

California Area SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

40 Trojan Way Suite 300  
Coal Center, PA 15423  
(724)785-5800  
Superintendent: Brian Jackson  
Director of Special Education: Rachel Nagy

## Planning Process

The District Leadership Team met to develop a list of appropriate committee members. An extensive list of stakeholders was developed by the District Leadership Team. District administrators, building level administrators, teachers, board of education members, and community members worked collaboratively to review previous district level plans, and examine systems related to the school district. The committee met three times between May and October to develop and review the plan. The committee developed a prioritized list of systemic challenges related to the district's function. Once areas of focus were determined, the committee developed action steps to address areas of concern and progress areas of accomplishment. Information relevant to the plan was communicated to committee members electronically prior to each scheduled meeting. The District Leadership Team has continued to meet periodically to discuss progress related to the comprehensive plan.

## Mission Statement

California Area School District is a learning community dedicated to providing the environment and resources for the development of student responsibility, civility, achievement, and success.

## Vision Statement

California Area School District strives to create a community of Life-long Learners in an environment where:

- A K-12 perspective will be emphasized in the curriculum
- Instructional expectations will be influenced by the K-12 perspective
- High expectations will be shared by staff, students, and community
- Students will master academic standards

- Community engagement and involvement in the educational process will be emphasized

## Shared Values

California Area School District in partnership with the staff, students, administration, school board members, parents, guardians, and citizens believe:

- Education provides the foundation for success.
- Everyone learns at different rates and in different ways.
- Education is a team effort.
- Academic educational programs must be emphasized for all students.
- A safe, caring, and supportive environment will enhance social maturity and personal responsibility.
- A positive school climate contributes to the development of pride in the school by students, staff, and community.
- Continuous learning for students, staff, and leaders is a priority.

## Educational Community

California Area School District is a rural community located in southwestern Pennsylvania, approximately forty miles south of Pittsburgh. There are 2 buildings on the California Area School District Campus: California Area High School (9-12) and California Area Elementary, Intermediate, and Middle Schools (K-4, 5-6, 7-8). The municipalities served by the district include; Allenport, California, Coal Center, Elco, Long Branch, Roscoe, West Brownsville Annex, and West Pike Run Township. The school district enrollment is 04 students. 49% of currently enrolled students are classified as economically disadvantaged. A lack of employment opportunities in the immediate area and a transient population have led to a dissipating tax base in the California Area School District. Similarly, a declining trend in the enrollment of California Area School District has been noted over the past several years.

There are currently 67 teachers throughout the district, 52% holding master's degrees.

## Planning Committee

Name	Role
Marc Berry	Middle School Teacher - Regular Education : Professional Education
Susan Bumgard	Parent : Professional Education
Nicholas Damico	Middle School Teacher - Special Education : Professional Education Special Education
Holly Diehl	Community Representative : Professional Education Special Education
Susan Dillon	High School Teacher - Regular Education : Professional Education
Leigh Ann Folmar	Administrator : Professional Education
Raymond Huffman	Administrator : Professional Education
Brian Jackson	Administrator
Regina Juarez	Elementary School Teacher - Regular Education : Professional Education
Monica Loskey	Ed Specialist - School Counselor : Professional Education Special Education
Kate Mitchem	Community Representative : Professional Education Special Education
Rachel Nagy	Administrator : Professional Education Special Education
Jennifer Perecko	High School Teacher - Special Education : Professional Education Special Education
Elsa Sauritch	Elementary School Teacher - Special Education : Professional Education Special Education
Cathy Schmider	Ed Specialist - School Counselor : Professional Education Special Education
Michael Sears	Administrator : Professional Education
Robert Sepesey	Business Representative : Professional Education Special Education
Dax Thomas	Business Representative : Professional Education Special Education
Dax Thomas	Parent : Professional Education
Matthew Yuvan	Instructional Technology Director/Specialist

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The school currently has no students who speak English as a second language therefore, no need for an ELL program.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
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	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

We need to improve teaching students below grade level with the standards that appropriately align to their achievement levels.

### **Middle Level**

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

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

We need to improve teaching students below grade level with the standards that appropriately align to their achievement levels.

### High School Level

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

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

Due to the implementation of Common Core Standards, our high school core courses currently need improvement to update curriculum alignment adjustments in an effort to transition from PSSA to Common Cores.

### *Adaptations*

#### Elementary Education-Primary Level

- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

#### Elementary Education-Intermediate Level

- Arts and Humanities
- 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

### **Middle Level**

- Arts and Humanities
- 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
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### **High School Level**

- Career Education and Work
- Science and Technology and Engineering Education

Explanation for any standards checked:

After receiving funding for CFF and an Integration Technology Specialist, the high school hired a second Science and Technology Teacher in order to expand and improve the curriculum.

Developing a Career and Work alignment has been a successful 4 year process. The program has expanded and improved each year due to yearly evaluations of the process. In grades 5-8, cross curricular classes have been implemented for shared instruction by different content areas.

California Area Elementary School has begun to effectively and successfully transition to and implement the Pennsylvania Common Core Standards. The effective date for complete transition to the Common Core Standards is July 1, 2013. The 2013-14 school term will be the first school year during which CCS will be fully implemented. The Pennsylvania Department of Education website [www.pdesas.org/standard/CommonCore](http://www.pdesas.org/standard/CommonCore) provided ready reference for this endeavor.

### **Goals**

:

1. Professional development for teachers to master new standards for Math and ELA to guide instruction
2. Implement Common Core Standards (CCS) for grades K-4 effective 2013-2014 school term

### **Transition Activities**

:

1. Transition team members attend IU training
2. Transition team familiarizes teachers about new standards for Math and ELA
3. Develop detailed/school specific CCS transition plan to include transition work timeline
4. Promulgate CCS transition plan
5. Conduct teacher CCS mastery training for grades K-4 Math and ELA standards

## **Curriculum**

### ***Planned Instruction***

#### **Elementary Education-Primary Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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.	Developing
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

The elementary school developed an implementation plan for the transition to the Pennsylvania Common Core Standards. The effective date for complete transition to the Common Core Standards is July 1, 2013. The 2013-14 school term will be the first school year during which CCS will be fully implemented. The Pennsylvania Department of Education website [www.pdesas.org/standard/CommonCore](http://www.pdesas.org/standard/CommonCore) provides ready reference for

this endeavor.

**Goals**

:

1. Professional development for teachers to master new standards for Math and ELA to guide instruction
2. Implement Common Core Standards (CCS) for grades K-4 effective 2013-2014 school term

**Transition Activities**

:

1. Transition team members attend IU training
2. Transition team familiarizes teachers about new standards for Math and ELA
3. Develop detailed/school specific CCS transition plan to include transition work timeline
4. Promulgate CCS transition plan
5. Conduct teacher CCS mastery training for grades K-4 Math and ELA standards

**Action Steps**

:

1. Select teachers for CCS transition team
2. Familiarize teachers about new standards for Math and English Language Arts (ELA)
3. Develop detailed/school specific CCS transition plan to include transition work timeline
4. Develop needs assessment mechanism/tool
5. Conduct needs assessment to determine curriculum matches and required adjustments
6. Develop curriculum mapping mechanism/tool for Math and ELA by grade level for grades K-4
7. Conduct curriculum mapping for Math and ELA by grade level for grades K-4
8. Develop guidelines for CCS curriculum alignment and rewrite for Math and ELA for grades K-4
9. Align/rewrite curriculum for Math and ELA for grades K-4
10. Develop guidelines for assessment alignment for Math and ELA for grades K-4
11. Align assessments for Math and ELA for grades K-4
12. Complete transition

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

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

*This narrative is empty.*

### Middle Level

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

Processes used to ensure Accomplishment:

All grade levels in the middle school have scheduled Teaming time. Teaming time is used to plan interdisciplinary or cross-curricular units, analyze data, and make instructional decisions.

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

Administrative Team is currently researching an appropriate Curriculum Mapping Tool to use district-wide. Our goal is to purchase a curriculum mapping tool in which our teachers will identify K-12 when skills are introduced, developed with proficiency and mastered. This tool will allow teachers k-12 access to lesson objectives, planned courses of study and instructional units.

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

*This narrative is empty.*

### **Modification and Accommodations**

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

In order to differentiate instruction to meet the needs of all learners, Learning Support Teachers are scheduled in core content courses i.e. English, Math, Science, Social Studies. In addition, students are assigned at least one period of Study Skills where small group instruction or one-on-one teaching takes place. Students receive direct assistance in order to be successful in an appropriate level of instructional rigor.

Enrichment courses are available for selection for those students seeking challenging course content along with intensive integration of technology.

Adaptations are made in Physical Education courses. A variety of fitness equipment is available as resource equipment when a variation for physical ability levels is prescribed. Fitness equipment and a Fitness Room Supervisor is available afterschool for students seeking additional fitness opportunities.

After school tutoring is available for all students seeking additional support in English and Math.

## Instruction

### *Instructional Strategies*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

#### **Regular Lesson Plan Review**

- Administrators

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

Teachers and administration have planned weekly teaming time for professional development, instructional coaching, and curriculum development across the contents.

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

The district is working towards developing committees of staff leaders to work collaboratively with administrators and teachers in capacity building efforts relative to professional development, curriculum, instruction, and learning.

### *Responsiveness to Student Needs*

#### **Elementary Education-Primary Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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

A stringent data analysis system is in place to monitor student achievement and progress in the classrooms of each teacher to determine if follow-on action/intervention is required. In the elementary school, Title I funded assessments are administered during the fall and spring of the school year. Parents receive reports following each assessment indicating a child's academic performance. Teachers are provided more detailed assessment results in reading and math in order to refine classroom instruction to set up grouping.

#### Response to Intervention (RtI):

RtI is a comprehensive, multi-tiered intervention, standards-aligned strategy to enable early

identification and intervention for students at academic risk. It was implemented in the first grade during the 2010-2011 school year and in 2011 – 2012 in the second grade for reading only in both grades. The program has been implemented in the third grade as a modified reading intervention program as well. Its core principles are as follows:

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving method to make decisions within a multi-tier model.
5. Use research-based, scientifically validated instruction and interventions to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for three different purposes; screening, diagnostics, progress monitoring.

#### Elementary Education-Intermediate Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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.*

#### Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	Full

	Implementation
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

*This narrative is empty.*

### 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.	Full Implementation
Differentiated instruction is used to meet student needs.	Full Implementation
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.*

### 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.

All teachers in the California Area School District are highly qualified in the content area in which they teach. Currently, 52% of the teachers in the district have a Master's Degree.

Advertisements for vacant positions are based on certification requirements. Any new teacher hires are those candidates with credentials to immediately classify them as meeting Highly Qualified Teacher (HQT) requirements. Additionally, for level I certified teachers, the school district funds all teacher induction training as per contract with the local intermediate unit.

### Assessments

#### Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
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Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00	1.00	1.00
Electives	2.00	2.00	2.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

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

### *Local Assessments*

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

Health, Safety and Physical Education	X	X		X		
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Keystone Exams			X	X
PSSA	X	X	X	
Mid-Term and Final Exams		X	X	X
Metropolitan Readiness Test, Sixth Edition Level 2	X			
GRADE - Group Reading Assessment and Diagnostic Evaluation	X			

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
4Sight Reading/Math	X	X		
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	X			

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Curriculum Based Assessments	X	X	X	X
Progress Monitoring	X	X	X	X
SRI - Scholastic Reading Inventory	X			
4Sight Reading/Math	X			

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS - Dynamic Indicators of Basic Early Literacy Skills	X			
OLSAT - Otis-Lennon School Ability Test	X	X	X	X

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review				X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review		X	X	
Instructional Coach Review	X	X	X	
Teacher Peer Review	X	X	X	

Provide brief explanation of your process for reviewing assessments.

At the EEP level an assessment system is in place that uses a variety of indicators, in accordance with state standards, to annually review the academic achievement of each student in reading and mathematics. Periodic benchmark assessments are also conducted throughout the school year to monitor individual student progress. Assessment data are utilized to identify specific student needs, guide instruction, and determine implementation of strategic interventions.

### ***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.

*This narrative is empty.*

### ***Collection and Dissemination***

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

Data Team Meetings take place in all buildings to analyze and disseminate data.

Administrators and teachers work collaboratively to use data to drive instructional decisions.

### ***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.

Teachers and district leaders work collaboratively to analyze data and use data to make instructional decisions and adjustments.

### ***Assessment Data Uses***

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level teams analyze data relative to student performance on standards-aligned assessments and instructional adjustments are made accordingly.

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

*This narrative is empty.*

### ***Distribution of Summative Assessment Results***

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

Provide brief explanation of the process for incorporating selected strategies.

K-12 parent/teacher conferences are scheduled after the first quarter. The director of technology works in collaboration with building and district administrators to provide updates to parents, guardians, and community members utilizing district technology.

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

Administrators will work collaboratively to articulate information to the community in a variety of mediums, including building level newsletters, flyers, and electronic updates.

## 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.

We have implemented 75 minute classes at the middle school including one period of interdisciplinary instruction with CORE teachers and ENCORE teachers co-teaching together. Students are grouped by achievement levels that are based on specific standards that become a focus of instruction. Teachers evaluate summative and formative data during daily teaming to plan instruction and activities to improve student achievement. Also, we implement after school tutoring in all subject areas with a focus on math and reading. The assessment system for the elementary school uses a variety of indicators, in accordance with state standards, to annually review the academic achievement of each student in math and reading. Periodic benchmark assessments are also conducted throughout the school year to monitor individual student progress. Assessment data are utilized to identify specific student needs, guide instruction, and determine implementation of strategic interventions.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	
Safety and Violence Prevention Curricula	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:

Monthly safety meetings have been established to analyze the systems in place within the district and to make necessary changes related to the school environments.

### *Identifying and Programming for Gifted Students*

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

The California Area School District has a system in place that includes the Otis Lennon group ability test, teacher referral, and an on-site school psychologist that focuses on identifying students that are gifted and talented. Multiple areas of acceleration and superior performance are considered when identifying students for gifted supports. The GMDT Team reviews individual students' aptitude, intellect, curiosity, and leadership once as part of the teacher referral process. Multiple data sources, including curriculum based assessments and individual classroom performance are analyzed when determining

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	
Career Awareness	X	X	X	X
Career Development/Planning		X	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			
Wellness/Health Appraisal	X	X	X	X
Social Worker Services	X	X	X	X
School-based Counseling	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

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

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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	
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:

*This narrative is empty.*

### ***Consultation and Coordination Services***

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	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	
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***

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

### ***Communication of Student Health Needs***

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X
Student Handbook	X	X	X	X

## *Frequency of Communication*

### **Elementary Education - Primary Level**

- Quarterly

### **Elementary Education - Intermediate Level**

- More than once a month

### **Middle Level**

- More than once a month

### **High School Level**

- Monthly

## *Collaboration for Interventions*

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

The middle school and intermediate middle school grade level teams meet weekly with the guidance counselor and/or social worker to review student services issues concerning individual students and programs such as the anti-bullying committee. In addition, teachers review student academic progress and have a system in place to meet with parents if necessary. Staff dialogue concerning student behavior and academic performance is well-defined in the weekly teaming process.

### Response to Intervention (RtI):

RtI is a comprehensive, multi-tiered intervention, standards-aligned strategy in the elementary school to enable early identification and intervention for students at academic risk. It was implemented initially in the first grade during the 2010-2011 school year and beginning in 2011 – 2012 in the second grade for reading only in both grades. The program has been implemented in the third grade as a modified reading intervention program as well. Its core principles are as follows:

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving method to make decisions within a multi-tier model.
5. Use research-based, scientifically validated instruction and interventions to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.

8. Use assessment for three different purposes; screening, diagnostics, progress monitoring.

### *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

District school bus service is provided to transport children to/from various child care facilities located within the school district. The elementary school notifies preschool facilities within the district of kindergarten registration dates along with required information for enrollment. Additionally, correspondence is sent to area preschool programs annually regarding information to assist the preschools in establishing an academic foundation for students entering kindergarten to better prepare them for transition to the elementary school.

The middle school has after school tutoring programs for students in all subject areas. In addition, two paid tutoring positions are hired in math and reading respectively. Students who attend tutoring are permitted to use school provided transportation. The district also utilizes the JASP program at the Mon Valley YMCA for students with behavioral problems. Transportation is provided to and from the after school initiative. The focus of the program is to provide behavior modification as well as supportive services for qualified students.

### *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.

The district has recently created and hired a special education supervisor who coordinates and manages all special education services. The special education supervisor ensures that individual education plans are up-to-date and implemented as written. The position also serves as a liaison between the district and alternative education providers. For preschool children enrolled in an early intervention program, an annual meeting is convened with school administration to review specific needs of children with disabilities to ensure a seamless transition to kindergarten. Prior to the beginning of each school year, the elementary school holds a kindergarten orientation night for beginning students and parents so the children can meet their new teacher and classmates so as to ease the transition the elementary school setting.

## 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

Reading; Core Program: Harcourt, *StoryTown* is a research-based, developmental reading program in grades 1 - 4. The foundation of the program is its high-quality children's literature, as well as informational texts. Through the Student Editions, students are exposed to a variety of genres. *StoryTown* reflects current, confirmed research and prioritizes and sequences essential skills and strategies into a clear, organized model for instruction. The program features an organized, direct approach to teaching reading. It emphasizes explicit, systematic instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. The program provides ample practice and application of these skills, using a variety of meaningful tools and activities suited to the different types of learners and classroom settings to reinforce instruction and learning. Additionally, a major component of the Harcourt program is in the assistance teachers receive with the teaching of reading to students at varying levels of ability in the classroom. With the use of "centers" to support the needs of struggling readers, as well as advanced readers, teachers are provided leveled reading materials to apply differentiated instruction to meet these needs. Essentially, *StoryTown* offers materials tailored to each student's reading level and provides materials that enable/help teachers differentiate the instruction.

Title 1: The purpose of the Title I program is to ensure all children have a fair, equal, and significant opportunity to obtain a high quality education. Specifically the Title I program is designed to:

1. Ensure instruction is aligned to standards.
2. Assess student progress.
3. Interpret assessment data.
4. Diagnose problems with student learning.
5. Re-teach and supplement instruction as necessary.
6. Reassess for skill mastery.

Title I Reading:

The main goal is to provide quality, supplemental instruction beyond that of the regular reading classroom in grades 1 through 2. Its intervention/prevention philosophy supplements the District's core reading program as described above. Specifically, reading tutors strive to do the following:

1. Help students attain a level of proficient performance in accordance with Pennsylvania academic standards.
2. Use a repertoire of assessment tools including running records, and computer assessments. Performance tasks and student record forms are used to both plan instruction and monitor the progress of tutored students.
3. Serve as resource personnel, working with classroom teachers, to strengthen the reading program by team teaching, modeling effective instructional strategies, providing resource materials, and assisting small group and individual students in the regular 90-minute reading classroom.
4. Work with classroom teachers to determine appropriate grouping of students by ability and reassessment.
5. Promote the home-school connection by the preparation of the assessment information handbook which is sent home quarterly to parents which includes Fall, Winter, and Spring Assessment Reports. Also, the *Helping Children Learn* newsletter is sent home to parents monthly.
6. Conferences by appointment are scheduled throughout the year.
7. Provide resources to parents upon request.

Title I Reading Tutoring Program:

This program of intervention utilizes:

1. Combination of in-class and pull-out instruction.
2. One-on-one and small group tutoring sessions to strengthen word decoding skills and comprehension strategies.

3. Instructional strategies different than those found in the regular classroom by actively involving students in tactile reading activities.
4. *Lexia* reading software building skills with explicit practice in phonemic awareness and phonics while promoting gains in vocabulary, fluency, and comprehension. It is designed to support the core reading curriculum, prevent reading failure for at-risk students, and remediate reading difficulties with struggling students.
5. High frequency word practice, application of strategies for decoding words, self-monitoring strategies, and repetitive oral reading of passages for students struggling with fluency.
6. *Keepbooks* and *Short Books* that are sent home for continued practice and to ensure tutoring students have reading materials of their own at home.

Math; Core Program:

The Harcourt *GO Math!* mathematics program was selected due to its effectiveness in providing a program of instruction that best meets Pennsylvania academic standards for mathematics. Specifically, *GO Math!* provides instructional support at each grade level in the areas of numbers and operations, measurement, geometry, algebraic concepts, and data analysis. Additionally, the consumable nature of the student books increases instructional time due to math problems, diagrams, and graphs already prepared for student work. Students are not required to copy from board to blank paper.

The following are strengths of the program as evaluated by the teachers:

Organized student book (consumable)

Problem-based learning concepts organized to support math standards at the national and state level. Perforated pages removed for the day's lesson/instruction.

- Individual student standards practice book for home or school (consumable)

Helps students achieve fluency, speed, and confidence with grade-level concepts. Perforated pages removed to take home for homework. No textbook to carry.

- MathBoard for students to write on to help organize thinking
- RtI instruction included
- Online program available
- All consumable materials
- Covers state standards
- Well organized teacher manual

Response to Intervention (RtI):

RtI is a comprehensive, multi-tiered intervention, standards-aligned strategy to enable early identification and intervention for students at academic risk. It was implemented in the first

grade during the 2010-2011 school year and in 2011 – 2012 in the second grade for reading only in both grades. The program has been implemented in the third grade as a modified reading intervention program as well. Its core principles are as follows:

1. We can effectively teach all children.
2. Intervene early.
3. Use a multi-tier model of service delivery.
4. Use a problem-solving method to make decisions within a multi-tier model.
5. Use research-based, scientifically validated instruction and interventions to the extent available.
6. Monitor student progress to inform instruction.
7. Use data to make decisions.
8. Use assessment for three different purposes; screening, diagnostics, progress monitoring.

Standards Aligned System (SAS):

Teachers have received initial training on SAS and will continue to do so during various after school meetings. SAS is a collaborative product of research and good practice that identifies six (6) distinct elements which, if utilized together, will help provide the school with a common framework for continuous school enhancement and improvement. SAS is a web-based system accessed through the PDE website. The six (6) common elements are:

1. Clear standards
2. Fair assessments
3. Curriculum framework
4. Instruction
5. Materials & resources
6. Interventions (Title I & RtI)

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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

*This narrative is empty.*

### **Middle Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
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.

*This narrative is empty.*

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**

<b>Standards</b>	<b>Status</b>
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 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more 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 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district

	classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more 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&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Areas implemented in less than 50% of district classrooms are in the process of development and refinement as SAS continues to evolve. As specific resources are available through SAS they will be incorporated accordingly.

**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 "

Areas implemented in less than 50% of district classrooms are in the process of development and refinement as SAS continues to evolve. As specific resources are available through SAS they will be incorporated accordingly.

### **Middle Level**

<b>Standards</b>	<b>Status</b>
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 "

Areas implemented in less than 50% of district classrooms are in the process of development and refinement as SAS continues to evolve. As specific resources are available through SAS they will be incorporated accordingly.

### 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
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Further explanation for columns selected "

Areas implemented in less than 50% of district classrooms are in the process of development and refinement as SAS continues to evolve. As specific resources are available through SAS they will be incorporated accordingly.

## Professional Education

### *Characteristics*

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

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

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

District administrators schedule professional development opportunities based on district instructional priorities and state mandates.

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

The district plans to develop a Professional Development Committee to develop and administer a Professional Development Needs Assessment. The data from the Professional Development Needs Assessment will be analyzed to determine instructional priorities of focus for professional development opportunities, and to ensure that professional development opportunities are relevant and rigorous.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
The LEA has conducted the required training on:
8/25/2015

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.

<b>Questions</b>
The LEA has conducted the training on:
8/26/2015

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.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
10/23/2015

### ***Strategies Ensuring Fidelity***

- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

Building administrators conduct regular classroom walkthroughs with "look fors" relative to professional development initiatives.

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

The district plans to develop a Professional Development Committee to develop and administer a Professional Development Needs Assessment. The data from the Professional Development Needs Assessment will be analyzed to determine instructional priorities of focus for professional development opportunities, and to ensure that professional development opportunities are relevant and rigorous.

### *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.

New employees in the school district participate in a state approved consortium induction program.

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

All strategies are addressed.

### *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).

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

New employees receive two formally scheduled observations per school year, in addition to a number of unscheduled informal observations and classroom walkthroughs. New teachers are provided with opportunities to collaborate with their mentor teacher and grade level or content area peers to review and analyze student data.

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

New employees will provide reflective information relative to the induction process to building administrators.

### *Mentor Characteristics*

- Potential mentors have similar certifications and assignments.
- Potential mentors must model continuous learning and reflection.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must be willing to accept additional responsibility.
- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentor teachers are highly qualified in their area of instruction. Time is allotted for collaboration between mentors and new employees. Mentors are typically veteran teachers who are familiar with school district policies, procedures, and resources.

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

Position assignment based on seniority will be addressed during contract negotiations.

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring Evaluating and Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

Building level administrators collect data and information relative to the Induction process for new employees. Course completion certificates and verified and filed by the superintendent's office before application for Level II Certification is approved.

### ***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: **203**

### *Identification Method*

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

The California Area School District utilizes the Discrepancy Model to identify students with specific learning disabilities. The MDE team reviews achievement and ability standardized testing information and if there is a severe difference between these two areas, as defined by the testing organizations, the student is considered to have a specific learning disability. If the student exhibits a need for specially designed instruction, as determined by the MDE team, the student qualifies for Chapter 14 special education and related services.

### *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 percentage of identified students with disabilities in the California Area School District is slightly less than that of the state average (14.5% vs. 15.2%). There is a significantly higher percentage of students classified under the category of emotional disturbance (14.7% vs. 8.8%), mental retardation (8.8% vs. 7.6%), and speech or language impairment (18.4% vs. 16.2%) in the California Area School District than identified through the state average. The percentage of students identified with specific learning disabilities is significantly lower than the state average (41.2% vs. 48.3%), while the percentage of students identified as other health impairment is slightly less than the state average (8.1% vs. 9.0%). All other categories of disability are under represented to the point of

unrecognition. The California Area School District will continue to monitor the enrollment of special education students on a yearly basis.

### *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. All students enrolled in the California Area School District are California Area students. All students in the California Area are provided with the opportunity to attend school, are welcomed into the school, and provided with a schedule of classes. If a student transfers into the California Area School District with paperwork that indicates the need for specially designed instruction, district personnel review existing documents in order to make the best, and most informed decision for addressing the individual needs of the student.
2. Decisions about student placement are made by the IEP team. To ensure that students with disabilities receive a free and appropriate public education in the least restrictive environment, the IEP team will only consider a more restrictive placement once all supplementary aides and services have been exhausted.
3. Because of the small size of the California Area School District, it can be difficult to maintain programs that serve students with low incidence disabilities within the district. A continuum of services is provided by the district after every attempt is made to educate students in their home school.

### *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).

An institution of incarceration is not located within the California Area School District. If the district becomes aware that a student with a disability has been incarcerated, the LEA contacts a representative of the correctional facility to expedite the process and necessary paper work to ensure an appropriate educational program is in place for the student. When the district receives the Determination of District of Residence for Students in Facilities and Institutions, the district verifies residency and moves towards open communication with the institution.

### *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. California Area School District operates an Inclusive, Co-taught Special Education Service Delivery Model in grades 5-12. Students with disabilities in grades 5-12 are included with their general education peers for all activities, except related services. Students with disabilities in grades k-4 receive special education services in reading and/or mathematics in the learning support classroom. All other courses are taught in the general education setting. Placement decisions for students with disabilities are made by the IEP team. A change to a more restrictive placement is only made once all supplementary aids and services have been exhausted.

2. California Area School District has partnered with Intermediate Unit 1 to receive training and consultation in instructional techniques, behavioral principles, transition for students with disabilities, autism awareness, and many other initiatives. Technical assistance is provided so that follow-through occurs and changes are sustainable.

### *Behavior Support Services*

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

The California Area School District implements positive behavior support strategies, teaching of alternate appropriate behaviors, as well as social work and counseling services to provide students with additional supports they may need to decrease inappropriate behaviors. Various positive behavior supports are utilized to promote positive behaviors within the California Area School District. Students at all levels are rewarded and recognized for good behaviors through Student of the Month programs. Disciplinary infractions are handled according to district policy. Positive Behavior Support Plans, based on a functional behavior assessment of a student's behavior, are written for students who

exhibit behaviors that interfere with their learning.

The district provides regular training of staff in the use of specific procedures, methods, and techniques that are used to implement positive behavior supports and interventions in accordance with students' IEP's and Board Policy. The district collaborates with the IU1 Behavior Consultant, who has provided individual consultations to district staff members on conducting functional behavior assessments and positive behavior support plans.

### *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.

1. The district maintains a relationship with the Intermediate Unit 1 Interagency Coordinator who arranges interagency meetings to include all agencies that can provide support to students. The IEP team members meet to determine if the student's needs are being met and to make necessary changes and/or recommendations. If the team determines that the student can no longer be served in a public school setting, placement options will then be considered and the district will follow up with making appropriate contacts. In the event that the placement cannot be secured and that the student has been or will be at risk for waiting 30 days or more for an appropriate educational placement, the district will report the required information to the PA Department of Education, updating the information monthly, until an appropriate placement has been secured. Additionally, the district will report students who are on Homebound Instruction or Instruction in the Home to the Department of Education.

2. California Area School District continues to evaluate student needs and special education services available within the home school district on a continuum for individual counseling, group counseling, or family counseling when appropriate. As more need is recognized, additional supports are investigated. The district maintains contacts with other child service agencies by participating with interagency team meetings and trainings as necessary. California Area School District also participates in meetings from psychiatric hospitals, partial hospitalization programs, and residential treatment facilities. Annual meetings with the Intermediate Unit 1 Interagency Coordinator are held to discuss issues and available professional development opportunities.

3. California Area School District utilizes its contacts within the child service agencies to determine for which resources a child may be eligible. The LEA or district social worker

works with families to complete necessary applications if the student has never been found eligible for medical assistance.

### *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.

Students in grade 5 - 12 at the California Area School District are educated in the general education setting and receive special education services through an inclusive, co-taught service delivery model. Students in grades 1 - 4 are included in general education for science, social studies, special classes, and all homeroom activities. Speech and Language services are available in the district for all students k-12. Opportunities for transition related activities for post-secondary education, employment, and independent living are provided for all high school students with disabilities. Continual professional development in the areas of inclusion, co-teaching, and instructional strategies for general education teachers and special education teachers is provided.

# Assurances

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## 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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
IU 1 Campus at Laboratory	Special Education Centers	Autistic Support	1
IU 1 Campus at Colonial	Special Education Centers	Emotional Support	7
Transitional Employment Consultants (TEC)	Special Education Centers	Transition and Employment Counseling	4
Charleroi School District	Neighboring School Districts	Life Skills Support	3
The Mon Valley School	Special Education Centers	Autistic Support	3
Bentworth School District	Neighboring School Districts	Life Skills Support	1
Children's Institute	Approved Private Schools	Life Skills Support	2
Abraxus Learning Center	Special Education Centers	Emotional Support	1
Wesley Spectrum	Approved Private Schools	Emotional Support	1
Southwood Residential Treatment Facility	Special Education Centers	Psychiatric Hospitalization	3
IU 1 Campus at East Franklin	Special Education Centers	Emotional Support	1
ACLD Tillotson	Special Education Centers	Vision Support	1
NHS Autism School	Special Education Centers	Autistic Support	1
Instruction in the Home	Instruction in the Home	Multipile Disabilities Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* February 18, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Physical Support	16 to 18	2	0.05
California Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 14	4	0.05
California Area Intermediate School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	7	0.12
California Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	47	0.78
Justification: itinerant services provided in multiple grade levels							

#### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* February 18, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	5 to 9	11	1
Justification: multi-grade learning support class							

#### Program Position #3 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* February 18, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area Elementary School	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	10	1

#### Program Position #4 - Proposed Program

*Operator: School District*

#### PROPOSED PROGRAM INFORMATION

*Type: Position*

*Implementation Date: February 18, 2015*

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area 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	10 to 14	17	1

#### Program Position #5 - Proposed Program

*Operator: School District*

#### PROPOSED PROGRAM INFORMATION

*Type: Position*

*Implementation Date: February 18, 2015*

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	20	1

		operated					
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### Program Position #6 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* February 18, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area 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	16	1

### Program Position #7 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* February 18, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area 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 18	16	1

### Program Position #8 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 18, 2014

*Average square feet in regular classrooms:* 672 sq. ft.

*Square footage of this classroom:* 672 sq. ft. (42 feet long x 16 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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California Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	6	0.75
California Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 8	3	0.25

### Program Position #9 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 18, 2014

*Average square feet in regular classrooms:* 672 sq. ft.

*Square footage of this classroom:* 672 sq. ft. (42 feet long x 16 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	7 to 10	2	0.04

### Program Position #10 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 18, 2014

*Average square feet in regular classrooms:* 672 sq. ft.

*Square footage of this classroom:* 672 sq. ft. (42 feet long x 16 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
California Area Intermediate Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	12 to 12	1	0.04

### Program Position #11 - Proposed Program

*Operator:* Intermediate Unit

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 18, 2014

*Average square feet in regular classrooms:* 672 sq. ft.

*Square footage of this classroom:* 672 sq. ft. (42 feet long x 16 feet wide)

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				<b>Type</b>	<b>Range</b>		
California Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.03

### Special Education Support Services

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Director of Special Education	Elementary, Middle, High School	1
Paraprofessional	Elementary School	3
Paraprofessional	Intermediate/Middle School	4
Paraprofessional	High School	2

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapy	Intermediate Unit	7 Hours
School Psychologist	Intermediate Unit	3 Days
Social Worker	Intermediate Unit	5 Days
Hearing Support Teacher	Intermediate Unit	1 Days

# Needs Assessment

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## 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:**

PVAAS indicates significant evidence that each school exceeded the standard for PA Academic Growth in the subject areas of math and reading for all predicted performance levels over a three year trend.

**Accomplishment #2:**

The All Student Group exceeded the state average for attendance and graduation rate.

**Accomplishment #3:**

All schools met or exceeded the target for Test Participation.

**Accomplishment #4:**

Three of four schools in the district met the performance targets for Reading.

## District Concerns

**Concern #1:**

The economically disadvantaged subgroup in grades 6-8 failed to meet the performance target for mathematics.

**Concern #2:**

The all student group in grades 9-12 failed to meet the performance targets in mathematics and biology.

**Concern #3:**

PVAAS data indicates that students in the Advanced predicted performance category did not meet or exceed the standard for PA Academic Growth in the subject areas of math and reading.

## Prioritized Systemic Challenges

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

**Aligned Concerns:**

The economically disadvantaged subgroup in grades 6-8 failed to meet the performance target for mathematics.

**Systemic Challenge #2** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

The all student group in grades 9-12 failed to meet the performance targets in mathematics and biology.

**Systemic Challenge #3** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

PVAAS data indicates that students in the Advanced predicted performance category did not meet or exceed the standard for PA Academic Growth in the subject areas of math and reading.

**Systemic Challenge #4** (*Guiding Question #0*) Establish a system within the district that enhances instructional scheduling and resource allocation to address achievement for all students, including those with diverse needs.

**Aligned Concerns:**

The economically disadvantaged subgroup in grades 6-8 failed to meet the performance target for mathematics.

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The all student group in grades 9-12 failed to meet the performance targets in mathematics and biology.

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PVAAS data indicates that students in the Advanced predicted performance category did not meet or exceed the standard for PA Academic Growth in the subject areas of math and reading.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Data

Specific Targets: The all student group will demonstrate a five percentage point increase towards performance targets.

### Strategies:

#### *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](http://en.wikipedia.org/wiki/Curriculum_mapping)

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

#### *Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

[http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf) , and <http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

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

#### *Establish an Assessment and Curriculum Mapping Committee*

**Description:**

Faculty members will work collaboratively with administrators to comprise a committee focused on district Assessment and Curriculum. The superintendent will construct a letter of assignment for committee members and a committee roster will be available.

**Start Date:** 7/1/2016    **End Date:** 6/3/2019

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

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

#### *Create a map of k-12 Curriculum and Assessment*

**Description:**

The Assessment and Curriculum Mapping Committee will work collaboratively with administrators to develop a k-12 curriculum map that is standards-aligned and provides competencies for each course. The curriculum map will be available for electronic review.

**Start Date:** 7/1/2016    **End Date:** 6/3/2019

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

**Supported Strategies:**

- Curriculum Mapping

#### *Review and Revise k-12 Assessment and Curriculum Map*

**Description:**

A cyclical curriculum revision cycle will be established so that teachers, administrators, and the Assessment and Curriculum Mapping Committee can review and revise the curriculum map as necessary. A report of recommendations for areas of refinement will be compiled annually.

**Start Date:** 7/1/2016    **End Date:** 6/3/2019

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

**Supported Strategies:**

- Curriculum Mapping

**Goal #2:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Keystone Data

Specific Targets: The all student group will demonstrate a five percentage point increase towards performance targets.

**Strategies:**

### *Instructional (Distributed) Leadership Capacity Building*

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

**SAS Alignment:** Safe and Supportive Schools

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon

student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf))

**SAS Alignment:** Instruction

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

#### *Develop a Professional Development Committee*

**Description:**

Faculty will work collaboratively with administrators to develop a professional development plan that is focused and comprehensive. The superintendent will construct a letter of assignment for committee members and a roster will be available.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

- Instructional (Distributed) Leadership Capacity Building

#### *Professional Development Committee Meetings*

**Description:**

Professional Development Committee Meetings will be scheduled at a minimum of four times per school year so that committee members and administrators can develop a professional development plan that is focused and comprehensive.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

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

### *Professional Development Needs Assessment*

**Description:**

A Professional Development Needs Assessment will be developed and distributed to all staff annually.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

- Substantial Professional Development

### *Analyze Data from Professional Development Needs Assessment*

**Description:**

The Professional Development Committee will work collaboratively with administrators to analyze data from the Professional Development Needs Assessment. The data will be used to develop a professional development plan that is focused and comprehensive as well as rigorous and relevant to teacher need. An outline of instructional priorities will be developed annually and used to drive professional development.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

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

### *Develop a Professional Development Plan*

**Description:**

A 3-5 year plan for professional development that addresses instructional priorities will be developed.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

- Substantial Professional Development

**Goal #3:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Annual

Data Source: PSSA and Keystone Data

Specific Targets: The all student group will demonstrate a five percentage point increase towards performance targets.

**Strategies:**

### *Character and Social Skill Building Programs*

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf))

**SAS Alignment:** Safe and Supportive Schools

### *Family Literacy Activities*

**Description:** Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high

effect size on reading skill acquisition in grades K-3.

(Source: [http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf))

**SAS Alignment:** Instruction

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

#### *Establish a Community Involvement Committee*

**Description:**

Faculty members will work collaboratively with administrators to comprise a committee focused on assessing the needs of community members in order to provide relevant information and trainings to individuals. The superintendent will construct a letter of assignment for committee members and a committee roster will be available.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

- Character and Social Skill Building Programs
- Family Literacy Activities

#### *Establish a District Wide Procedure for Communication*

**Description:**

Building Principals will provide information to families and community members via newsletters, website updates, and various other forms of written communication sent home with students (i.e. letters, flyers, etc.). Additionally, district information will be shared via e-alerts, the district television station and website updates.

**Start Date:** 2/28/2013    **End Date:** 9/28/2018

**Program Area(s):**

**Supported Strategies:**

- Character and Social Skill Building Programs
- Family Literacy Activities

## *Parent Training Opportunities*

### **Description:**

Training opportunities for parents will be developed based on district instructional priorities. Training opportunities will be provided at least two times per school year. Sign in sheets will outline attendance for each scheduled training.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

### **Supported Strategies:**

- Character and Social Skill Building Programs
- Family Literacy Activities

**Goal #4:** Establish a system within the district that enhances instructional scheduling and resource allocation to address achievement for all students, including those with diverse needs.

### **Indicators of Effectiveness:**

Type: Annual

Data Source: Student Performance Data from State Assessments

Specific Targets: The all student group will demonstrate a five percentage point increase towards performance targets.

### **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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement.

(Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf))

**SAS Alignment:** Instruction

### **Implementation Steps:**

#### *Examine and Evaluate Student Performance Data*

**Description:**

Administrators will work collaboratively with Curriculum Leaders to analyze student performance data on state assessments.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

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

#### *Align Teacher Qualifications with Assignments*

**Description:**

Faculty members will work collaboratively with administrators to determine courses that can be taught under the guidelines of specific teacher certifications. Students will be matched with teachers best suited to meet their needs in a remedial setting.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

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

### *Implement Grade 5-12 A/B Block Schedule*

**Description:**

Master schedules will be designed by building principals to accommodate the need for remedial courses in the areas of mathematics, science, and literacy.

**Start Date:** 7/1/2016    **End Date:** 6/4/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Reading Across the Curriculum

### *Continual Assessment and Implementation of New Courses*

**Description:**

A cyclical review of course offerings will be completed by the building administrators. A report of recommendations for areas of refinement will be compiled annually.

**Start Date:** 6/1/2017    **End Date:** 6/4/2018

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

**Supported Strategies:**

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

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</b>	<b>Strategy #1: Curriculum Mapping</b>
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Start	End	Title	Description	Provider	Type	App.
7/1/2016	6/3/2019	Create a map of k-12 Curriculum and Assessment	The Assessment and Curriculum Mapping Committee will work collaboratively with administrators to develop a k-12 curriculum map that is standards-aligned and provides competencies for each course. The curriculum map will be available for electronic review.	Intermediate Unit 1, District Personell	School Entity	Yes
		<b>Person Responsible</b> Curriculum Coordinator, Building Principals, Assessment and Curriculum Mapping Committee		<b>SH</b> 5.0 <b>S</b> 3 <b>EP</b> 67		

**Knowledge** All teachers will be responsible for the creation of a curriculum map for each course they instruct.

**Supportive Research** A k-12 scaffolded map is necessary to best meet the needs of all students by addressing all standards.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Increases the educator's teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

**ensures consistent implementation of standards aligned curricula across all schools for all students.**

<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					<b>Type</b>	<b>App.</b>
7/1/2016	6/3/2019	Review and Revise k-12 Assessment and Curriculum Map	A cyclical curriculum revision cycle will be established so that teachers, administrators, and the Assessment and Curriculum Mapping Committee can review and revise the curriculum map as necessary. A report of recommendations for areas of refinement will be compiled annually.						
		<b>Person Responsible</b> Curriculum Coordinator, Building Principals, Assessment and Curriculum Mapping Committee	<b>SH</b> 3.5	<b>S</b> 3	<b>EP</b> 25	<b>Provider</b> Intermediate Unit 1, District Personell	<b>School Entity</b>	<b>Yes</b>	

**Knowledge** Knowledge regarding curricular gaps and overlaps.

**Supportive Research** Curriculum needs reviewed and revised annually to maintain current standards and practices to best meet student needs.

**Designed to Accomplish**

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.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

<b>Training Format</b>	LEA Whole Group Presentation Department Focused Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Joint planning period activities	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Substantial Professional Development</b> <b>Strategy #2: Instructional (Distributed) Leadership Capacity Building</b>
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**Start                      End                      Title                      Description**

7/1/2016	6/4/2018	Analyze Data from Professional Development Needs Assessment			The Professional Development Committee will work collaboratively with administrators to analyze data from the Professional Development Needs Assessment. The data will be used to develop a professional development plan that is focused and comprehensive as well as rigorous and relevant to teacher need. An outline of instructional priorities will be developed annually and used to drive professional development.			
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Curriculum Coordinator, Building Principals, Professional Development Committee Members	3.5	3	10	District Personell	College or University	Yes

**Knowledge** Review Professional Development mandates, and trainings of relevancy and rigor for all district staff.

**Supportive Research** Professional development should be targeted, relevant and rigorous.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.  
Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Substantial Professional Development</b>
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Start	End	Title			Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/4/2018	Develop a Professional Development Plan			A 3-5 year plan for professional development that addresses instructional priorities will be developed.							

Curriculum Coordinator, Building Principals, Professional Development Committee Members	3.5	1	10	District Personell	School Entity	Yes
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**Knowledge** A 3-5 year plan for district wide professional development.

**Supportive Research** Targeted, relevant and rigorous professional development trainings for all staff.

**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.
  - Empowers educators to work effectively with parents and community partners.
- 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 learning.
  - Instructs the leader in managing resources for effective results.
- For school and district administrators, and other educators seeking leadership roles:

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Department Focused Presentation Professional Learning Communities			
<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors Paraprofessional New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Peer-to-peer lesson discussion		<b>Evaluation Methods</b>	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 Classroom student assessment data Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<b>#1 Establish a system within the district that enhances instructional scheduling and</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp;</b>
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**resource allocation to address achievement for all students, including those with diverse needs.**      **Data Warehousing Strategy #2: Reading Across the Curriculum**

Start	End	Title	Description
7/1/2016	6/4/2018	Implement Grade 5-12 A/B Block Schedule	Master schedules will be designed by building principals to accommodate the need for remedial courses in the areas of mathematics, science, and literacy.
		<b>Person Responsible</b> Superintendent, Curriculum Coordinator, Building Principals	<b>SH</b> 5.0 <b>S</b> 3 <b>EP</b> 67 <b>Provider</b> Intermediate Unit 1, District Personell
			<b>Type</b> School Entity
			<b>App.</b> Yes

**Knowledge**

Instructional strategies to support longer class periods, maximizing instructional time, data informed decision making.

**Supportive Research**

Maximizing instructional delivery to address student achievement, including those students with diverse learning needs.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership

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

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

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- Professional Learning Communities

<b>Participant Roles</b>	<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Principals / Asst. Principals</li> <li>School counselors</li> <li>Paraprofessional</li> <li>New Staff</li> <li>Other educational specialists</li> </ul>	<b>Grade Levels</b>	<ul style="list-style-type: none"> <li>Elementary - Primary (preK - grade 1)</li> <li>Elementary - Intermediate (grades 2-5)</li> <li>Middle (grades 6-8)</li> <li>High (grades 9-12)</li> </ul>
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<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> <li>Joint planning period</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> </ul>
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activities

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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 Brian Jackson on 4/30/2015**

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*Board President*

**Affirmed by Brian Jackson on 4/30/2015**

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*Superintendent/Chief Executive Officer*