
WILLIAM PENN SCHOOL DISTRICT

Education Committee Meeting
Wednesday, November 16, 2022

Valerie Cook Henry, Chair

Education Committee Agenda

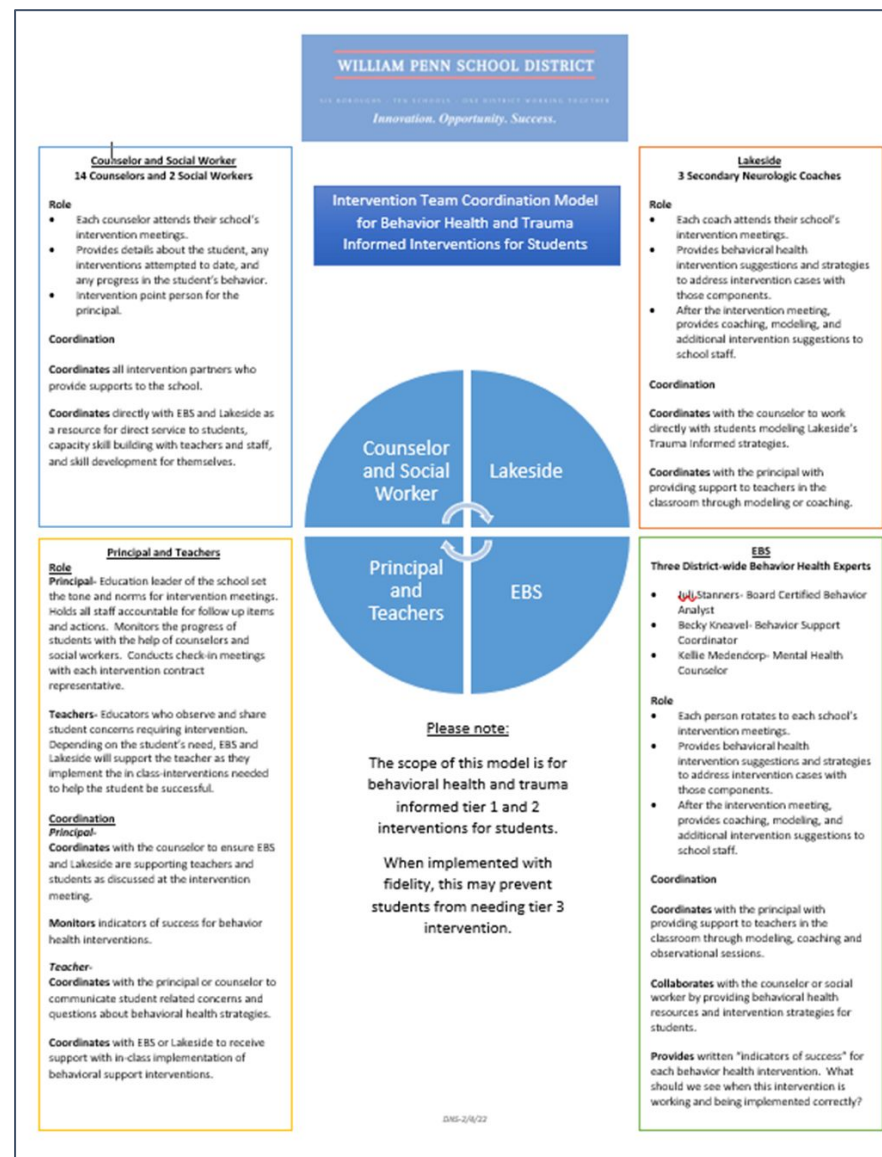
Agenda

EBS & Lakeside Overview

Danielle Seward, Executive Director of Student Services

Geana Germana, Special Education Supervisor

Intervention Team Coordination Model for Behavior Health and Trauma Informed Interventions for Students



2022-2023 Lakeside Services

3 NeuroLogic Student Support Counselors (SSC)

School Locations: Penn Wood Middle School, Penn Wood Ninth Grade Academy, and Penn Wood High School

Summary of Services: Each Support Counselor works collaboratively with school counselors, social workers, and EBS staff to support students through group and individual counseling using a trauma informed methodology.

Beginning 11/21/22 will facilitate a Community Circle, for PWMS students, in partnership with the Lakeside SSC staff, assigned to the Secondary levels. The objective of the Community Circle is to create space for PWMS students to address feelings regarding Grief and Loss and Community Violence.

2022-2023 Lakeside Services

Penn Wood Middle School: *Mr. Dion Ferrell*

1. Provides Brain-Based Counseling, Interventions and Support to Penn Wood Middle School Students
 2. Currently maintains a caseload, of approximately 32 students
 3. Offers Brain-Based, Relational groups to PWMS on topics including, but not limited to: Boundaries, Communication and Violence Prevention
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2022-2023 Lakeside Services

Penn Wood Ninth Grade Academy: *Ms. Nikki Cooper*

1. Provided 160 Brain-Based Counseling, Interventions and Support to Seventy-Three (73) Ninth Grade Academy Students
 2. Service provision includes ,but is not limited to: Individual Counseling Services, attendance and participation in reinstatement meetings and parent conferences (SSC is introduced to Parents and services offered) and Peer Mediation.
 3. Beginning 11/8/22, will offer Grief and Loss Group to Ninth Grade Academy Students
 4. Partnered with Ninth Grade Academy administrators to integrate Brain-Based strategies, such as "Mindful Moments" implemented during the Morning Announcements, invites students, and staff, to participate in a Breathing exercise to support student and staff regulation.
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2022-2023 Lakeside Services

Penn Wood Ninth Grade Academy: *Ms. Janesca Martin*

1. Provided Brain-Based Counseling, Interventions and Support to one hundred thirty (130) PWHS Green Ave Students
 2. Offers Brain-Based Processing Group, to educate students about the impact of stress on the, as well as a Grief and Loss group.
 3. Partnered with Green Ave administrators and faculty to provide additional student support, regarding Classroom and Building Regulation, through conducting Classroom Observations, and the dissemination of Brain-Based resources.
 4. Served as a presenter during the Green Ave Career Day, to introduce students to careers in Counseling and Mental Health.
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Lakeside Services

Lakeside Professional Development

Asynchronous videos

1. Trauma-Informed Conflict Resolution
2. Trauma Informed Classroom Management
3. Brain Breaks
4. Calming Corners
5. Schoolwide Regulation Strategies
6. Brain Basics: Stress and Trauma
7. Community Care: Increase Resilience and Decrease Burnout
8. Relationship Building and Supporting Students Sense of Belonging
9. Supporting Middle School Girls
10. Strategies for Addressing Negative Student Behaviors Parts 1 & 2

Upcoming In-Person Workshops: December 14, 2022 - Induction Session



EBS/Stepping Stones Group Healthcare



Scope of Work for District Wide

- Supervisor
- Behavior Support Consultant
- Board Certified Behavior Analyst
- Registered Behavior Interventionist

Emotional Support Programming

- **Elementary**
Licensed Clinical Social Worker
Registered Behavior Technician
- **Middle Level**
Licensed Clinical Social Worker
Registered Behavior Interventionist
- **High School**
Ninth Grade Academy
 - Licensed Clinical Social Worker
 - Registered Behavior Interventionist
Green Avenue Campus
 - Licensed Clinical Social Worker
 - Registered Behavior Interventionist

Professional Development on Overarching District Goals
of Attendance, Graduation Rate and
Data Meetings Customized to Emotional Support Programming



Questions

Secondary Course Pathway Project

Edward Dunn, *Supervisor of Curriculum (Academic Services Office)*

Dr. Judy Lee, *Principal of Penn Wood High School (STEM Chair)*

Robert Curry, *Principal of Penn Wood 9th Grade Academy (Humanities Chair)*

Warren Danenza, *Principal of Penn Wood Middle School (Scheduling Chair)*

Strategic Direction - Overall Focus

Overall Focus

Priority 3, Overarching Goal 4: WPSD will review K-12 programmatic offerings, grading procedures, standards-based reporting and graduation requirements to ensure equity among all students by September 2023.

- **Action Strategy 1:** *The district will review and modify grading procedures, programmatic offerings, and the high school course selection guide in order to ensure its alignment with postsecondary education standards.*

Expectations of this Committee

The SCPP (Secondary Course Pathway Project) team will develop a proposal for a revised secondary pathway (course offerings) using school data, industry research (best practices), and school logistical concerns

This proposal will be submitted to the WPSD Board of School Directors and committee members for approval this spring to launch in September 2023.



Overview of Timeline ([Link to detailed timeline](#))

Secondary Course Pathway Project

- **Spring 2022 (Phase I):** Conduct initial committee meetings to identify priorities, establish process for development, and provide a pathway towards completion to all stakeholders.
 - Developed current state analysis, strengths/weaknesses of programming, and establish project priorities
 - Crafted prospective project timeline and initial board updates ([link](#))
- **Summer 2022 (Phase II):** Research best practices, other school district's implementations, and make initial recommendation of potential course pathways (shared with board on 08/05/22)
 - Held committee development meetings with internal stakeholders and other school districts to craft initial recommendations ([link](#))

Overview of Timeline [\(Link to detailed timeline\)](#)

Secondary Course Pathway Project

- **Fall/Winter 2022 (Phase III):** Gather feedback with secondary stakeholder sub-committees and present new pathway and schedule proposal to school board and community
 - *Finalize sub-committees for content pathways and scheduling (10/28/22)*
 - *Conduct sub-committee meetings (11/8/22, 11/16/22, 11/22/22, and 12/06/22)*
 - *Final course pathway/schedule recommendation presented to board (12/14/22)*
 - *Board approval voting on any new courses (12/19/22)*
- **Winter/Spring 2023 (Phase IV):** Begin professional development, community education, and curriculum development to communicate the next steps to community stakeholders for September '23 launch (01/25/23 to 05/26/23)

Elementary Pathway Project Committee

The EPP (**Elementary Pathway Project**) team will develop a proposal for a revised content pathway opportunities using school data, industry research (best practices), and school logistical concerns

This proposal will be submitted to the WPSD Board of School Directors and committee members for approval this spring to launch in September 2023.



Apply Here!

Timeline

Elementary Pathway Project

- **Winter 2023 (Phase I):** Conduct committee meetings to identify priorities, establish process for development, and provide a pathway towards completion to all stakeholders.
 - Developed current state analysis, strengths/weaknesses of programming, and establish project priorities
 - Research best practices, other school district's implementations, and make recommendation of elementary content programming
- **Spring 2023 (Phase II):** Begin professional development, community education, and curriculum development to communicate the next steps to community stakeholders for September '23 launch (01/25/23 to 05/26/23)

Questions

Summer 2022 ~ Enrichment Programs

Tara Brown, Assistant to the Superintendent of Academic Services

Dr. Mark Lewis, Supervisor of Research & Evaluation

Octavia Tokley, ELA Supervisor

Ed Dunn, Math Supervisor

Geana Germana, Special Education Supervisor

Attendance

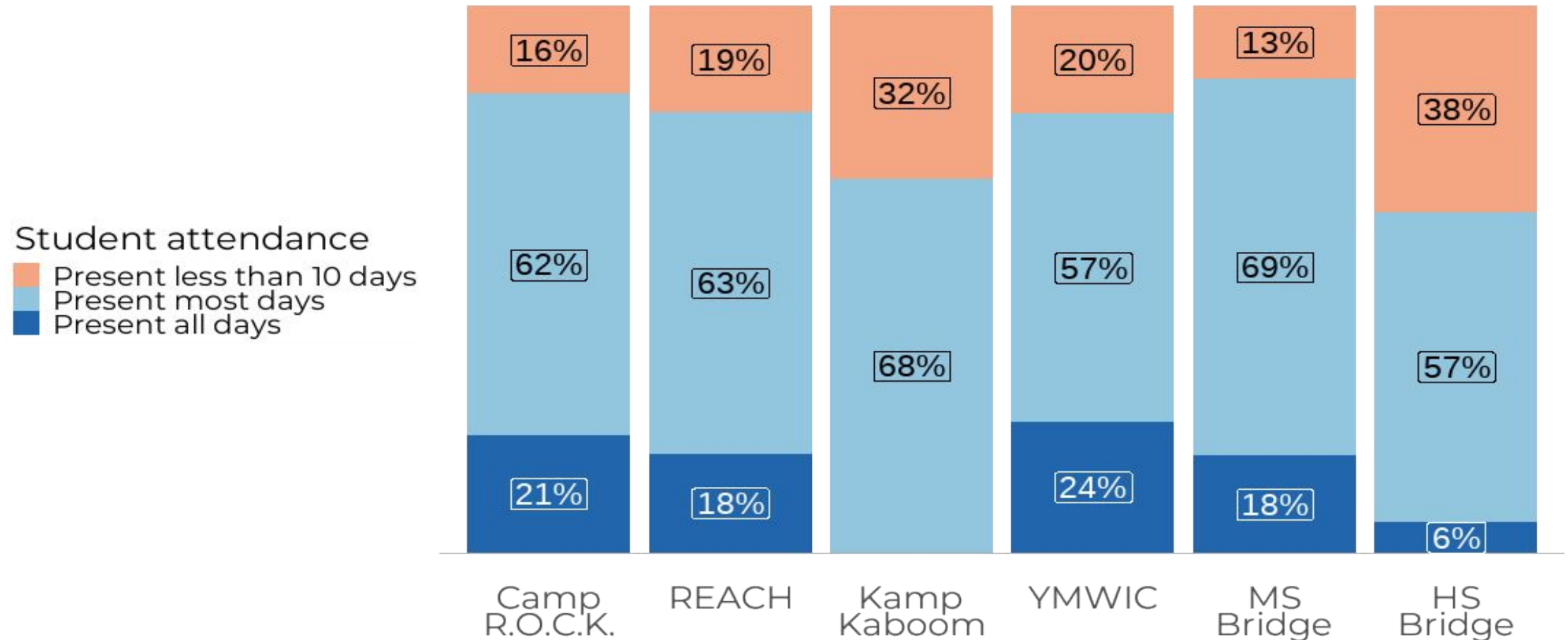
714 students registered for summer enrichment programs

- **616** students attended at least once (87% of registrations)
- **476** students attended most days (67% of registrations)
- **98** students did not attend (14% of registrations)

Among elementary programs, average daily attendance* was between 83%–89%. Middle School Bridge averaged 92% daily attendance, and High School Bridge averaged 72% daily attendance.

*This calculation uses a program's maximum attendance as the denominator. Days with missing data were not included in the average.

In all programs, about two thirds of students or more attended at least half the program



Source: Program attendance records.
 Days with missing data were removed from calculations. Graph shows only students who attended at least once.

Family Satisfaction Surveys

89 Families responded to the survey about their child's experience in the summer programs.

- **74% said the amount of trips and other fun activities was just right.**
20% said there should have been a little more.
 - **80% said the amount of academics in the program was just right.**
10% said there should have been a little more.
 - **91% said their child enjoyed the program most of the time or almost all of the time.**
 - Other questions about transportation and program procedures will inform planning for next year.
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Assessing Academic Impact

- Many of our available assessment tools are designed for use within a single school year in a particular grade.
 - In spite of these limitations, analysis of academic outcomes is informing planning for next year.
 - As the summer enrichment programs are refined, we are looking to better align the scope of program goals and the capacities of our assessment tools.
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Example finding: possible strengths in ELA among rising Kindergartners

- 20 rising kindergartners attended Camp R.O.C.K., the only program open to rising kindergartners.
 - Of these students, 65% scored At or Above Benchmark on the Fall 2022 Acadience Reading administration, compared to 44% among non-attending students (n = 275).
 - This is a positive finding, but we cannot rule out the possibility that students with higher reading proficiency were enrolled in the program to begin with.
 - For Summer 2023, we are planning for more sensitive measurements of growth over the relatively short program.
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Special Education Audit Update

Geana Germana, Supervisor of Special Education Services

Dr. Ryan Farrell, Manager of Special Education Services & Compliance

2020 DCIU Special Education Audit Update

- **Common Strengths**

- Dedication and hard work of special education staff
- Sense of mutual respect and shared commitment

- **Common Needs**

- Desire for clearly defined systems for workflow
- Time for collaboration and coordination of services

- **Common Recommendations**

- Development of clearly defined systems, processes, and roles
 - Implementation of program goals and elements across buildings and grade levels
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2020 DCIU Special Education Audit Update

Common Recommendations

- Development of clearly defined systems, processes, and roles
- Implementation of program goals and elements across buildings and grade levels

- **Organizational Structure**
 - **MTSS**
 - **Special Education Best Practices**
 - **Professional Development:**
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2020 DCIU Special Education Audit Update

Organizational Structure:

- Systems and structures in place for effective and compliant program services.

Departmental Restructuring:

- Special Education Services division of the Office of Academic Services
 - Manager of Special Education Services and Compliance
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2020 DCIU Special Education Audit Update

MTSS

- An integrated MTSS model with data to assess student needs and provide tiered interventions

Coordinated Development of District Wide MTSS:

- The Office of Academic Services and Student Services
 - Development of standardized assessments (academic/behavioral)
 - Development of tiered interventions and support
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2020 DCIU Special Education Audit Update

Special Education Best Practices

Elements that define Special Education in WPSD align with best practices

Developed and implemented WPSD Inclusion Model:

- [Core PLUS More Special Education Services and Support Continuum](#)
 - Coordinate Intellectual Preparation Protocols
 - General Education Core Content with Special Education Support
 - Ongoing Professional Development
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2020 DCIU Special Education Audit Update

Professional Development

Meaningful professional development for the successful implementation of strategies and instructional models that support all students

Ongoing Professional Development:

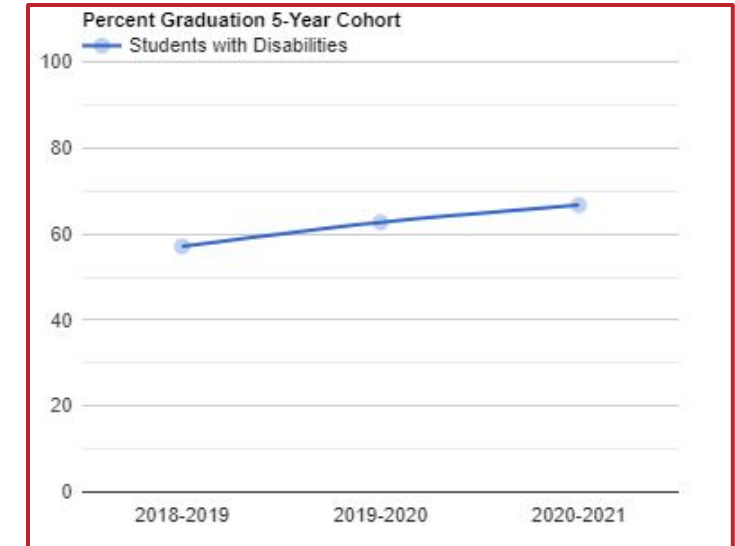
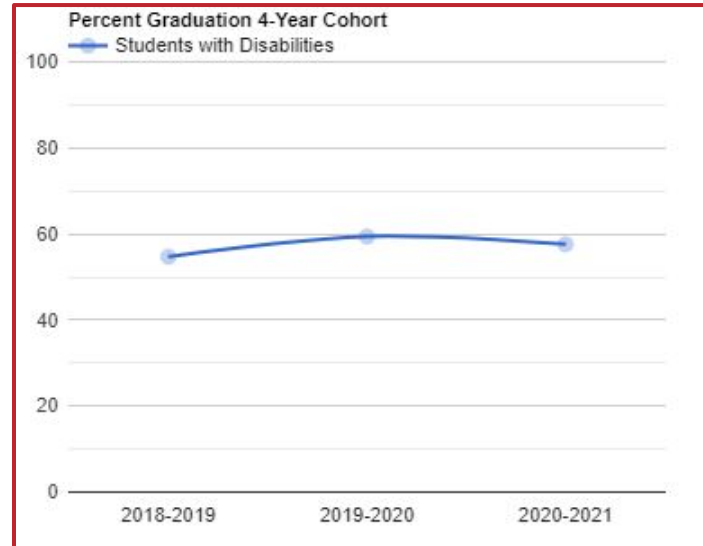
- Quarterly professional development dedicated to aligning core content Intellectual Preparation Protocols with improving outcomes for students with disabilities
 - Research Based Interventions in Reading and Math
 - Research Based Intervention in expressive and receptive communication to serve as curriculum for Autistic Support Programming (Star Program)
 - IEP Goal Writing and Progress Monitoring Alignment
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2020 Cyclical Monitoring Audit Update

Graduation Rate

	SPP Target	LEA
2017-2018 Graduation Rate	72.6%	67.27%
2018-2019 Graduation Rate	70.74%	59.42%
2019-2020 Graduation Rate	72.82%	57.47%
2020-2021 Graduation Rate	73%	62.32%*

*projected



2020 Cyclical Monitoring Audit Update

Drop-Out Rate

	SPP Target	LEA
2017-18 Dropout Rate	10.97%	15.49%
2018-2019 Dropout Rate (SEDR blank - self-calculated)	13.55%	19%
2019-2020 Dropout Rate	13.39%	15.49%
2020-2021 Dropout Rate (self-calculated)		8%
21-22 Projection (self-calculated)		13%

2020 Cyclical Monitoring Audit Update

Least Restrictive Environment

Least Restrictive Environment (LRE)	SPP Target	LEA
20-21 - % of LEA students with an IEP served inside the regular classroom 80% or more of the day	62.12%	41.68%
21-22 - % of LEA students with an IEP served inside the regular classroom 80% or more of the day	61.8%	49.9%
20-21 - % of LEA students with an IEP served inside the regular classroom less than 40% of the day	9.55%	18.89%
21-22 - % of LEA students with an IEP served inside the regular classroom less than 40% of the day	9.9%	18.1%

2022 Extended School Year Services

Number of Students Eligible: 425

Number of Students Registered: 159

Number of Students Attending: 148

- Attended at least 50%: 123
 - 23% of Eligible



2022-2023 Special Education Enrollment

New Registrations: 123

Disability	#
Specific Learning Disability	38
Other Health Impairment	22
Speech or Language Impairment	20
Autistic/Autism	14
Emotional Disturbance	10
Intellectual Disability	8
Hearing Impairment including Deafness	1
Multiple Disabilities	1
Unknown*	9

*Out of State or No records received

Questions

**Thank
You**
