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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

## **Student Services Report**

**Tuesday, August 09, 2011**

**(Last Approved: Monday, January 05, 2009)**

**Entity:** Warwick SD

**Address:** 301 W Orange St  
Lititz, PA 17543-1814

**Phone:** (717) 626-3734

**Contact Name:** Dr. April Hershey

## **Educational Community**

Warwick School District covers 41 square miles and is comprised of the Borough of Lititz and the Townships of Elizabeth and Warwick. The district is approximately nine miles north of the City of Lancaster, in the north-central section of Lancaster County. Major urban centers are readily accessible as the school district is located approximately 70 miles west of Philadelphia, 25 miles southwest of Reading, 70 miles southwest of Allentown, 25 miles east of York, and 30 miles southeast of Harrisburg, the state capital.

The southern and central areas of the School District are residential in nature with industrial and commercial areas surrounding the Borough of Lititz. The northern area is rural, with many of Lancaster County's most productive farms coming from this area. The Borough of Lititz serves as the business and commercial center of the school district. The community possesses a great deal of natural beauty and is kept in a well-maintained condition with emphasis placed on historical preservation.

The most important means of transportation within the School District is the use of public highways. Many major roads traverse the district and are heavily traveled during the course of a day. Pennsylvania State Routes 501 (north and south) and 772 (east and west) cross the District and receive the most traffic flow in a day's time. Located a few miles north is the Pennsylvania Turnpike, with U.S. Route 30 a comparable distance to the south. U.S. Route 222 (north and south) is east of the School District with Pennsylvania State Route 283 to the south of the School District.

The Warwick School District is comprised of one high school (9-12 configuration); one middle school (7-8 configuration); and four elementary schools (K-6 configuration). The central office is adjacent to the high school. The high school, middle school, and central office are located in a campus-like setting while each elementary school services a particular community.

Warwick High School was built in 1956 with additions and renovations occurring in 1964, 1989, and 2003. Located on the Orange Street Campus, the pupil capacity of this structure is 1,575. This comprehensive high school includes a state of the art performing arts center; a multimedia library; a fine arts wing; two full gymnasiums and athletics complex; practical arts wing; adequate classroom space; modern science laboratories; guidance suite; and 56 smart classrooms. Wireless technology and internet access permeate the structure.

The original Warwick Middle School was built in 1971. The rebuilding of a new middle school was completed in February 2010. Located on the Orange Street Campus, the maximum rated pupil capacity of this new structure is 1022.

John Beck Elementary School was built in 1936 with additions and renovations occurring in 1955, 1960, 1966, 1973, 1987, 1988 and 2003. Located in Brunnerville, the pupil capacity of this structure is 722. John Beck Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use. The IU13-operated Deaf and Hard of Hearing classes are located in this building.

John R. Bonfield Elementary School was built in 1994. Located in Warwick Township, the pupil capacity of this structure is 750. John R. Bonfield Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use.

Kissel Hill Elementary School was built in 1966 with additions and renovations in 1988 and 2003. Located in the Kissel Hill section of the Warwick community, the pupil capacity of this structure is 725. Kissel Hill Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet. The school has ample parking and playgrounds for student use.

Lititz Elementary School was built in 2006, replacing an outdated facility. Located in the town of Lititz, the pupil capacity of this structure is 722. Lititz Elementary School has a full-service cafeteria; a multipurpose gymnasium; technology labs; and a fully functional media library serving the educational needs of students and staff. Classrooms are modern and have access to the internet.

The District Office is located on the Orange Street Campus and is adjacent to the high school. This structure houses the Office of the Superintendent, Assistant Superintendents, Business Office, Student Services/Special Education, Public Relations, Human Resources, and Student Transportation. Board meetings are held here every third Tuesday.

## **Mission**

In collaboration with the community, the mission of the Warwick School District is to enable all students to acquire the knowledge, skills, and values necessary to become responsible, productive, and resourceful citizens.

## **Vision**

Our promise is to ensure all students achieve established standards of excellence.

## **Shared Values**

We believe:

1. Every child can learn and deserves a quality education that is multi-dimensional, rigorous, relevant, and engaging.
2. In the importance of fostering a positive physical, social, and emotional well being within all students.
3. Students benefit most from the shared efforts of the school, home and community.
4. In the philosophy of lifelong learning and its importance to future success within the global community.
5. The treatment of all individuals should be conducted with dignity and respect.

## **Strategic Planning Process**

### **Development of the Strategic Plan**

The Warwick School District began the strategic planning process in September of 2007. The steering committee was composed of representatives from all constituent groups providing representation from all stakeholders in the Warwick School District community. The steering committee established the second and fourth Tuesday of each month as meeting dates. Additional dates were established by each of the sub committees.

The steering committee worked on determining the mission, vision, and belief statements that would be the guiding principles behind all further aspects of the strategic plan. Spirited conversation took place.

The steering committee then began collecting and examining data of all types to determine the District's strengths and areas of concern. Data was in the form of surveys, demographics, and academic data. Surveys were completed both electronically and in written form by parents, students, and staff. Analysis of the data formed the basis of goals. Goals were established to guide the work of the subcommittees that met to develop each plan focused on student achievement.

Each subcommittee developed a schedule and worked on their specific area. A sharing session was held on May 14, 2008. Each sub committee reported their progress and the steering committee was given an opportunity to give feedback. Future time lines were established for sub committees to present to the full committee. The various sub-committees worked on presentations during the month of July. The strategic planning committee presented to the school board at its August Committee of the Whole meeting.

Progress reports were provided to the full Board as well as the Education and Student Activities Committees.

### **Development of the Mid-Point Review for the Strategic Plan**

The district reconvened the subcommittees in March 2011 to compile information on the progress/accomplishments of the first three years of the Strategic Plan. The committees determined the need for additions and/or revisions to the initial Strategic Plan. The joint steering committee, comprised of the subcommittees, met on April 12, 2011 to review and evaluate the mid-point data.

In May 2011, the Mid-Point Review was shared with the Board of School Directors, and members of the Education and Student Activities Committees.

## **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Amy Martin	Elementary Music Teacher, Strategic Planning Committee	Elementary School Teacher	Voted in by peers
Brennan Ganteaume	Secondary level student, Strategic Planning Committee	Other	Administration
Cathy Gonzales	Parent, Strategic Planning Committee	Parent	Administration
Dr. Keith Floyd	Assistant Superintendent for Elementary, Strategic Planning Committee	Administrator	School Board
Dr. Robin Felty	Assistant Superintendent for Secondary, Strategic Planning Committee	Administrator	School Board

Erin Smith	Special Education, Strategic Planning Committee	Special Education Representative	Administration
Jarrett Falduts	Secondary Teacher, Strategic Planning Committee	Special Education Teacher	Administration
Lori Earle	Elementary School Psychologist, Strategic Planning Committee	Ed Specialist - School Psychologist	Administration
Melanie Calender	Elementary Principal, Strategic Planning Committee	Administrator	School Board
Susan Gerencser	Secondary level student, Strategic Planning Committee	Other	Administration
Tracey Weller	High School Assistant Principal, Strategic Planning Committee	Administrator	Administration
Yvette Line-Koller	Supervisor of Student Services	Special Education Representative	School Board

## Current Student Services

Service/Resource	Description
Behavioral Supports & Wrap-Around Service Providers	Mental health behavioral supports serve children diagnosed with a mental/behavioral health disorder and their families. Services could include: crisis intervention, conflict resolution techniques, anger management, and immediate behavioral reinforcement. Services can be provided in the home, school or community settings.
Counseling Services	The mission of the Warwick School District Counseling Program is to promote the formation of productive and responsible citizens by focusing on academic, career, and personal/social development to ensure that every student benefits from a program that is comprehensive in scope and developmental in nature. The Warwick School District Counseling Program is based on the American School Counselor Association National Model. The Warwick School District adheres to the philosophy that the school counseling program is an essential and integral part of the total educational process. The program is developmental by design and includes sequential activities organized and implemented by school counselors and learning facilitators in partnership with administrators, teachers, students, parents, and the community.
Gifted Education Services	The Warwick School District provides a differentiated curriculum to gifted students in grades K-12. The gifted program presents diverse, high-quality opportunities for these students and recognizes the benefit of interaction with their intellectual peers. The Warwick School District provides an education for gifted students, which enables them to participate in acceleration and/or enrichment programs and to receive services according to their intellectual and academic abilities and needs. The mission of the district's gifted support program is to provide a learning environment, which encourages initiative, research, problem solving, and creativity so that students will gain a sense of personal responsibility to self, school, and a changing society.
Head Start	Head Start provides comprehensive services to families with children ages three through five. Head Start was one of the cornerstones of the War on Poverty. Over the years, numerous evaluation studies have noted the effectiveness of the program. In Lancaster County, the program currently serves over 800 children. Head Start has 15 centers

	and serves families in every part of Lancaster City and County. The Head Start program is funded directly by the U.S. Department of Health and Human Services.
Health Services	The primary function of school health services is preventive in nature. The Certified School Nurses and other health room staff of Warwick School District provide and coordinate services which are mandated by the Pennsylvania Department of Health and Warwick School District School Board policy. Health room care is available for students who become ill or are injured while in school. Illnesses or injuries occurring outside of school should be evaluated by the family health care provider. Health room personnel may not diagnose and are not a replacement for good medical care from the family health care provider.
Lancaster County MH/MR	Provides a variety of support services for students and families based on eligibility and need. The following services, while not inclusive, are utilized by the district: case management, CASSP, OVR, juvenile probation, Youth Intervention Center, Crisis Intervention, and Children & Youth Services.
Lancaster-Lebanon IU13	Lancaster-Lebanon Intermediate Unit 13 (IU 13), one of 29 intermediate units across Pennsylvania, is a regional educational agency whose mission is to assist local school districts to enhance educational opportunities by providing quality, cost-effective services. IU 13 is a leader in recognizing the needs of schools and in implementing programs to meet those needs.
Lititz Rec. Center	The mission of the Lititz Rec Center is to provide a child care environment where parents can be sure that their children are safe, secure, and interacting with other school-age children through developmental enrichment experiences. Additionally, they provide an environment where children can pursue professionally supervised activities within a structured program.
Local Universities & Colleges (HACC, Lebanon Valley, F&M, Millersville, Elizabethtown, etc.)	Established partnerships in order to support the following: student teaching opportunities, dual enrollment, training, and technical services.
PaTTAN	The Pennsylvania Training and Technical Assistance Network (PaTTAN) is an initiative of the Pennsylvania Department of Education, Bureau of Special Education. PaTTAN supports the Department of Education's efforts to lead and serve the educational community by offering professional development that builds the capacity of local educational agencies to meet students' needs. PaTTAN's primary focus is special education. However, services are also provided to support early intervention, student assessment, tutoring and other partnership efforts all designed to help students succeed.
Psychological Services	School Psychologists assist with program planning and delivery of student services from elementary through high school. They serve as consultants to school personnel on matters related to individual students, special education, assessment, and topics within the realm of school psychology. Services most typically include observation and data review/assessment in order to assist with recommendations for educational planning, but may also include individual and small group counseling in conjunction with the school counselors and/or learning facilitators.

#### Social Work Services

The District Home and School Visitor serves as a liaison between school and student/parent on attendance/truancy issues; community groups providing outreach and benefit programs for special needs students; responsible party for determination of student eligibility for a variety of school and community benefit programs. Specific responsibilities of the Home School Visitor include the following: • Coordinates free and reduced lunch program within the district in conjunction with District Food Service department. • Represents the district at hearings and court procedures concerning student attendance/truancy. • Completes citation procedure for attendance problems as prosecuting party representing the district. • Assists staff and parents with information about individual child's capabilities, needs, etc. • Assists students and families in matters of concern regarding school attendance or special needs. • Completes social summaries at request of guidance counselors for home component of student case file. • Identifies students excluded from typical student activities as a result of socio-economic disadvantages and provide aid or remediation to include students in school life. • Refers problems of district students and families to appropriate community agencies. • Completes home visits for determination of school jurisdiction for attendance in district.

#### Special Education Services

The goal of special education services is to help students become independent learners, to teach learning strategies to prepare them to be successful in their classes, and to prepare them for post-secondary experiences. This goal is achieved through a partnership among student, home and school. Warwick School District's well-trained professional special educators effectively serve a broad range of students with disabilities through individualized planning and instruction. The Special Education department includes professionals who specialize in working with students who have various disabilities and may need related services. Related services may include speech therapy, occupational therapy, physical therapy, adapted physical education, and assistive technology. Students must meet eligibility requirements to enroll in a special education program. Transition services provide purposeful, organized goals designed to help students move from middle school to high school and from high school to post-secondary education and/or employment and quality adult living. Regulations require consideration of transition services for students receiving Special Education by age 14, and each year thereafter.

#### Student Assistance Program (SAP)

Student assistance programs are available to high school and middle school students whose behaviors indicate they may be experiencing barriers to learning. Behaviors such as poor attendance, a sudden drop in grades, depression, changes in friends, choosing older friends, sleeping in class, and weight loss may indicate potential barriers. Trained to identify such behaviors, student assistance team members work as a team with parents, students, and staff to connect with in-school and out-of-school services that may help the student. Confidential referrals may be made by anyone to any member of the teams. Participation in the student assistance process is voluntary. This is a confidential process aimed at removing barriers to a student's ability to be academically successful. Team members include school counselors, school nurses, home and school visitor, teachers, and administrators who have been trained in the student assistance process. Referrals may be made by calling either the high school or

the middle school offices and asking to speak with a SAP team member, by contacting the student's counselor or by talking to the school nurse.

#### United Way

Because of the unique conditions in diverse communities, the issues United Ways address are determined locally. Challenges ranging from addiction and domestic violence to obesity and race relations are on the agenda for various United Ways. Although priorities for United Way action are set locally, common themes include:

- Helping children succeed
- Strengthening and supporting families
- Promoting self-sufficiency
- Building vital and safe neighborhoods

In addition, the district partners with the United Way regarding the Success By 6® program. Success By 6® is the nation's largest network of early childhood coalitions, focused on improving school readiness through community change.

## Needs Assessment

### Reflections

Based on survey results from parents, students and staff, the following areas were identified for improvement with student services:

- 1) Promoting a better understanding and appreciation of diversity.
- 2) Improved communication and training opportunities for all constituents.
- 3) Improved programs for addressing character development.
- 4) Increased career planning activities to better prepare and inform students of post-secondary opportunities.

#### 1. Promoting a better understanding and appreciation of diversity:

- a. Revise School Counseling Curriculum that includes education and awareness programs for diversity. In particular, the focus will be on the personal and social development counseling domain.
- b. Adopt the Anti-Defamation League *No Place for Hate* program.
- c. Implement consultative group services, which examine student views and concerns.
- d. Establish partnership with local State Representative's office and State Senator's office.

#### 2. Improved communication and training opportunities for all constituents:

- a. Offer annual informational forums that address current community needs and current events.



- b. Organize staff development opportunities that support the mission and vision of the school district.
- c. Utilize technology tools in order to communicate with staff, parents, students, and community members (Alert Now, Staff Portal, District Website, etc.).

**3. Improved programs for addressing character development:**

- a. Revise School Counseling Curriculum that focuses on the personal and social development counseling domain.
- b. Provide classroom teachers with materials and, if needed, coaching regarding activities to develop personal skills.
- c. Explore mentor/mentee programs and, if appropriate, implement accordingly.
- d. Offer a variety of extra-curricular courses and activities (student council, sports, honor societies, etc.)

**4. Increased career planning activities to better prepare and inform students of post-secondary opportunities:**

- a. Revise School Counseling Curriculum that focuses on the career development counseling domain; in particular that address the skills need to be successful in 21<sup>st</sup> century.
- b. Continue with dual enrollment program offerings.
- c. Expand community-based partnerships in order to improve service learning programs.
- d. Continue publishing quarterly class informational newsletters.

## **Action Plan**

### **Goal: Four Year Graduation Rate**

**Description:** The Warwick School District will continue to meet or exceed the state minimum adequate yearly progress (AYP) goal for graduation rates.

#### **Strategy: High School Remediation**

**Description:** To provide individualized and group remediation so students can meet graduation proficiencies.

### **Activity: Best Practices in Remediation**

**Description:** Research and explore current best practices in programming for remediation.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$9,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Utilizing Data**

**Description:** Utilization of student assessment data to provide appropriate interventions and chart progress toward proficiency and graduation.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$19,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Improve District Communication**

**Description:** The Warwick School District will enhance communication with various stakeholders and will improve the infrastructure as required to achieve this goal.

### **Strategy: Enhanced Communication Systems**

**Description:** Enhance and upgrade district communication systems to facilitate exchange between all district stakeholders to address the multiple needs of the learning community.

### **Activity: Enhance Stakeholder Communication**

**Description:** a. Offer annual informational forums that address current community needs and current events. b. Organize staff development opportunities that support the mission and vision of the school district. c. Utilize technology tools in order to communicate with staff, parents, students, and community members (Alert Now, Staff Portal, District Website, etc.).

#### **Person Responsible Timeline for Implementation Resources**

Dr. Keith Floyd	Start: 1/1/2009 Finish: Ongoing	\$600.00
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**Status:** Not Started — Overdue

### **Activity: Use of Communication**

**Description:** Provide all users with training on the use of district communication systems.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Doreen Packer	Start: 8/13/2009 Finish: 8/3/2011	\$3,000.00

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	3	15
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Warwick School District	• School Entity	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Understanding of the district's enhanced communication system (servers, trainings, asynchronous/synchronous communication, wireless solutions), rapid response call system (AlertNow), Staff Portal, and enhanced stakeholder communication (informational forums, staff development opportunities for building district mission & vision, 2010 District Communication Plan)	Professional development centers on knowledge and skills needed for enhancing effective communication practices with stakeholders and improving the district infrastructure	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work</li> </ul>

effectively with  
parents and  
community  
partners.

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

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

#### **Educator Groups Which Will Participate in this Activity**

##### **Role**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

##### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

##### **Follow-up Activities**

- Analysis of student work, with administrator and/or peers

##### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

**Status:** In Progress — Overdue

## **Strategy: Immediate communication to stakeholders**

**Description:** To implement a telephone call system that will provide stakeholders with immediate communications in case of emergencies and/or important announcements.

### **Activity: Communication with stakeholders**

**Description:** The Warwick School District will purchase and implement a telephone call system to communicate with parents, students, and staff. The Warwick School District will develop and implement a plan to use this call system with all the buildings. The plan will address who will make calls and the purposes for the call. Part of the plan will address how to use this system in case of emergency.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Doreen Packer	Start: 9/15/2009 Finish: 12/8/2010	\$28,000.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
1.00	5	15
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Warwick School District	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Understanding of the district's rapid response call system (AlertNow) and enhanced stakeholders' communication system	Professional development centers on knowledge and skills needed for enhancing effective communication practices with stakeholders and improving the district infrastructure	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Empowers educators to work effectively with <u>parents and community partners</u>.</li></ul>

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>Classroom teachers</li><li>Principals / asst. principals</li><li>Superintendent / asst. superintendents</li><li>School counselors</li><li>Other educational</li></ul>	<ul style="list-style-type: none"><li>Early childhood (preK-grade 3)</li><li>Middle (grades 6-8)</li><li>Elementary (grades 2-5)</li><li>High school (grades 9-12)</li></ul>

specialists

#### **Follow-up Activities**

#### **Evaluation Methods**

- Participant survey

**Status:** In Progress — Overdue

## **Goal: Maximize Student Achievement**

**Description:** The Warwick School District will look to maximize student achievement through planned and systematically applied research-based initiatives, best practices, and strategies.

### **Strategy: Counseling Curriculum**

**Description:** The School Counseling and Guidance Framework is designed to promote the formation of productive and responsible citizens by ensuring the academic, career and personal / social development of all students.

The Warwick School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental and sequential.

### **Activity: Character Development**

**Description:** a. Revise School Counseling Curriculum that focuses on the personal and social development counseling domain. b. Provide classroom teachers with materials and, if needed, coaching regarding activities to develop personal skills. c. Explore mentor/mentee programs and, if appropriate, implement accordingly. d. Offer a variety of extra-curricular courses and activities (student council, sports, honor societies, etc.)

#### **Person Responsible Timeline for Implementation Resources**

Yvette Line-Koller	Start: 1/1/2009	\$1,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Post-Secondary Planning**

**Description:** Preparing students for success after high school.

### **Activity: Career Planning**

**Description:** a. Revise School Counseling Curriculum that focuses on the career development counseling domain; in particular that address the skills need to be successful in 21st century. b. Continue with dual enrollment program offerings. c. Expand community-based partnerships in order to improve service learning programs. d. Continue publishing quarterly class informational newsletters.

#### **Person Responsible Timeline for Implementation Resources**

Yvette Line-Koller	Start: 1/1/2009	\$600.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Technology Resources**

**Description:** Provide the necessary equipment for students to engage in multimedia activities and Web 2.0 collaboration on a 24x7 basis.

### **Activity: Instructional Software**

**Description:** Explore the acquisition of instructional software designed to help students achieve academic standards.

Person Responsible	Timeline for Implementation	Resources
Doreen Packer	Start: 9/3/2009 Finish: 3/11/2011	\$36,000.00

#### **Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.50	3	325
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Warwick School District	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of presented instructional software programs	Many instructional software programs are	<i>For classroom teachers, school counselors and education</i>

research based

*specialists:*

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

#### **Educator Groups Which Will Participate in this Activity**

##### **Role**

- Classroom teachers
- Principals / asst. principals
- Superintendent / asst. superintendents
- School counselors
- Other educational specialists

##### **Grade Level**

- Early childhood (preK-grade 3)
- Middle (grades 6-8)
- Elementary (grades 2-5)
- High school (grades 9-12)

##### **Follow-up Activities**

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussions

##### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

**Status:** In Progress — Overdue

#### **Strategy: Use of Time**

**Description:** The Warwick School District will explore various options for the development and/or



refinement of the use of time to optimize student performance and achievement. In addition, the district will review the utilization of instructional and support staff to maximize faculty and staff effectiveness.

### **Activity: Instructional Time - High School**

**Description:** The Warwick School District will explore and evaluate on an ongoing basis new and current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$4,500.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Instructional Time — Elementary**

**Description:** Activity Description: The Warwick School District will re-evaluate on an ongoing basis the current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Keith Floyd	Start: 1/1/2009	\$1,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Instructional Time — Middle School**

**Description:** The Warwick School District will explore and evaluate on an ongoing basis new and current scheduling practices to assess the impact of the allocation of instructional time for each subject area to maximize student achievement.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$600.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## Goal: Reading

**Description:** To meet or exceed the state minimum adequate yearly progress (AYP) goals for all students in reading, as measured by the annual PSSA assessments.

### Strategy: Curriculum alignment

**Description:** The Warwick School District will align the reading curriculum to the Pennsylvania Academic Standards for Reading, Writing, Listening & Speaking. Additionally, the reading standards will be embedded across the curriculum at the secondary level.

### Activity: Curriculum Alignment

**Description:** Utilizing the Learning-Focused Schools Toolbox, the Warwick School District will align the reading curriculum in grades K - 12 using best practices and research. Curriculum review cycle will provide for consistent and continuous revision.

Person Responsible	Timeline for Implementation	Resources
Dr. Robin Felty	Start: 4/29/2009 Finish: 4/12/2011	\$88,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	9	185
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Warwick School District	<ul style="list-style-type: none"><li>School Entity</li></ul>	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Differentiated instruction, data analysis, best practices, programmatic understanding (for intervention programs), Standards Aligned Systems	Professional development centers on research based strategies and interventions	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"><li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li><li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for</li></ul>

- struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

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

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

#### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / asst. principals</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Early childhood (preK-grade 3)</li> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> <li>High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> </ul>

#### **Follow-up Activities**

- Team development and sharing of content-area

#### **Evaluation Methods**

- Classroom observation focusing on factors such as planning and preparation, knowledge of content,

- |   |  |
|---|--|
| <p>lesson implementation outcomes, with involvement of administrator and/or peers</p> <ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Lesson modeling with mentoring</li> <li>• Journaling and reflecting</li> <li>• Learning Focused Sch</li> </ul> | <p>pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul> |
|---|--|

**Status:** Not Started — Overdue

## **Goal: Safe and Secure Environment**

**Description:** The Warwick School District will provide a safe and secure environment to maximize student achievement.

### **Strategy: Implement and foster respect for all**

**Description:** A district-wide initiative to work collaboratively and partner with area agencies to foster a community of respect for all.

### **Activity: Diversity Awareness**

**Description:** a. Revise School Counseling Curriculum that includes education and awareness programs for diversity. In particular, the focus will be on the personal and social development counseling domain. b. Adopt the Anti-Defamation League No Place for Hate® program. c. Implement consultative group services, which examine student views and concerns. d. Establish partnership with local State Representative's office and State Senator's office.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$600.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: No Place for Hate®**

**Description:** No Place for Hate® is a program developed by the Anti-Defamation League (ADL) to organize communities to work together and develop community-wide projects that enhance the appreciation of diversity and foster harmony.

#### **Person Responsible Timeline for Implementation Resources**

Yvette Line-Koller	Start: 1/1/2009	\$1,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Strategy: Review District and Building Level Crisis Management Plans**

**Description:** Review district level and building level crisis management plans.

### **Activity: Review District and Building Level Crisis Management Plans**

**Description:** Administrative review of existing crisis management plans and working with community partners to revise as necessary.

#### **Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$6,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: Student Attendance (any school that does not graduate seniors)**

**Description:** To meet or exceed the state minimum adequate yearly progress (AYP) goals for student attendance.

### **Strategy: Expectations of Attendance**

**Description:** To meet or exceed the state minimum adequate yearly progress (AYP) goals for student attendance.

### **Activity: Attendance**

**Description:** Develop a plan that will address attendance, tardy and absenteeism including but not limited to: consequences for poor attendance; consistent notification practices among all school entities; visitations by the home and school visitor; thoughtful communication between the school and the parents

**Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$1,500.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Provide Rigorous and Relevant Curriculum**

**Description:** With the use of exemplary strategies the district will develop, plan and implement a relevant research based curricula which engages students, as well as prepare them for subsequent years of learning.

**Activity: Rigorous and Relevant Curriculum**

**Description:** Provide a rigorous and relevant curriculum for all students.

**Person Responsible Timeline for Implementation Resources**

Dr. Robin Felty	Start: 1/1/2009	\$174,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: Student Participation in PSSA Assessments**

**Description:** To meet or exceed the state minimum adequate yearly progress (AYP) goal for participation in required statewide assessments.

**Strategy: Educating parents**

**Description:** Informing and keeping parents apprised of best practices regarding nutrition and wellness which positively effect learning and test taking.

**Activity: Educating Parents**

**Description:** Inform parents of positive wellness behaviors which impact student achievement via

newsletters, information pieces, websites, podcasts, print media, and parent information sessions.

#### **Person Responsible Timeline for Implementation Resources**

Yvette Line-Koller	Start: 1/1/2009	\$1,200.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Narratives**

### **Developmental Services**

#### **A. Counseling**

The School Counseling and Guidance Framework is designed to promote the formation of productive and responsible citizens by ensuring the academic, career and personal / social development of all students.

The Warwick School District adheres to the philosophy that the school counseling program is an essential and integral part of the overall education process. The comprehensive program is built on the assumption that certain educational, career and personal objectives are attainable when school counseling for all students is provided. This implementation acknowledges that school counseling is no longer a service to be offered by one person but a program coordinated with other educators incorporating a comprehensive curriculum. Growth and learning are developmental and sequential.

#### Delivery Design Overview

The school counseling program facilitates student development in three broad domains:

- Academic Development
- Career Development
- Personal / Social Development

Domains are developmental areas including standards and competencies and promote behaviors that enhance learning for all students.

The school counseling program reflects the progression of student development throughout the K-12 sequence. The school counselor utilizes a variety of strategies, activities, delivery methods and resources to promote the desired student development. The school counselor's responsibilities include the design, organization, implementation and coordination of the program. By accomplishing this, the emphasis is on academic success for every student.

#### **B. Health**

The district has a dedicated nurse at each building to appraise and monitor normal development of students. This includes specified screenings such as height, weight, body mass index, vision, hearing, and scoliosis screening. Developmental health services also coordinate with the district wellness policy and implementation.

#### **C. Psychological**

The district has five full-time psychologists who provide psychological counseling for students identified with unique needs. School Psychologists assist with program planning and delivery of student services from elementary through high school. They serve as consultants to school personnel on matters related to individual students, special education, assessment, and topics within the realm of school psychology. Services most typically include observation and data review/assessment in order to assist with recommendations for educational planning, but may also include individual and small group counseling in conjunction with the school counselors and/or learning facilitators.

#### D. Social Work

The District Home and School Visitor serves as a liaison between school and student home on attendance/truancy issues; liaison between school and community groups providing outreach and benefit programs for special needs students; responsible party for determination of student eligibility for a variety of school and community benefit programs. Specific responsibilities of the Home School Visitor include the following:

- Coordinates free and reduced lunch program within the district.
- Represents the district at hearings and court procedures concerning student attendance/truancy.
- Completes citation procedure for attendance problems as prosecuting party representing the district.
- Assists staff and parents with information about individual child's capabilities, needs, etc.
- Assists students and families in matters of concern regarding school attendance or special needs.
- Completes social summaries at request of guidance counselors for home component of student case file.
- Identifies students excluded from typical student activities as a result of socio-economic disadvantages and provide aid or remediation to include students in school life.
- Refers problems of district students and families to appropriate community agencies.
- Completes home visits for determination of school jurisdiction for attendance in district.

### **Diagnostic, Intervention and Referral Services**

An integrated approach is utilized to perform diagnostic and intervention strategies to help each individual student succeed in the school program. Team decisions are made regarding student placement in programs such as Title I, enrichment/gifted, special education, and referral to additional support systems such as RTI, student assistance program, and community support services.

#### A. Counseling



Counseling of individuals and groups occurs in a variety of contexts. Examples are personal and social development, educational planning, and coping with specific life situations. Counselors also refer individuals and families to outside resources and agencies as appropriate.

#### B. Health

Initial screening results are used to refer students to outside health care professionals as needed. Grant funding for some services such as vision/glasses is available along with the use of free dental services for eligible students.

#### C. Psychologist

Coordinate student testing/evaluation to determine appropriate services and interventions.

### **Consultation and Coordination Services**

The district works cooperatively within and among agencies and service providers to meet the needs of all students. For students identified with special needs with multiple service providers, a case manager is assigned to help with coordination of services. The district strives to establish relationships with various agencies and organizations to meet the needs of our students and families. Some of these presently are mental health agencies, law enforcement, institutions of higher education, private providers, Career Link, and Sylvan learning to name a few. Training for instructional staff on services provided and available for students occurs on an ongoing basis as well as how agencies can aid the teacher in the instructional process to benefit all students.

### **Student Assistance Program**

The student assistance program operates at the middle and high school levels, grades 7-12. The team is made up of representatives from the student services team including school counselors, nurses, psychologists, teachers, administrators, and agency representatives. The team meets at least once weekly to evaluate referrals from peers, staff, parent, or self-referrals. Information is gathered and based on the data, students may be referred to community services, scheduled for counseling, or referred to a facility. Parental involvement is a beneficial piece to servicing students, but is not mandatory to put supports in place. Students are monitored for progress following initial referrals.

### **Communication**

1. Communication with parents/guardians regarding educational programs and opportunities occurs through multiple means. The district utilizes its web site, [www.warwicksd.org](http://www.warwicksd.org), student handbooks, newsletters, and a parent communication system, School Reach, to call/mail parents.
2. The district is in the process of implementing a comprehensive career counseling component K-12. A career assessment is conducted for all students entering the high school and results are available for parents electronically.
3. Parents are contacted regarding student health needs directly from the school nurse typically via phone call. A follow-up letter is then sent for critical cases.
4. The district follows the regulations stipulated in the Protection of Pupil Rights Amendment (PPRA) and sends notices home to parents/students regarding the nature and reason for surveys along with the opportunity to opt out of participation. For annual surveys, notice is sent home the beginning of the school year. For one-time surveys, the notice is sent home prior to the survey date.

5. Communication between home and school is the key component of our educational system and is therefore included in all of our action plans either directly or indirectly. Our parents and community need to be informed of changes and new initiatives in our educational program, as well as progress toward existing goals. We also need to work on realizing that communication is a two-way street. We need to provide more opportunities to hear from parents and community.
6. The above information is communicated at least annually.
7. The District communicates with parents via a school calendar, student / parent handbook, newsletters, and customized web-site.

## **Assurance for the Collection, Maintenance, and Dissemination of Student Records**

- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures the following:





- ☒ The LEA has a local plan, including policies and procedures, in place for the collection, maintenance, and dissemination of student records in compliance with § 12.31(a) and § 12.32
- ☒ The plan shall be maintained in compliance with § 12.31(b) and made available to PDE in compliance with § 12.31(c)

## **Assurance for the Operation of Student Services and Programs**




- By checking each of the boxes below, the local education agency assures compliance with the requirements of 22 Pa. Code Chapter 12 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE (electronic mail may be directed to [ra-chapter12@state.pa.us](mailto:ra-chapter12@state.pa.us)).

The Local Education Agency (LEA) assures that there are local policies and procedures in place that address:

- ☒ Free Education and Attendance (in compliance with § 12.1)
- ☒ School Rules (in compliance with § 12.3)
- ☒ 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)
- The LEA acknowledges that the above policies shall be maintained locally and be made available to the public upon request. The policies are not to be submitted to the Commonwealth except upon specific request by PDE.

In addition, the LEA assures the following:

-  The Student Services Report complies with § 12.41(b), § 12.41(c), and § 12.42 (consistent with the Early Intervention Services System Act (11 P.S. § § 875-101—875-503))
-  Consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h), parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (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))

## Supporting Documents

### Supporting Documents - Attachment

- School Wellness Policy