotes and improves knowledge, creativity, curiosity, self-esteem, and social interaction.

We believe every student possesses talents and abilities that will be nurtured and inspired by our schools.

We believe an inspirational environment sets the foundation for lifelong learning.

We believe a mutual level of respect must exist between a teacher and a student for effective learning to occur.

We believe education is a shared responsibility of students, parents, faculty, community, and administration.

We believe quality education provides a holistic foundation for youth to build their morals, ethics, discipline, character, and overall health and well-being.

We believe education must be supported by continuous evaluation of effective instructional practices, proficient use of technology, and the instructional environment.

We believe people, not programs, determine the quality of a school.

We believe a safe, secure, and healthy environment is essential for students to learn.

We believe the school community values and respects diversity.

We believe the school community must become responsible stewards of the global environment.

# District Level Plan

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## Action Plans

**Goal #1:** Increase student achievement in all subject areas

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Annual

Data Source: State assessment data

Specific Targets: District School Performance Profile and each School Performance Profile above 85.

Type: Annual

Data Source: Teacher effectiveness system

Specific Targets: Teacher evaluations reflect proficient and distinguished performance, especially in Domain 3: Instruction

Type: Interim

Data Source: District Technology Walk-through observations

Specific Targets: Technology walk-through observations each year indicate an increase of technology integration within classroom instruction including student use of technology.

Type: Interim

Data Source: Academic program offerings

Specific Targets: A significant increase in the number of student academic enrichment opportunities at the elementary, intermediate, and high school levels compared to the 2014-15 school year.

Type: Annual

Data Source: PA state assessment results

Specific Targets: A 10% increase in the number of students at the advanced level on PSSA and Keystone exams compared to the 2013-14 school year.

## **Strategies:**

### *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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

**SAS Alignment:** Instruction

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

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

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

### *Research-based Standards Aligned Instruction*

**Description:**

Teachers will use research-based instructional strategies to ensure student mastery in designed instruction. This may include explicit core whole-group instruction, small-group differentiated instruction, diagnostic interventions, and enrichment at all grade levels.

**SAS Alignment:** Assessment, Instruction

### *Academic Enrichment Opportunities*

**Description:**

Increasing the number of enrichment opportunities allow students to build on core knowledge and expand their practical understanding of the standards. When students are allowed to develop meanings in new ways a greater understanding is developed which can extend into a variety of subject areas.

**SAS Alignment:** Standards, Curriculum Framework, Instruction

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

#### *Technology Integration*

**Description:**

Professional development with the goal of using instructional technology effectively within classroom instruction for the purpose of increasing student achievement. This will include the use of both teacher and student devices with a focus on both hardware and software. The result will be smooth integration of technology within instruction. This will include workshops, modeling, and coaching in these instructional strategies. Technology walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

**Start Date:** 8/26/2015    **End Date:** 6/2/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Research-based Standards Aligned Instruction
- Academic Enrichment Opportunities

### *Instructional Strategies in Writing*

**Description:**

Provide professional development in various research-based instructional strategies on the various modes of writing. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Instructional Strategies in Reading Comprehension and Vocabulary*

**Description:**

Provide professional development on various research-based instructional strategies in the teaching of reading comprehension and vocabulary. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed

to determine specific future professional development needs and strategies or if the step was fully implemented.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Deeper Mathematical Thinking Skills*

**Description:**

Provide professional development on various research-based instructional strategies in mathematics and the development of deeper mathematical thinking needed for the rigor of the PA core Mathematics standards. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Student Technology Initiative*

**Description:**

A committee of teachers, administrators, students, and other stakeholders will be created and will research strategies to increase student achievement through the use of student specific technology initiatives at the High School.



Initially teacher training will occur with the goal of developing instructional strategies to increase student achievement through the incorporation of student technology devices in the classroom. The committee will determine ways to secure funding for any planned initiative. At the same time the technology infrastructure will be evaluated to determine if adequate connectivity exists throughout the building for the number and type of student devices to be used. Technology policies will be reviewed as well as efficient and effective procedures for student technology device tracking. Anticipated concerns will be addressed before the initiative is implemented. The technology department will complete frequent assessments to determine and address problems, issues, or teacher/student needs and concerns. Frequent administrator technology walk-through observations will take place to help determine success of implementation and future professional development needs.

**Start Date:** 8/24/2016    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Research-based Standards Aligned Instruction
- Academic Enrichment Opportunities

*Increase Academic Enrichment Opportunities*

**Description:**

Research the areas of need for enrichment opportunities. Develop a committee that will include various stakeholders for the purpose of implementing the enrichment courses or activity. The committee will secure the necessary funding and put together an implementation plan specific for the enrichment opportunity. The committee will use available data to predict the number of students expected to participate. A decision will be made to execute as a pilot or a full implementation of the enrichment opportunity/course. Teacher and administrators will observe and collect data on the effectiveness of the enrichment opportunity. This data along with student participation, student achievement data, and student feedback will be used to determine future offerings. A concerted effort will be made to increase enrichment offerings in all of the District's schools.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Academic Enrichment Opportunities

**Goal #2:** Improve academic achievement of historically under-performing students (special education, English as second language, and economically disadvantaged)

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Student State assessment results

Specific Targets: Meeting the annual goal of closing the achievement gap for historically under-performing students. Expected PVAAS growth for historically under-performing students.

Type: Annual

Data Source: WIDA

Specific Targets: ELL students meeting their AMAO goals.

Type: Annual

Data Source: IEP Goals

Specific Targets: 80% of special education students meet their annual IEP goals.

## **Strategies:**

### *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](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

**SAS Alignment:** Instruction

### *Research-based Standards Aligned Instruction*

#### **Description:**

Teachers will use research-based instructional strategies to ensure student mastery in designed instruction. This may include explicit core whole-group instruction, small-group differentiated instruction, diagnostic interventions, and enrichment at all grade levels.

**SAS Alignment:** Assessment, Instruction

## **Implementation Steps:**

### *Behavior Support*

#### **Description:**

**14-15: Therapeutic Aggression Control Techniques v.2 (TACT2)** is a 3-day staff training program in behavior management and crisis intervention. Using clearly communicated concepts, thought-provoking exercises, and realistic examples, TACT2 helps staff develop skills to manage misbehaviors while enhancing relationships with troubled children and youth. Our plan is to train

a TACT 2 team at each school building to consist of an administrator, security staff, teacher, and paraprofessional. We will also train all new teacher inductees in the TACT 2 verbal de-escalation techniques. (4 sessions)

**15-16: Providing Group and Individual Counseling in the Classroom for Students with Emotional Disturbance.** In reviewing our Emotional Support Programs, we have noticed a missing component is counseling. This training will give our guidance counselors, school psychologists, and special education teachers the tools necessary to run successful group and individual counseling in the emotional support setting. (1 session)

**16-17: Revisit the Quality Indicators of Emotional Support Programs.** We last reviewed the Quality Indicators in the 13-14 school year. A plan was developed at that time. During the 16-17 school year, our team will meet again and go through the Quality Indicators now that our plan has been implemented to reconsider our strengths and weaknesses and include any updates. (2 sessions)

**14-17: Parent Training in Behavior Supports:** After completing a parent training survey, our parents have indicated they would prefer written communication for trainings. In the areas of behavior specifically, they have indicated interest in learning further about helping children have more confidence in themselves and also to help support, monitor work at home and establish an atmosphere of learning at home. These are all areas that the district will focus on over the next three years for our quarterly student services newsletter.

**Start Date:** 7/1/2014      **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development

## *Autism*

**Description:**

**14-15: Teaching social skills in the Natural Teaching Environment.** This training will provide special education teachers strategies for meeting social skill needs for students with autism in the natural teaching environment. We will look at social stories, role playing, and setting up the environment for those teachable moments.

**15-16: Strategies for teaching students with high functioning autism.** This training is geared toward both general and special education teachers who are supporting students in their school community who are high functioning on the autism spectrum. Autism Spectrum Disorder (ASD) is characterized by deficits in social communication and social interaction along with restricted, repetitive patterns of behavior, interests, or activities. These students can be academically skilled but may exhibit behaviors that present a challenge and interfere with classroom performance. This training will focus on an understanding of behavior and provide instructional strategies that will support not only students who are high functioning on the autism spectrum, but may also support peers within the classroom.

**16-17: Assistive Technology for students with Autism.** This training will focus on specific assistive technology tools that can be used to support students with Autism in the general curriculum.

**Start Date:** 8/17/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

*Reading NCLB #1*

**Description:**

**14-15: PA Core Reading Standards Strategies.** Over the next few years the district will be focusing on professional development for teachers that focuses on teaching strategies that will meet the PA Core Standards.

**15-16: Evidence Based Strategies for Teaching Vocabulary.** This training will focus on developing our vocabulary instruction components in reading. This will help enhance our current RTII model as well as meet some of the reading needs associated with the implementation of the common core. This will be a training focused for both general and special educators in grades K-5. Educators will gain a knowledge in teaching vocabulary using research based strategies and be able to implement these skills within their classroom.

**16-17: Incorporating Vocabulary Instruction to Aide Comprehension.** This training will build on the evidence based vocabulary teaching strategies from the year prior to help connect with teaching reading comprehension strategies.

**Start Date:** 8/17/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Paraprofessional*

**Description:**

**14-17 Ongoing ParaEducator Professional Development Sessions.** We will continue to have our paraprofessionals participate in the paraeducator.net programs. This program offers over 135 online courses (about 40 to 60 minutes long) will give paraeducators:

- An understanding of the importance of communication with teachers and students.
- New strategies for supporting classroom instruction and making accommodations.
- Guidelines and ideas on how to manage specific student behaviors.
- Increased confidence in supporting students with disabilities in all areas.

Participating in the program is a comprehensive way to help meet the highly qualified paraeducator requirements established by the No Child Left Behind Act.

**Start Date:** 7/1/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development

### *Transition*

**Description:**

**15-16: Monthly Transition Updates.** We will continue to provide our monthly transition updates where an administrator will attend all high school special education department meetings to share updates from outside agency involvement and supports for students transitioning to post school outcomes.

**16-17: College & Career Readiness:** This training will focus on the teaching strategies, as well as activities available for students with disabilities that are of transition age to help prepare them for college and/or competitive employment.

**16-17: Updates in Transition Planning.** Our district has participated in the Indicator 13 Transition Training in 2012. We will provide ongoing and updated training for our special education staff in the area of transition planning through our local Intermediate Unit 20. Teachers will use the knowledge and skills gained when developing transition plans for students ages 14 years and older in special education.

**14-17: Parent Training in Transition Planning:** Our district will continue to send our student services newsletter out to parents quarterly. Specifically, one section of every newsletter is dedicated towards transition planning resources for parents.

**Start Date:** 8/15/2014    **End Date:** 6/30/2017

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

**Supported Strategies:**

- Substantial Professional Development

### *Professional Development*

**Description:**

Sustained professional development on effective implementation of research-based instructional strategies to increase rigor and relevance leading to increased student achievement.

**Start Date:** 10/13/2014    **End Date:** 5/31/2017

**Program Area(s):** Professional Education, Teacher Induction

**Supported Strategies:**

- Substantial Professional Development

- Research-based Standards Aligned Instruction

### *Instructional Strategies in Writing*

#### **Description:**

Provide professional development in various research-based instructional strategies on the various modes of writing. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

#### **Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Instructional Strategies in Reading Comprehension and Vocabulary*

#### **Description:**

Provide professional development on various research-based instructional strategies in the teaching of reading comprehension and vocabulary. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies or if the step was fully implemented.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

#### **Supported Strategies:**

- Substantial Professional Development



- Research-based Standards Aligned Instruction

### *Deeper Mathematical Thinking Skills*

#### **Description:**

Provide professional development on various research-based instructional strategies in mathematics and the development of deeper mathematical thinking needed for the rigor of the PA core Mathematics standards. This will include workshops, modeling, and coaching in these instructional strategies. Walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs.

**Start Date:** 8/26/2015    **End Date:** 6/1/2018

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

#### **Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Technology Integration*

#### **Description:**

Professional development with the goal of using instructional technology effectively within classroom instruction for the purpose of increasing student achievement. This will include the use of both teacher and student devices with a focus on both hardware and software. The result will be smooth integration of technology within instruction. This will include workshops, modeling, and coaching in these instructional strategies. Technology walk-through observations to determine additional professional development needs in this area will occur after initial implementation takes place. Teacher input, walk-through data, and student achievement data will then be analyzed to determine specific future professional development needs and strategies.

**Start Date:** 8/26/2015    **End Date:** 6/2/2017

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

**Supported Strategies:**

- Substantial Professional Development
- Research-based Standards Aligned Instruction

### *Student Technology Initiative*

**Description:**

A committee of teachers, administrators, students, and other stakeholders will be created and will research strategies to increase student achievement through the use of student specific technology initiatives at the High School. Initially teacher training will occur with the goal of developing instructional strategies to increase student achievement through the incorporation of student technology devices in the classroom. The committee will determine ways to secure funding for any planned initiative. At the same time the technology infrastructure will be evaluated to determine if adequate connectivity exists throughout the building for the number and type of student devices to be used. Technology policies will be reviewed as well as efficient and effective procedures for student technology device tracking. Anticipated concerns will be addressed before the initiative is implemented. The technology department will complete frequent assessments to determine and address problems, issues, or teacher/student needs and concerns. Frequent administrator technology walk-through observations will take place to help determine success of implementation and future professional development needs.

**Start Date:** 8/24/2016    **End Date:** 6/1/2018

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

**Supported Strategies:**

- Substantial Professional Development

**Goal #3:** Decrease student high risk behaviors

**Related Challenges:**

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

Specific Targets: Decrease in self-reported use of drugs and alcohol and other high risk behaviors

Type: Annual

Data Source: Botvin LifeSkills drug, alcohol and violence prevention program post test

Specific Targets: Higher than average levels of knowledge of the effects of drugs, life skills knowledge, and drug refusal skills

**Strategies:***Anti-Drugs and Violence Programs*

**Description:** WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence. In addition, (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and What Works: Effective Public Health Responses to Drug Use: <http://www.nationaltasc.org/PDF/whatworks.pdf> )

**SAS Alignment:** Safe and Supportive Schools

**Implementation Steps:***Life Skills Prevention Program*

**Description:**

Extend the implementation of the Botvin LifeSkills drug, alcohol and violence program into the 8th grade health curriculum. Conduct professional development with the Intermediate School Health/PE teachers. Determine training and financial needs for continued sustainability. Conduct the PA Youth Survey. Determine necessary changes to the grade 9 health curriculum to continue the anti-violence and anti-drug curriculum. Analyze the PA Youth Survey and post test for the 6th, 7th, and 8th grade students. Analyze the data to determine necessary professional development.

**Start Date:** 8/26/2015    **End Date:** 6/2/2017

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

**Supported Strategies:**

- Anti-Drugs and Violence Programs

*School and Community Drug and Alcohol Task Force***Description:**

In the previous year a school and community Drug and Alcohol Task Force was created. This task force will analyze the results of the PA Youth Survey and determine several risk factors as priorities. The task force will determine existing resources and explore potential evidence based programs that could address the concerns. A Comprehensive school-community prevention plan will be developed. The Pa Youth Survey will be shared with students, staff, parents, and community stakeholders. The offered programs will be evaluated by the participants and the Task Force members to determine success and a need for continuation of the programs. The Task Force will seek to partner with local organizations that specialize in adolescent high risk behavior prevention (drug and alcohol use and mental health issues). The task force will continue to meet to determine effectiveness of the school/community programs and the development of future programs.

**Start Date:** 8/1/2014    **End Date:** 6/30/2016

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

**Supported Strategies:**

- Anti-Drugs and Violence Programs