Deer Lakes SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

19 East Union Road
Cheswick, PA 15024
(724)265-5300
Superintendent: Janell Logue-Belden
Director of Special Education: Lindsay McGaughey

Planning Process

Our administrative team worked collaboratively to develop the District Level Plan. Each administrator has input on the areas relative to him/her. Since the adminstrators met as a team, it is easier to view the ripple effect of individual decisions.The administrators met as a team in February to review our current plan and edit as needed. We also met in March to finalize our thoughts before presenting the plan to our entire District Level Planning Team in April. After any needed edits we presented the District Level Comprehensive Plan to our board at the August meeting for adoption and submission to the state.

Mission Statement

In partnership with the community, the Deer Lakes School District will provide a dynamic, comprehensive educational program and support services necessary to meet the diverse needs of all students in a safe and caring environment, thus enabling them to reach their full potential as responsible, productive citizens.

Vision Statement

Academic Standards will function as the foundation of the educational program in the Deer Lakes School District and all students will be expected to master them. The school district will effectively utilize the resources of its learning community to provide an outstanding standards-based school program that offers curriculum and learning opportunities which feature active engagement in the learning process. A high performance school system will evolve in which the professional staff will collaborate to achieve learning goals and equitable learning opportunities for all students. Continuous improvement of student academic achievement will be the central focus of our schools. They will maintain openness to innovative ideas for the promotion of the learning process and extra-curricular programs will be based on student interest. In addition, the schools will help students develop trust, responsibility, tolerance and the necessary problem solving and critical thinking skills to succeed in a diverse and ever changing society.

Shared Values

The Deer Lakes School District believes in meeting the needs of all students in a safe and caring environment. The district strives to academically challenge all students to enable them to reach their full potential. The following values form the foundation of the district's educational process:

· Cooperative effort among all stakeholders (students, families, staff, community, businesses)

· Motivated students in an actively engaged learning process

· Collaboration in all educational settings throughout the district that will identify, organize, plan, and allocate resources to achieve established goals.

· Equitable educational opportunities for all students

· A school climate that promotes self-respect, self-worth, and respect for others

· All members of the school community should be open to innovation and positive change to the learning process

· Extracurricular activities will meet the diverse needs and interests of students

Students will develop the following characteristics to succeed in an ever-changing society: tolerance, responsibility, and problem solving/critical thinking skills.

Educational Community

Deer Lakes School District is made up of three scenic townships. They are East Deer, Frazer, and West Deer – making a perfect combination of suburban and rural living.

Located approximately 24 miles to the northeast of downtown Pittsburgh, the district is just 30 minutes from the city and 10 minutes from the Pennsylvania Turnpike in northern Allegheny County. Linked by suburban roads that are well maintained, the area enables its residents to be less than 20 minutes from major shopping complexes, entertainment, movie theaters and interstate access.

Many of the people that make up the Deer Lakes area are a mixture of families that have lived here for generations, as well as new and young families who are finding this area to be a perfect environment in which to live, work and raise their children. From new housing communities to century old farmhouses, Deer Lakes holds a special appeal for mostly everyone. With more than 14,000 residents, Deer Lakes offers a wide variety of recreational facilities. Many homes and housing

plans are only minutes away from community and county parks that offer fishing, picnicking, softball, tennis and suitable playgrounds. It has also received a superior rating as being a safe place in which to live. The entire Deer Lakes area is noted for its low crime rate. Each of the three townships which form Deer Lakes provides 24 hour police protection. Fire and emergency medical services are only a phone call away. Access to major medical facilities are less than 20 minutes away bordering the area on the north, west, east, and south sides. With its community appeal, family oriented atmosphere, and outstanding program of studies, it is no wonder that the Deer Lakes School District is a great place to live, work, and to raise a family. The most important thing is seeing students excel in and out of the classroom by having choices in education that will help them reach their goals in a safe and nurturing environment.

Planning Committee

Name	Role
Jodi Baynas-Galecki	Business Representative : Professional Education
Rebecca Boyer	High School Teacher - Special Education : Special Education
David Campos	Administrator : Professional Education
Anna Marie Catanese	Elementary School Teacher - Regular Education : Professional Education
Kevin Cochran	Elementary School Teacher - Regular Education : Special Education
Michael Coletta	Business Representative
Sue Fink	Parent : Professional Education
Angelo Furiga	Instructional Technology Director/Specialist : Professional Education
Michael Geis	Parent
Anne Geis	Parent
Doreen Grada	Parent
Dawn Gregor	Parent
Brandy Havelka	High School Teacher - Regular Education : Professional Education
Tim Hengelsberg	Parent : Special Education
Terry Hohmann	Parent
Lisa Jamison	Elementary School Teacher - Special Education : Professional Education
Kelly Kaminsky	Parent
Janell Logue-Belden	Administrator : Professional Education
Wendy Long	Parent
Bill Lupone	Board Member
Kathleen Makuta	Business Representative : Professional Education

Jennifer Mann	Middle School Teacher - Regular Education : Professional Education
Victoria McCaskey	Ed Specialist - School Nurse : Professional Education
James McCaskey	Business Representative
Douglas McCausland	Board Member
Lindsay McGaughey	Special Education Director/Specialist : Professional Education Special Education
Tammy McQueen	Middle School Teacher - Regular Education : Professional Education
Lisa Merlo	Community Representative : Professional Education
Vonna Miller	Parent : Professional Education
David Palmer	Administrator : Professional Education
Steve Pasquinelli	Ed Specialist - School Psychologist : Professional Education Special Education
Tracy Putz	Parent
Pam Rakowski	Parent
Lindsay Rethage	Parent
Marianne Rieg	Parent
Laurie Rossi	Parent
Clara Salvi	Community Representative : Professional Education
Kimberly Schaaf	Parent
Melissa Schmitzer	Parent
James Schweinberg	Administrator : Professional Education
Crystal Shea	Parent
Rebakah Stankowski	Board Member
Karen Vanderbord	Elementary School Teacher - Regular Education
Mark Vukelich	High School Teacher - Regular Education : Professional Education
Dana Wachter	Parent
Frank Wilbert	Parent
Christine Windows	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

We are not using alternative academic content standards for math or reading. We are focusing on the PA Core.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Accomplished
Career Education and Work	Developing	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing

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

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

We are not using alternative academic content standards for math or reading. We are focusing on the PA Core.

Middle Level

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

World Language	Developing	Accomplished

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

We are not using alternative academic content standards for math or reading. We are focusing on the PA Core.

High School Level

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

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

We are not using alternative academic content standards for math or reading. We are focusing on the PA Core.

Adaptations

Elementary Education-Primary Level

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography

- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Middle Level

- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

High School Level

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

Explanation for any standards checked:

In all content areas checked, adaptations have either been developed or expanded based on student needs through the IEP process. Several areas are incorporated within

the curriculum taught in the special education program. Areas not checked are either not addressed, or not appropriate for adaptations to the curriculum areas.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

We are hiring an Assistant Superintendent with expertise in Curriculum and Instruction to oversee this process and ensure accomplishment. We also provide time during in-service sessions and other professional development days for our teachers to collaborate on aligning standards and in the pacing of instruction through the curriculum mapping process.

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

We are working with our local IU to provide professional development and Curriculum Writing expertise in both Language Arts and Mathmatics in order to ensure that we have coherent and complete program.

Elementary Education-Intermediate Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

We are hiring an Assistant Superintendent with expertise in Curriculum and Instruction to oversee this process and ensure accomplishment. We also provide time during in-service sessions and other professional development days for our teachers to collaborate on aligning standards and in the pacing of instruction through the curriculum mapping process.

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We are working with our local IU to provide professional development and Curriculum Writing expertise in both Language Arts and Mathmatics in order to ensure that we have coherent and complete program.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Needs Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

We are hiring an Assistant Superintendent with expertise in Curriculum and Instruction to oversee this process and ensure accomplishment. We also provide time during in-service sessions and other professional development days for our teachers to collaborate on aligning standards and in the pacing of instruction through the curriculum mapping process.

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

We are working with our local IU to provide professional development and Curriculum Writing expertise in both Language Arts and Mathmatics in order to ensure that we have coherent and complete program.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional	Needs

time to be devoted to achieving the academic standards are identified.	Improvement
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

We are hiring an Assistant Superintendent with expertise in Curriculum and Instruction to oversee this process and ensure accomplishment. We also provide time during in-service sessions and other professional development days for our teachers to collaborate on aligning standards and in the pacing of instruction through the curriculum mapping process.

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

We are working with our local IU to provide professional development and Curriculum Writing expertise in both Language Arts and Mathmatics in order to ensure that we have coherent and complete program.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

Essential concepts are identified in each course. The lessons and the assessments are then adapted to meet the needs of the students yet retaining the important and essential content needed to meet the standards.

Instruction

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

Regular Lesson Plan Review
- Building Supervisors

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

To ensure standards aligned instruction, the Deer Lakes School District utilizes the above checked strategies. The formal classroom observations are usually completed by the

end of the first semester. The walkthroughs are done during the second semester. The teachers are notified as to the targeted instruction during the walkthroughs. The annual instructional evaluation incorporates the formal classroom observations with the walkthroughs. The building principals review lesson plans as he/she is responsible for student achievement.

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

The district cannot afford peer evaluators or coaches. District administrators review lesson plans on a limited basis.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

At East Union Intermediate Center, professional development is needed to expand instructional strategies for gifted students. Also, the implementation of the flexible grouping needs to occur on a more consistent basis.

Middle Level

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

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

Professional development is needed to expand instructional methodologies and to continue to support differentiated instruction.

High School Level

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

Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

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

Flexible instructional time is determined by the schedule. Currently we have English Labs to help remediate students in 9th grade only. These labs are fluid and allow students to enter and exit as needed.

Recruitment

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

The district uses PA Educator to find / recruit new teachers. There is an extensive hiring process which included teachers, administrators and board members.
All current teachers use data in order to identify students who are at risk either on the state assessment or not graduating so that all teachers can be effective for all students. Teachers at the elementary level (through RtII) meet to discuss instructional strategies to use in order to meet the needs of these students. The success of these strategies are then evaluated and modified if necessary.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	27.00	27.00	27.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	4.00	4.00	4.00
Minimum % Grade Required for Credit	62.00	62.00	62.00

(Numerical Answer)			

Graduation Requirement Specifics

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

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work					X	
Civics and Government		X				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X			X	
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Science and Technology and Engineering Education		X				
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Keystones			X	X

PASA		X	X	X
PSSA		X	X	X
PSAT / SAT				X
Scientific Experiments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSWeb	X	X	X	X
DIBELS	X	X		
Textbook Assessment	X	X	X	X
SuccessMaker (Correlated to LEA Mathematics and Reading Series)	X	X		
CDT		X	X	X
Study Island		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, performances, products and projects	X	X	X	
Diagnostic Assessments	X	X		
Evaluations of Portfolios of Student Work	X	X	X	X
Fitness Assessments	X	X	X	X
Progress Monitoring	X	X		
Scientific Experiments	X	X	X	X
Textbook Assessments	X	X	X	X
Works of Art, Musical, Theatrical or Dance	X	X	X	X
Written Work by Students	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Textbook Assessments	X	X	X	X
CDT		X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				

Intermediate Unit Review				
LEA Administration Review				
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Through the lesson plan review, the principal can determine the assessments being utilized. The assessments vary as they may be quizzes, textbook tests, projects, or demonstrations.

Development and Validation of Local Assessments

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

N/A

Collection and Dissemination

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

By using the data warehouse, On Hands, the District collects assessment data. Through department/grade level meetings, the data is disseminated and analyzed to increase student achievement.

Data Informed Instruction

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

The assessments are utilized to place at risk students in the following programs – RtII, Title I Reading, PSSA Mathematics or Reading, intensive tutorials, Algebra I, Labs, English Labs, and tutoring. Flexible grouping and progress monitoring are also used at the elementary level.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

The District's process for incorporating the selected strategies are-team meeting, grade level meetings, RtII, curriculum meetings, and pupil personnel meetings.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

By using the selected strategies above, information is being disseminated to all members of the community by various media. This permits individuals in the

community continual access to the information either via meetings (school board, community or individual meetings) or accessing information online.

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

The strategies not being used do not meet the needs of our community. We do not have one source of local media therefore press releases do not cover the entire district. In addition, items like student handbooks and course planning guides are mainly directed to the student population and not to the public in general.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The district is reviewing and revising current curriculum in a cyclical manner. Continued growth in student achievement will be demonstrated by providing a standards aligned curriculum with an assessment component to verify an increase in student achievement.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs				X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X

Internet Web-based System for the Management of Student Discipline	X	X	X	X

Explanation of strategies not selected and how the LEA plans to address their incorporation:

Currently peer helper programs are not in place except at the high school. At this time there are adequate resources available to students.

Identifying and Programming for Gifted Students

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

Students in the district may be referred for comprehensive evaluation by school staff or by their parent(s). The district uses multiple criteria to determine eligibility for services. This includes performance on the Cognitive Abilities Test (CogAT) administered to all first grade students and the InView tests administered to all third grade students to screen for school ability. Individual screening assessments of ability, including the Wechsler Abbreviated Scale of Intelligence (WASI) and the Kaufmann Brief Intelligence Test, Second Edition (K-BIT2) can be administered if the other screening measures are not available. Teacher information is obtained, including a rating scale of performance at the elementary level (the Gifted Evaluation Scale -3). If the student meets initial criteria, further evaluation is recommended. Information from parents is obtained, including a district-created parent rating scale. Further evaluation includes IQ testing (typically the Wechsler Intelligence Scale for Children-Fourth Edition or the Stanford-Binet Intelligence Scale-Fifth Edition) as well as reading and math achievement testing (Woodcock-Johnson Tests of Academic Achievement-III). A matrix has been designed that assigns point values for obtained scores, and minimal criteria have been established.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Diagnostic, intervention, and referral services are provided throughout the district's educational program. The services are coordinated through the district's special education program, Student Assistance Teams at both the elementary and secondary levels, and the counselors at both levels. Additional support is available from the district's social worker and a contracted D/A specialist.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education				

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Quarterly

Collaboration for Interventions

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

Teachers meet with appropriate individuals (both from the inside and outside of the school community) as necessary. The student assistance teams are utilized at each building.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

The District coordinates programs through the District's social worker, principals, Title I Program, and the special education department. The local YMCA holds after school

programs at primary school. During the summer, the YMCA holds their summer program at the high school. Tutoring is provided at the intermediate and middle buildings after school by high school students. Opportunities for youth workforce development programs are provided by the CTC school and at the high school.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

1. The Allegheny Intermediate Unit is responsible for preschool age children with disabilities through their DART program. We refer any parental inquiries about preschool services to them for evaluation.   Since the district is responsible for   child find, which includes preschool services, we publicize the information about DART on the district's web site and the district's newsletter, The Scribe.
2.   The district does not directly operate any preschool programs; however, there are several preschools in the district operated by community agencies.
3.   In February, in conjunction with the DART staff, transition meetings are held in Curtisville Primary Center, which is the district's K-2 building. At this time, the DART supervisor discusses with the parents of the school age eligible students, the transition process. Then the district provides an overview of their program. The supervisor introduces all the staff and they discuss their individual programs or services. This orientation meeting provides the parents with an opportunity to meet the staff, ask questions, and tour the building. The next step is the transition IEP meeting. The supervisor or the psychologist attends all the meetings, whether the child is in an educational setting or receiving home services. If the student has speech/language issues, the Speech/language therapist will also attend. This meeting provides all parties an opportunity to discuss the transition to Kindergarten. It gives the district time to plan for the student's need in a timely manner. The final steps are the reevaluation testing and writing of the IEP. The steps are usually completed before school starts so that everyone is in agreement about the services, accommodations and placement of the student.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The school district has and continues to align the curriculum to meet the current state approved standards. The district maintains a textbook and resourse rotation attached to this curriculu alignment so that students and teachers have updated texts and other resourrces. The district also maintains a technology rotation cycle to ensure appropriate technology that meets the needs of the curriculum and our students. Professional develepement is provided to ensure materials and resources are used appropriately. All materials are readily accessible to staff and students including electronic versions of materials whenever possible. All textbooks are aligned to the appropriate state standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The school district has and continues to align the curriculum to meet the current state approved standards. The district maintains a textbook and resourse rotation attached to this curriculu alignment so that students and teachers have updated texts and other resourrces. The district also maintains a technology rotation cycle to ensure appropriate technology that meets the needs of the curriculum and our students. Professional develepement is provided to ensure materials and resources are used appropriately. All materials are readily accessible to staff and students including electronic versions of materials whenever possible. All textbooks are aligned to the appropriate state standards.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The school district has and continues to align the curriculum to meet the current state approved standards. The district maintains a textbook and resourse rotation attached to this curriculu alignment so that students and teachers have updated texts and other resourrces. The district also maintains a technology rotation cycle to ensure appropriate technology that meets the needs of the curriculum and our students. Professional develpement is provided to ensure materials and resources are used appropriately. All materials are readily accessible to staff and students including electronic versions of materials whenever possible. All textbooks are aligned to the appropriate state standards.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The school district has and continues to align the curriculum to meet the current state approved standards. The district maintains a textbook and resourse rotation attached to this curriculu alignment so that students and teachers have updated texts and other

resourrces. The district also maintains a technology rotation cycle to ensure appropriate technology that meets the needs of the curriculum and our students. Professional develepment is provided to ensure materials and resources are used appropriately. All materials are readily accessible to staff and students including electronic versions of materials whenever possible. All textbooks are aligned to the appropriate state standards.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in

	less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We are incorporating more of the SAS site each year. In addition to using the curriculum resources, the district has begun using the SAS PLC site.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in

	less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We are incorporating more of the SAS site each year. In addition to using the curriculum resources, the district has begun using the SAS PLC site.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district

	classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of

	district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We are incorporating more of the SAS site each year. In addition to using the curriculum resources, the district has begun using the SAS PLC site.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
PA Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in less than 50% of district classrooms

Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district

	classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

We are incorporating more of the SAS site each year. In addition to using the curriculum resources, the district has begun using the SAS PLC site.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.				
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

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

effective results.				

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

We work closely with our local Intermediate Unit to provide targeted professional development for our Mathematics and English Language Arts teachers and for our administrators both at grade level and for remediation and enrichment. We also work closely with the regional math and science collaborative. We allow teacher and administrator participation in workshops at the Intermediate Unit, PATTAN and from vendors. Our administrators all receive leadership and data training through the NISL program. The district Act 48 committee meets annually to determine the needs of the professional staff within the district. They receive data from district wide on- line needs assessments carried out by our professional staff yearly. Teacher in-service opportunities are scheduled based on this committee's recommendation.

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

N/A

Educator Discipline Act 126, 71

Provides educators with mandated reporter training, totaling 3 hours, every 5 years as outlined in Act 126.

Questions
The LEA has conducted the required training on:
11/11/2013
The LEA plans to conduct the required training on approximately:
11/11/2018

Provides educators with four (4) hours of professional development in youth suicide awareness and prevention every five (5) years for professional educators in grades six through twelve as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/24/2016

Provides educators with four (4) hours of professional development every five (5) years for professional educators that are teaching the curriculum in which the Child Exploitation Awareness Education program is incorporated as outlined in Act 71.

Questions
The LEA plans to conduct the training on approximately:
8/24/2016

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

We use a vendor supplied tool, an Intermediate provided tool and a local district assessmet to determine our needs. We use local reviews and in-service and conference summary reports to ensure we are meeting these needs. We look for evidence of understanding nd compliance during formal observations and walkthrougths. Our teachers report out on learning at formal in-service sessions and informal department and grade level meetings. Support and remediation are provided where needed.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

- Attend the Orientation Program at the beginning of the year.

- Participate and complete all requirements of the Allegheny Intermediate Unit Induction Program.

- Those hired after the Orientation will attend the next scheduled program.

- Meet with Mentors on a monthly basis for two years.

- Attend Study Group sessions throughout the two year process.

- Observe a veteran teacher within the first year.

- Mentor will observe mentee once a year during the two year process.

- Meet with the building Principal to discuss the inductee's progress at least twice per year.

- At the end of the second year, the inductee will meet with the induction coordinator presenting his/her portfolio including signed forms verifying the completion of the required district and Intermediate Unit tasks.

- Upon completion of the induction program successful candidates will receive a certificate of completion.

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

N/A

Needs of Inductees

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The Orientation Program at the end of the year will be evaluated by each new teacher. Suggestions for improvements will be solicited from this survey. At the end of each year the program, each new teacher will fill out an evaluation of that year's activities. The Induction Coordinator will be available to all new teachers and mentors throughout the entire Induction process. This will assure that the needs of new teachers are being met at all times.

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

Need for modification of current mentoring system

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Current selection process- Mentors are selected from tenured teachers who have volunteered to help new teachers grow in their new role as a teacher.

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

Possible modification for collective language agreement

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	
Safe and Supportive Schools	X	X	X	X	X	
Standards	X	X	X	X	X	
Curriculum	X	X	X	X	X	
Instruction	X	X	X	X	X	
Accommodations and Adaptations for diverse learners	X	X	X	X	X	
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

All teachers who are in the induction program will attend monthly study group sessions. These sessions will focus on a variety of topics to help a new teacher grow.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

A survey was conducted with the inductees and the mentors to identfy weaknesses in the Induction program. The program was then modified based upon the information received from the surveys. In addition, the portfolio process was aligned to the PDE 426 and 427 evaluation forms.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.

- A designated administrator receives, evaluates and archives all mentor records.

- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

- LEA administrator receives, tallies, and archives all LEA mentor records.

- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **366**

Identification Method

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

Currently, the District uses the "severe discrepancy" model in all buildings to determine a student's qualification for a learning disability. As the district continues to evolve into a Response To Instruction and Intervention model, students are monitored routinely through use of benchmark assessments at the elementary level. When a student's performance, despite intervention, indicates a need for evaluation, the parent, the district, or the whole team will refer the student for assessment. In the assessment, the student's overall ability is tested. Results are compared directly to their performance on tests of academic achievement. If a significant difference exists between what the student has the ability to achieve and what the student is actually achieving, the student qualifies for special education support services as a student with a learning disability. The team meets to review results, and the decision is made to move forward with an IEP.

Enrollment

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

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

The Deer Lakes School District identified 17.4% of the student population as special education students compared to 15.4% identified throughout the state. The district has 54.8% of the students identified as having learning disabilities, as compared to the states' 44.3% of identification in that disability. The higher incidence number in both cases may be due to the lack of resources to support intervention and an effective Tier III intervention program. Currently, training is underway in the district to develop an effective RtII program and appropriate interventions for struggling students. An effective intervention program will eventually reduce the number of students referred for special education, especially in the category of Specific Learning Disability. Another category in which the district's number is higher than the state average, is autism. This may be due to the increased incidence of autism diagnosis among middle and upper socio-economic groups. The district identified 4.3% of of special education students as students with an emotional disturbance as compared to 8.4% of students in the state who are identified with an emotional disturbance. The lower discrepancy may be due to increased mental health services offered by the collaboration with Family Services of Western PA, the contracted social worker, and contracted mental health specialist. In the category of speech or language impairment, the district identified 12.7% as compared to the state's average of 15.8%, this lower discrepancy may be attributed to the increase of students attending early intervention programming.

Non-Resident Students Oversight

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

1. The District meets all obligations under Section 1306 as the host District. The procedure for meeting these obligations are outlined in the BEC 24 P.S. Section 13-1306. The specific program will be developed through the IEP process and, if necessary, the Deer Lakes School District as the "host" district will provide the program. If, during the IEP process, it is determined that another placement is more appropriate, then the district will provide transportation for the student.
2. The District ensures that students under this designation receive FAPE through the IEP process.

3. Transportation often presents the most difficulties; however, even though this area may present challenges, the District always meets its obligations.

Incarcerated Students Oversight

Describe the system of oversight the District would implement to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated and when deemed eligible, are offered a free appropriate public education (FAPE).

The District does not have facilities for incarcerated students at this time; however, if one were to locate in the District, Child Find activities would be in place to locate, identify, evaluate, and if eligible, offer a free appropriate public education. In addition, if needed, consultation would be requested from the Allegheny Intermediate Unit as to how to accommodate the student's needs in this setting.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.

1. All students have the right to be educated in their home school with their non-disabled peers. In the case of students who are referred for outside placement, the district utilizes the IEP process to make that determination as the IEP is developed, the team examines the general education setting and which, if any, accommodations/modifications would be needed to accommodate the student in that environment. It is only after examining all options, which include the co-teaching model, paraprofessional support, accommodations/modifications of the pace and delivery of the curriculum, and behavioral intervention plans, that the team will determine if the student's needs are best met in a more restrictive placement. However, even prior to considering an out of district placement, the IEP team will consider if more time spent in a special education classroom would suffice to support the identified needs. It is only after reviewing all the continuum of

services that a more restrictive placement may be indicated. This usually occurs when the student needs more intensive and specialized services.

2. The Deer Lakes School District (DLSD) has institutionalized the co-teaching model at the secondary level. DLSD was among the first school districts in the state to participate in the regular and special education collaborative and continues to refine the use of this model in the district. The co-teaching model has increased full inclusion in classrooms and content areas for the majority of students at the secondary level. Although this is fully implemented at the secondary level, the elementary level utilizes in-class supports through the use of paraprofessionals. In addition, students from middle school through high school have the same special education teacher as a case manager for their experiences in these buildings. This ensures a continuity of services and supports and provides parents with a contact person throughout their years. The district utilizes the IEP process to ensure that all students, even those in private institutions, receive their education in the least restrictive environment. As the IEP is developed, the team examines the general education setting and which, if any, accommodations/modifications would be needed to accommodate the student in that environment. It is only after examining all options that the team will determine if the student's needs can best be met in a more restrictive placement. The more restrictive placement could be more time spent in a special education classroom to an out of district placement which has more intensive and specialized services.

All staff, teachers and paraprofessionals, receive training in autism, behavioral management, positive behavioral supports, and differentiated instruction through trainers from PaTTAN, the IU, or an outside consultant using either direct training or a train the trainer model. This focused professional development has increased the staffs' ability to respond to the needs of students with disabilities. All paraprofessionals have completed their Certificate of Competency and are provided with 20 hours of instruction on relevant topics throughout the school year. These activities increase the District's capacity to support the needs of not only those students with identified needs, but also those students who are at risk. Currently, DLSD has embarked on a curriculum revision project in reading and math with the Allegheny Intermediate Unit (AIU). The curriculum teams include special education teachers at all levels. Their inclusion in the process will ensure that students with special needs will be able to access the core curriculum through Universal Design for Learning (UDL), assistive technology, and any additional accommodations to the core curriculum.

The District has always worked collaboratively with PaTTAN, and the IU to develop, implement, and improve the type and amount of services available for DLSD students. In addition to those agencies, DLSD has contracted with Watson Institute for many years to provide training in the area of autism and behavior management. Watson consultants also provided training in PBIS to all the high school staff.

The District has worked to implement an RtII model from kindergarten through eighth grade. Consultation has been provided through the AIU to develop this program. Administrative meetings for planning of the program occurred in the summer and fall. The

Core Teams were developed at the elementary levels, and team meetings and process have been restructured with intervention developed at the grade level. The process will continue for the remainder of the current school year, with consultation and continued development to occur in future school years.

3. The Bureau of Special Education monitored Deer Lakes in February 2014. As part of the audit, the corrective action plan addressed an improvement plan to meet the SPP target for students with disabilities served inside the regular education classroom 80% or of the day as well as those served in other locations. Upon closer review of this requirement, we found that the calculation method was incorrect. It appeared that when students were included in co-taught classes, we counted those classes as indicating special ed support. Since we have a very comprehensive co-teaching program, more students were counted as supplemental rather than itinerant. A notice was disseminated to all special ed teachers on the correct way to record the special education support time. The current numbers will reflect this and close out the corrective action for the SPP. In addition, student placements in outside sites will decrease as many students will age out at the end of the 2014-15 school year. The referral process will be refined as the RtII project becomes institutionalized and the districts' capacity to include more students with significant disabilities will increase.

Behavior Support Services

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

DEER LAKES SCHOOL DISTRICT POLICY
113.2 BEHAVIOR SUPPORT
Students with disabilities shall be educated in the least restrictive environment and shall only be placed in settings other than the regular education class when the nature or severity of the student's disability is such that education in the regular education class with the use of appropriate supplementary aids and services cannot be achieved satisfactorily. The IEP team for a student with a disability shall develop a positive behavior support plan if the student requires specific intervention to address behavior that interferes with learning. The identification, evaluation, and plan or program shall be conducted and implemented in accordance with state and federal laws and regulations.
The Board directs that the district's behavior support programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include

a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

The following terms shall have these meanings, unless the context clearly indicates otherwise.

Aversive techniques - deliberate activities designed to establish a negative association with a specific behavior.

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

Behavior Support Plan or Behavior Intervention Plan -
plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive Behavior Support Plan shall be developed by the IEP team, be based on a functional behavioral assessment, and become part of the individual student's IEP. These plans must include methods that use positive reinforcements, other positive techniques and related services required to assist a student with a disability to benefit from special education.

Positive techniques - methods that utilize positive reinforcement to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behaviors to specific tangible rewards.

Restraints - application of physical force, with or without the use of any device, designed to restrain free movement of a student's body, excluding the following:

1 Briefly holding a student, without force, to calm or comfort him/her.

2. Guiding a student to an appropriate activity.

3. Holding a student's hand to escort him/her safely from one area to another.

4. Hand-over-hand assistance with feeding or task completion.

5. Techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents/guardians and specified in the IEP.

6. Mechanical restraints governed by this policy, such as devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses,and functional positioning devices.

Seclusion - confinement of a student in a room, with or without staff supervision, in order to provide a safe environment to allow the student to regain self-control.

Students with disabilities - school-aged children within the jurisdiction of the district who have been evaluated and found to have one or more disabilities as defined by law, and who require, because of such disabilities, special education and related services.

The Superintendent or designee shall ensure that this Board policy is implemented in accordance with federal and state laws and regulations.

The Superintendent or designee shall develop administrative regulations to implement this policy.

The Superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods and techniques, including restraints and seclusions, that will be used to implement positive behavior supports or interventions in

accordance with students' IEPs and Board policy.

The Superintendent or designee shall maintain and report data on the use of restraints, as required. Such report shall be readily available for review during the state's cyclical compliance monitoring. Procedures shall be established requiring reports be made to the district by entities educating students with disabilities who attend programs or classes outside the district, including private schools, agencies, intermediate units and vocational schools.

Development of a separate Behavior Support Plan is not required when appropriate positive behavioral interventions, strategies and supports can be incorporated into a student's IEP.

When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary.

Physical Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner that presents a clear and present danger to the student, other students or employees, and only when less restrictive measures and techniques have proven to be or are less effective.

The Director of Special Education or designee shall notify the parent/guardian as soon as practicable of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan, or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program, or employed as punishment. Restraints may be included in an IEP only if:

1. The restraint is used with specific component elements of a positive Behavior Support Plan.
2. The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors.
3. Staff are authorized to use the restraint and have received appropriate training.
4. Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical Restraints

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians.

Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

Seclusion

The district permits involuntary seclusion of a student in accordance with the student's IEP

or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative.

The district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Aversive Techniques

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

1. Corporal punishment.
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air.
6. Suspensions constituting a pattern as defined in state regulations.
7. Treatment of a demeaning nature.
8. Electric shock.
9. Methods implemented by untrained personnel.
10. Prone restraints, which are restraints by which a student is held face down on the floor.

Referral To Law Enforcement

The Superintendent or designee shall immediately report required incidents and may report discretionary incidents committed on school property, at any school- sponsored activity or on a conveyance providing transportation to or from a school or school-sponsored activity by a student with a disability, including a student for whom an evaluation is pending, to the local police department that has jurisdiction over the school's property, in accordance with state and federal laws and regulations, the procedures set forth in the memorandum of understanding with local law enforcement and Board policies. The Superintendent or designee shall respond to such incidents in accordance with the district's Special Education Plan and, if applicable, the procedures, methods and techniques defined in the student's Behavior Support Plan.

Subsequent to notification to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral.

If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

For a student with a disability who does not have a Behavior Support Plan, subsequent to notification to law enforcement, the district shall convene the student's IEP team to consider whether a Behavior Support Plan should be developed to address the student's behavior, in accordance with law, regulations and Board policy.

Relations With Law Enforcement

The district shall provide a copy of its administrative regulations and procedures for

behavior support, developed in accordance with the Special Education Plan, to each local police department that has jurisdiction over school property. Updated copies shall be provided each time the administrative regulations and procedures for behavior support are revised by the district.

The district shall invite representatives of each local police department that has jurisdiction over school property to participate in district training on the use of positive behavior supports, de-escalation techniques and appropriate responses to student behavior that may require intervention, as included in the district's Special Education Plan and positive behavior support program.

If a student's behavior begins to interfere with learning, the student and the case manager or a guidance counselor may discuss alternative choices for behavior. If this does not seem to be effective, the student may be referred to the Care Team, DLSD's name for the SAP team. This team approach may suggest other means, a behavior plan, a parent meeting, school-based mental health services, or other supports that may solve the problem. If at this point, a more intensive approach may be indicated, then parent permission would be sought to complete a Functional Behavioral Analysis (FBA). The FBA will determine antecedents and consequences related to the behaviors. The school psychologist and the social worker are trained through their discipline to conduct the FBA, and the emotional support staff has received extensive training from Watson institute on completing the FBAs and developing behavioral support plans for the student. Assigned staff will monitor these plans and collect data to assess their efficacy. Plans are adjusted as needed, and further intervention or changes to placement can be supported with the data collection.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Intensive Interagency/Ensuring Fape/Hard To Place Students

1.The IEP process is used to identify the program that is most appropriate to meet the student's needs; however, if, through this process the team determines that the programs currently available within the District or offered by the District will not provide the student with the opportunity to make reasonable progress, then the IEP team will seek other outside options. The IEP team reviews different settings and the supports offered through

those settings, if they are not able to determine an appropriate setting, several things might occur. One, the IEP team can decide to develop an appropriate program in-house; however, for students with multiple needs this is often difficult to do because of costs or staffing related to the program. Second, in collaboration with an outside placement that has the sufficient resources, plan a highly individualized program to meet the student's needs. This is often the preferred method because the difficult to place student often has a low incidence disability. This option relies on a close collaborative relationship with the receiving school. In extreme cases, an expanded IEP is convened utilizing outside agencies to assist in the process. These agencies may include the AIU Interagency Coordinator and/or a representative from the Allegheny County Office of Behavioral Health.

2.The Deer Lakes School District provides a continuum of services throughout the District with a highly trained professional and support staff. The District employs 2.5 speech/language therapists. Other related service providers, such as occupational therapy and physical therapy are contracted. Low incidence disabilities for the District include hearing and vision support; these support teachers are contracted through the Allegheny Intermediate Unit (AIU). The District has institutionalized the co-teaching model at both the Middle School and the High School. Special Education teachers are assigned by departments, which ensure a highly qualified teaching staff. These teachers also are assigned as the case manager for a grade level of students with special needs and they "loop" with these students for their time in the building. Looping ensures that all parties, teacher, student, and parent are familiar with each other and better able to determine the most appropriate program to meet the student's needs. Paraprofessional support is available throughout the District. These support staff meet many needs, from a personal care assistant to a student aide in the regular education. At the elementary level, they support the students to be able to access the regular education classes, at the secondary, they assist with in-class assignments, tutoring, monitoring behaviors, etc.

In the area of mental health and behavioral issues, the District contracts for a social worker and a mental health liaison. In addition, the District employs a fulltime psychologist, and contracts, on a yearly basis, for an intern psychologist. Another program that has provided support for students experiencing difficulties with social interaction, academics, needing credit recovery, and for those with medical issues has been Lancer Academy, an in-house cyber school. This cyber school can be an out of school program, and in-house blended program, or a full in-house program. It has solved many placement problems. By working closely with Waterfront Learning staff, courses can be tailored to meet the student's needs in a different manner.

Other support for students with special needs has been OVR, SAP, and other mental health services. The District has a close relationship with OVR and provides in-house testing to fulfill the requirements for post secondary programming and transition. SAP services and in-school mental health counseling are provided to the students by Family Services of Western Pennsylvania. The District also works closely with Allegheny County Office of

Behavioral Health to connect families with mental health support. Depending on the situation, the District will work closely with Allegheny County CYF, Office of Intellectual Disabilities, and the Allegheny county probation office. The District is also willing to work collaboratively with therapeutic staff support personnel, mobile therapist, behavioral therapists, and intensive case managers in order to provide the most comprehensive support for our students.

3.

At this time, there are no plans for an expansion of the continuum of services; however, if the need would arise in the future the District would utilize all resources available to provide the appropriate programming or placement necessary.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

The Deer Lakes School District is committed to providing services to our eligible students in the Least Restrictive Environment (LRE). As a result of this commitment, we continue to implement a collaborative or co-teaching model. This model has been in place District-wide since 1995. The special education teachers are assigned by grade level or by department. The advantage of this model is twofold. First, the model provides the special education teacher the opportunity to become very familiar with the regular education curriculum, the regular education teacher's expectations and delivery of the instruction. Second, the regular education teacher gains the specialized knowledge of differentiated instruction and specially designed teaching techniques that are the expertise of the special education teacher. It creates a synergy that benefits all students. Teachers are assigned to co-teach with students that need more support in the regular education environment. Those students needing less support and accommodations are assigned to classrooms with paraeducator support. The additional supports in regular education classroom, whether it is a special education teacher or a paraprofessional, not only supports students with identified needs, but also assists the at-risk students. Special education staff receives the same professional development as the regular education staff. They have been trained in differentiated instruction, continue to participate in the curriculum revision process and are participating in a revitalization of the co-teaching model. Plans for the future include adding accommodations and modifications sections to the curriculum. This supports the District's endeavor to implement fully the Pennsylvania Academic Standards for all students with special needs.

Although the regular education classroom continues to be the preferred placement, the District recognizes that all students' needs may not be met in this environment. Therefore, in order to support the identified needs of the students a continuum of services is maintained by the District. As required by law, the IEP team makes all placement decisions. In order to meet all students' needs, the District offers many levels of support and intensive

remediation. The students with special needs who require intensive reading or math instruction continue to receive instruction in small group settings. Placement in these groups is based on instructional needs rather than eligibility for special education. In addition to the following curricula, the students are provided with an errorless learning using an intensive teaching method. The staff at the elementary level received training from PaTTAN on errorless learning. The students are also provided with assistive technology to facilitate their access of the core curriculum. The special education teachers use research-based programs, such as the EdMark Program in K-1, ReadWell program in grades 1-4, Language! in grades 4-8, Connecting Math Concepts 1-3. Also, in the life skills classes, the Unique Learning System/New2You program is used with the students. The Language! Program exposes them to a comprehensive literacy curriculum that addresses critical PSSA skills. However, during the current year, it was evident, that although these programs are research based, there are still students for whom a more intensive reading program is indicated. Currently, the District is piloting a Language! Live program at the high school, based on the results of the pilot, it may be implemented for students needing a more intense program in grades 4 through 12. Language! Live is a research based comprehensive literacy program; however, what makes it unique is the on-line individual environment to teach struggling older students the skills to decode and encode words, while improving their word reading fluency.

Students who are recommended for remedial support receive diagnostic testing and program placement testing following IEP team agreement. After placement, the student's progress is monitored through the DIBELS and AIMSWeb programs. All students placed into the Language! Programs are also monitored through an on-line assessment tool. Students' continuation in any of the remedial programs is constantly monitored. When the students have met their IEP goals for reading and math, a return to District curriculum is recommended. In order to provide a smoother transition to the regular curriculum, the student is scheduled for a "Bridge" class. This class utilizes the regular education reading and math curriculum; however, it is taught by a special education teacher, certified either in elementary education or for secondary students, in Reading/English and/or Math. The pace and depth of the regular curriculum can be adjusted to meet the student's needs. The scheduling for these different options presents an awesome task. However, in Deer Lakes, we have been fortunate to collaborate with the building principals to schedule classes to meet the needs of those students who are functioning below the expected levels appropriate for their grade.

Teachers monitor progress on IEP goals and objectives either weekly or bi-monthly throughout the District as required by IDEA. The teachers use either DIBELS K-5 to check reading growth and/or AIMSWEB in reading and math in grades 3 to 8. They target interventions when there is a decrease in progress toward the goal. Diagnostic testing is used to determine baseline and set goals. These tests are administered in the fall and spring to measure growth. The tests used are the Gray Oral Reading Test, Fourth Edition (GORT-4), Test of Word Reading Efficiency (TOWRE), Test of Early Mathematic Achievement (TEMA) and/or the Comprehensive Mathematical Abilities Test (CMAT). This year, in addition to these diagnostic assessments, grades 4 through 11 were to utilize the

Comprehensive Diagnostic Tests (CDT) to more closely align with the Keystone Tests. Results will be reviewed at the end of the year to determine if there is a correlation.

Prior to the 2014-15 school year, the district employed a transition/work experience coordinator to support student with special needs in the development of their transition plans and assist others with job placements. With the elimination of that position transition activities have become the responsibility of the teachers. Currently, all secondary special ed teachers have received extensive training in the area of transition planning from both PaTTAN and AIU staff. As a result of the trainings, the special ed teachers in grade 6 through 12 have developed a grid of activities that happen at each grade level leading to graduation. They have also increased their skills in completing the transition section of the IEP. This was indicated through the audit as a corrective action. Formerly, the transition/work coordinator made the initial contacts with OVR, now that is the responsibility of the case manager of the graduating class. The case manager begins the process at the end of the student's junior year by informing the parents of OVR and providing them with all the contact information. The District continues to provide a place for OVR testing; however, the responsibility for making the initial contact has transferred to the parents. If a parent has difficulty with this process, the case manager may provide them some guidance.

In addition to supporting our students academically, the District also addresses any emotional and/or behavioral needs. The District employs a full-time psychologist, an intern psychologist and a school social worker. The District also contracts with a mental health therapist to provide additional emotional or behavioral support. There are Student Assistance (SAP) teams at both the elementary and secondary level facilitated by the school social worker. Currently, Family Services of Western Pennsylvania provides secondary student assistance services. Family Services also provide school based therapy for those students needing this level of support.

The District has a very active Best Buddies Club at the High School. This supports the inclusion philosophy by ensuring that DLSD students have the opportunity to be included, not only in the academic setting, but also in the social environment. This organization has monthly meeting, individuals "buddies" outings, family nights, which bring together many community members, in addition to the family members. This is a very success project and has been in place for almost 10 years and its success can be attributed to a dedicated staff sponser, and all the peer buddies.

Students throughout the District have the opportunity to participate in a focused group that will assist them to develop or increase social thinking skills, coping skills and to decrease anger management issues. The psychologist, intern psychologist, social worker, guidance counselors at the Middle School and High School and the representative from Family Services provide either group or individual counseling for these students.

Training for staff and faculty are planned through the Act 48 committee on a yearly basis. The trainings include a wide range of topics and include new information from the state on teacher evaluations, testing requirements, and other timely subjects. They also include focused topics such as autism training, bullying prevention, school safety, and other topics that the Act 48 committee feels are important and necessary to keep the staff informed.

During the February 2014 compliance monitoring parent training was identified to be an area in which the District improve. The corrective action plan focuses on improving on the Student Support area of the District's website. Several improvements will be providing links to outside resources for parents, for example, the PaTTAN website with its links to other resources. Other improvements may be in providing in-house trainings on transition and bringing in agencies to discuss how they support students after graduation. In addition, a survey may be sent to the parents for their input and based on the results other ways may be generated to support our students and their parents throughout their school years.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Ridgeview	Nonresident	Ridgeview provides the academic and therapeutic support, Deer Lakes School District acts as LEA for the facility.	10

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sunrise	Special Education Centers	Multiple Disabilities Support	1
Watson Education Center	Approved Private Schools	Multiple Disabilities Support	3
Western PA School for the Deaf	Approved Private Schools	Deaf and Hearing Support	1
Children's Institute	Approved Private Schools	Multiple Disabilities Support	1
Longmore Academy	Other	Emotional Support	5
PACE	Approved Private Schools	Emotional Support	1
Wesley Highlands	Approved Private Schools	Emotional Support	1
Pace Learning Center	Other	Emotional Support	2
Western PA School for the Blind	Approved Private Schools	Blind and Visually Impaired	2
Watson Institute School Based Cyber Academy	Other	Emotional Support	3
Easter Seals	Approved Private Schools	Multiple Disabilities Support	1
Friendship Academy	Approved Private Schools	Emotional Support	2
McGuire Memorial	Special Education Centers	Multiple Disabilities Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Updated roster for special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 8	10	0.9
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 6	1	0.1

Program Position #2

        Operator: School District

        PROGRAM DETAILS

            Type: Class

            Implementation Date: August 31, 2015

            Average square feet in regular classrooms: 700 sq. ft.

            Square footage of this classroom: 704 sq. ft. (32 feet long x 22 feet wide)

            Reason for the proposed change: Move based on classrooms needed in each hallway for each grade level.

            Present Class Location: Curtisville 203 (blueprint 019)

            Proposed Class Location: Curtisville 002 (blueprint 043)

            Length of time class has been in present location: 1 year

        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 7	2	0.12
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 8	14	0.82
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 8	1	0.06

Program Position #3

        Operator: School District

PROGRAM DETAILS

    Type: Class

    Implementation Date: March 1, 2015

    Reason for the proposed change: Updated roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 6	1	0.05
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 8	3	0.16
Justification: Student enrollment							
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	5	0.26
Justification: Student enrollment							
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 8	2	0.11
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	8	0.42

Program Position #4

    Operator: School District

    PROGRAM DETAILS

        Type: Class

        Implementation Date: March 1, 2015

        Reason for the proposed change: Updated roster for special education plan.

    PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 9	11	0.61
East Union	An Elementary	A building in which	Itinerant	Autistic	8 to 9	2	0.11

	School Building	General Education programs are operated		Support			
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 9	2	0.11
Justification: Student enrollment							
East Union	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 9	3	0.17

Program Position #5

        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: March 1, 2015
            Reason for the proposed change: Update roster for special education plan.
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Union	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 10	3	0.18
East Union	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 10	3	0.17
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	11	0.65

Program Position #6

        Operator: School District
        PROGRAM DETAILS
            Type: Class
            Implementation Date: March 1, 2015
            Reason for the proposed change: Updated roster for special education plan.
        PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Union	An	A building in	Itinerant	Autistic	10 to	1	0.04

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	Elementary School Building	which General Education programs are operated		Support	10		
East Union	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	10	0.38
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	14	0.54
Justification: Student enrollment							
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 10	1	0.04

Program Position #7
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Class
>> *Implementation Date:* March 1, 2015
>> *Reason for the proposed change:* Updated roster for special education plan.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 9	1	0.11
East Union	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 9	1	0.11
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	3	0.33
East Union	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	4	0.45

Program Position #8

  Operator: School District
  PROGRAM DETAILS
    Type: Class
    Implementation Date: March 1, 2015
    Reason for the proposed change: Updated roster for special education plan.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	2	0.12
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.75
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 13	2	0.13

Program Position #9

  Operator: School District
  PROGRAM DETAILS
    Type: Class
    Implementation Date: March 1, 2015
    Reason for the proposed change: Update roster for special education plan.
  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	2	0.13
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.67
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 12	1	0.07
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	2	0.13

Program Position #10

Operator: School District

PROGRAM DETAILS

    Type: Class

    Implementation Date: March 1, 2015

    Reason for the proposed change: Update roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	2	0.15
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	10	0.77
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 12	1	0.08

Program Position #11

    Operator: School District

    PROGRAM DETAILS

    Type: Class

    Implementation Date: March 1, 2015

    Reason for the proposed change: Updated roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	3	0.5
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 11	1	0.17
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	2	0.33

Program Position #12

    Operator: School District

    PROGRAM DETAILS

    Type: Class

    Implementation Date: March 1, 2015

Reason for the proposed change: Updated roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 13	1	0.17
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	3	0.5
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 12	1	0.16
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	11 to 11	1	0.17

Program Position #13

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Update roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.17
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	2	0.33
Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.5

Program Position #14

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Updated roster for special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 15	11	0.85
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	14 to 15	2	0.15

Program Position #15

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Update roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Multiple Disabilities Support	15 to 15	1	0.05
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 16	5	0.3
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	12	0.6
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 15	1	0.05

Program Position #16

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Update roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	11	0.7
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	4	0.3

Program Position #17

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Update rosters for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	17	0.8
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	4	0.2

Program Position #18

Operator: School District

PROGRAM DETAILS

Type: Class

Implementation Date: March 1, 2015

Reason for the proposed change: Update roster for special education plan.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	6	0.46
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	4	0.31

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	2	0.15
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 14	1	0.08

Program Position #19

>*Operator:* School District
>
>**PROGRAM DETAILS**
>
>>*Type:* Class
>>
>>*Implementation Date:* March 1, 2015
>>
>>*Reason for the proposed change:* Update roster for special education plan
>
>**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	16 to 17	2	0.14
High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	18 to 18	1	0.06
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 16	3	0.2
Justification: Student enrollment							
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	17 to 17	1	0.06
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	5	0.34
High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 17	3	0.2

Program Position #20
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 1, 2015
>> *Reason for the proposed change:* Update roster for special education plan
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 7	32	1

Program Position #21
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 1, 2015
>> *Reason for the proposed change:* Update class roster for special education plan
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middle School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	16	1

Program Position #22
> *Operator:* School District
> **PROGRAM DETAILS**
>> *Type:* Position
>> *Implementation Date:* March 1, 2015
>> *Average square feet in regular classrooms:* 30 sq. ft.
>> *Square footage of this classroom:* 60 sq. ft. (10 feet long x 6 feet wide)
>
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Curtisville	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 6	1	0.25
Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 12	1	0.25

Program Position #23

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: June 18, 2015

Average square feet in regular classrooms: 30 sq. ft.

Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

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

Explain any unchecked boxes for facilities questions: This classroom is not located in the district's buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Western PA School for the Deaf	A Middle School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Deaf and Hearing Impaired Support	12 to 12	1	0.21

Program Position #24

Operator: Intermediate Unit

PROGRAM DETAILS

Type: Position

Implementation Date: June 18, 2015

Average square feet in regular classrooms: 0 sq. ft.

Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

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

Explain any unchecked boxes for facilities questions: This classroom is not located in this district's buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Easter Seals Western and Central Pennsylvania	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 5	1	0.02

Program Position #25

Operator: Outside Contractor for the School District

PROGRAM DETAILS

Type: Position

Implementation Date: June 18, 2015

Average square feet in regular classrooms: 0 sq. ft.

Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

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

Explain any unchecked boxes for facilities questions: This classroom is not located in the district's buildings.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Western Pennsylvania School for Blind Children	An Elementary School Building	A special education Center in which no general education programs are operated	Full-Time Special Education Class	Blind or Visually Impaired Support	7 to 7	1	1

Program Position #26

      Operator: Outside Contractor for the School District

      PROGRAM DETAILS

            Type: Position

            Implementation Date: June 18, 2015

            Average square feet in regular classrooms: 30 sq. ft.

            Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

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

            Explain any unchecked boxes for facilities questions: This classroom is not located in the district's buildings.

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
The School at McGuire Memorial	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02

Program Position #27

      Operator: Intermediate Unit

      PROGRAM DETAILS

            Type: Position

            Implementation Date: June 25, 2015

            Average square feet in regular classrooms: 30 sq. ft.

            Square footage of this classroom: 0 sq. ft. (0 feet long x 0 feet wide)

            Justification: Compliance for classroom design (for instruction), classroom accessibility, classroom size was marked as inappropriate.

Explain any unchecked boxes for facilities questions: The square footage and some of the question boxes were left blank because this is not a new position. The position provides services in all district buildings, if there are students who have hearing support on their IEP.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
East Union Intermediate Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 10	3	0.04
Justification: (System required I enter here because the caseload was greater than 2): The students are itinerant students and the age range is 9-10.							
Deer Lakes Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 13	1	0.04
Deer Lakes High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 15	4	0.11

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	All district buildings	1
School Psychologist	All district buildings	1
Paraprofessionals (27)	All district buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Social Worker	Outside Contractor	5 Days
D/A and Mental Health Counselor	Outside Contractor	5 Days
Occupational Therapist	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	4 Hours
Vision Support	Intermediate Unit	1.75 Hours
Hearing Support	Intermediate Unit	15.5 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
Attendance

Accomplishment #2:
Reducing the loss of instructional time as a result of appropriate student behavior.

Accomplishment #3:
Student technology use.

Accomplishment #4:
District and home technology access.

District Concerns

Concern #1:
Lack of technology collaboration on all levels.

Concern #2:
High school math achievement.

Concern #3:
High school science achievement.

Concern #4:

Middle school math growth.

Concern #5:

Middle scchool ELA growth.

Concern #6:

Kindergarten readiness in ELA.

Concern #7:

Kindergarten readiness in math.

Concern #8:

Support of students with emotional concerns.

Prioritized Systemic Challenges

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

    Aligned Concerns:

        Lack of technology collaboration on all levels.

        High school math achievement.

        High school science achievement.

        Middle school math growth.

        Middle scchool ELA growth.

Systemic Challenge #2 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Lack of technology collaboration on all levels.

High school math achievement.

High school science achievement.

Middle school math growth.

Middle scchool ELA growth.

Systemic Challenge #3 *(Guiding Question #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Lack of technology collaboration on all levels.

High school math achievement.

High school science achievement.

Middle school math growth.

Middle scchool ELA growth.

Kindergarten readiness in ELA.

Kindergarten readiness in math.

Support of students with emotional concerns.

District Level Plan

Action Plans

Goal #1: Improve student participation in Advanced Placement Classes and performance on Advanced Placement Exams.

Related Challenges:

- 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 professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Increase the number of AP courses offered.

Specific Targets: Increase the number of AP courses offered from 5 to 9.

Type: Annual

Data Source: Increase the number of students taking AP courses.

Specific Targets: Increase the number of students taking AP courses from 65 to 200.

Type: Annual

Data Source: Increase the number of qualifying scores for students taking the AP exam.

Specific Targets: Increase the number of students making a qualifying score on the AP exam from 16 to 85.

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)

SAS Alignment: Instruction

Increased Quality Instructional Time

Description: Changes in instructional time do not generally increase or decrease student achievement, unless such changes go beyond unusually low, or high, amounts of time. Curriculum and instructional quality appear to have a much greater effect on achievement than do total hours of instructional time. The addition of high-quality teaching time is of particular benefit to certain groups of students, such as low-income students and others who have little opportunity for learning outside of school. (Sources: http://www.ascd.org/publications/researchbrief/v3n10/toc.aspx , and http://www.educationsector.org/publications/clock-rethinking-way-schools-use-time)

SAS Alignment: Instruction, Safe and Supportive Schools

Stipends

Description:

Provide scholorships to students, stipends to responsible administrators, and awards to participating teachers.

SAS Alignment: None selected

Implementation Steps:

Teacher Training

Description:

Six days of intense professional develpoment will be offered to our teachers of AP courses.

Start Date: 7/1/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Student Study Sessions

Description:

All students in AP courses will be able to attend three weekend sessions related to their course work. The training is provided by expert AP teachers provided by NMSI.

Start Date: 7/1/2015   **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Increased Quality Instructional Time

Scholarships, Stipends & Awards

Description:

Students, administrators, and teachers in the program are eligible for scholarships, stipends, and awards.

Start Date: 7/1/2015   **End Date:** 6/8/2018

Program Area(s): Student Services

Supported Strategies:

- Stipends

Goal #2: Improve student performance in Mathematics K - 12 as measured by the PSSA, Keystone Exam, or primary benchmark assessment.

Related Challenges:

- 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 professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: July 1, 2015 Improve PSSA scores for grades 3 - 8 in mathematics.

Specific Targets: Increase the number of students scoring at the Proficient or Advanced level on the PSSA exam by 3% a year for three years.

Type: Annual

Data Source: July 1, 2015 Improve Keystone Algebra I scores by district.

Specific Targets: Increase the number of students scoring at a Proficient or Advanced level on the Keystone Algebra exam by 4% a year for three years.

Type: Annual

Data Source: July 1, 2015 Dibels or MClass Math

Specific Targets: 85% of the students at each grade level (K - 2) will meet the benchmark by the end of year assessment

Strategies:

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

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

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Core aligned Mathematics Curriculum

Description:

Create and implement a core aligned mathematics curriculum.

Start Date: 7/1/2015   **End Date:** 6/8/2018

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

Supported Strategies:

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

RtII

Description:

Develop and implement a Mathemetics RtII program in grades K - 8.

Start Date: 7/1/2015   **End Date:** 6/8/2018

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

Supported Strategies:

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

Professional Development

Description:

Provide our teachers and administrators with the tools needed to improve instruction and assessment.

Start Date: 7/1/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

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

Goal #3: Improve student performance in English / Language Arts K - 12 as measured by the PSSA, Keystone exam, or primary benchmark assessment.

Related Challenges:

- 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 professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: July 1, 2015 Improve PSSA scores for grades 3 - 8 in ELA.

Specific Targets: Increase the number of students scoring at the Proficient or Advanced level on the PSSA by 3% a year for three years.

Type: Annual

Data Source: July 1, 2015 Improve Keystone Literature scores by district.

Specific Targets: Increase the number of students scoring at the Proficient or Advanced level on the Keystone Literature exam 3% a year for three years.

Type: Annual

Data Source: Dibels

Specific Targets: 85% of the students in each grade level (K - 2) will meet the benchmark goal by the end of year assessment.

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to

the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the "single greatest factor in achieving improved test scores." The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: http://www.curriculummapping101.com/materials/curriculum-mapping-research ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Core Aligned ELA Curriculum

Description:

Create and implement Core aligned ELA instruction and assessment.

Start Date: 7/1/2015   **End Date:** 6/8/2018

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

Supported Strategies:

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

- Curriculum Mapping

RtII

Description:

Develop and implement an ELA RtII progrqam in grades K - 8.

Start Date: 7/1/2015   **End Date:** 6/8/2018

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

Supported Strategies:

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

Professional Development

Description:

Provide our teachers with the tools needed to improve instruction and assessment.

Start Date: 7/1/2015   **End Date:** 6/8/2018

Program Area(s): Professional Education

Supported Strategies:

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

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	#1 Improve student participation in Advanced Placement Classes and performance on Advanced Placement Exams.	Strategy #1: Substantial Professional Development

Start	End	Title	Description
7/1/2015	6/8/2018	Teacher Training	Six days of intense professional developoment will be offered to our teachers of AP courses.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Angelo Furiga	7	6	7	NMSI	Non-profit Organizat ion	Yes

Knowledge

The National Math and Science Collaborative provides information and materials proven by research to be effetive in increasing student success success on the AP exam.

Supportive Research

The National Math and Science Collaborative provides information and materials proven by research to be effetive in increasing student success success on the AP exam.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

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.

Empowers educators to work effectively with parents and community partners.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Participant Roles

Classroom teachers

Grade Levels

High (grades 9-12)

Follow-up Activities

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Lesson modeling with mentoring

Joint planning period activities

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

LEA Goals Addressed:	#1 Improve student performance in Mathematics K - 12 as measured by the PSSA, Keystone Exam, or primary benchmark assessment.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Curriculum Mapping

Start	End	Title
7/1/2015	6/8/2018	Professional Development

Description

Provide our teachers and administrators with the tools needed to improve instruction and assessment.

Person Responsible	SH	S	EP	Type	App.
Ms. Roberta Barnes	7	4	17	Non-profit Organization	Yes

Provider
NMSI

Knowledge

The National Math and Sciennce Collaborative provide quality professional development that will provide our teachers with thhe skills needed to provide quality math instruction.

Supportive Research

The National Math and Sciennce Collaborative provide quality professional development that will provide our teachers with thhe skills needed to provide quality math instruction.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

educators seeking leadership roles: Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops

Professional Learning Communities

Middle (grades 6-8)

High (grades 9-12)

Grade Levels

Participant Roles

Classroom teachers

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

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

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Evaluation Methods

Student PSSA data

Standardized student assessment data other than the PSSA

Review of participant lesson plans

Follow-up Activities

LEA Goals Addressed: | **#1 Improve student performance in English / Language Arts K - 12 as measured by the PSSA, Keystone exam, or primary benchmark assessment.** | **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**
Strategy #2: Curriculum Mapping

Start | **End** | **Title** | **Description**

7/1/2015 6/8/2018 Professional Development Provide our teachers with the tools needed to improve instruction and assessment.

Person Responsible	SH	S	EP	Provider	Type	App.
Ms. Roberta Barnes	7	4	17	NMSI	Non-profit Organization	Yes

Knowledge

The National Science and Mathmatics Initiative will work with our teachers and provide methods and assessment ideas to improve our students ELA performance as measured by our selected state and local assessments.

Supportive Research

The National Science and Mathmatics Initiative will work with our teachers and provide methods and assessment ideas to improve our students ELA performance as measured by our selected state and local assessments.

Designed to Accomplish

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

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

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

For classroom teachers, school counselors and education specialists:

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

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

learning.

Training Format

Series of Workshops

Participant Roles

Classroom teachers

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

Analysis of student work, with administrator and/or peers

Grade Levels

Middle (grades 6-8)
High (grades 9-12)

Follow-up Activities

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

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

Review of participant lesson plans

District Level Affirmations

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

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

Affirmed by Lisa Merlo on 11/17/2015

Board President

Affirmed by Janell Logue-Belden on 11/17/2015

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by Lisa Merlo on 6/4/2015

Board President

Affirmed by Janell Logue-Belden on 5/22/2015

Superintendent/Chief Executive Officer