

Blacklick Valley SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

555 Birch St
 Nanty Glo, PA 15943
 (814)749-9211
 Superintendent: John Mastillo
 Director of Special Education: Heather Rhine

Planning Process

It is unfortunate that participation in this process has been very limited. Volunteers were asked to step forward to work on revising our mission and vision statement with the intent to continue revising the overall plan. Two teachers willing volunteered. However, their response was limited. The administrative team worked to establish the foundation for the plan. The plan was then submitted to those members listed for review, suggestions and approval. PDE granted an extension for submission until January 31, 2016.

Mission Statement

Build a community of stakeholders who
Value education and graduate
Students who are college/career ready and are
Dedicated to life-long learning.

Empowering all students to make meaningful contributions to the world!

Vision Statement

Blacklick Valley School District will change the culture of learning by committing to high expectations for learning, engaging in rigorous instructional practice and implementing an aligned and relevant curriculum.

Shared Values

We Believe...

- In a safe and supportive environment
- Individual accountability enhances performance
- high expectations inspire continual growth and development
- leadership, life-long learning and collaboration are fostered at all levels
- all people have value, worth and the right to be treated with respect and dignity
- in responsible allocation of resources to achieve district goals
- in remaining at the forefront of instructional innovation
- that diverse experiences provide opportunities for all students to excel
- what we teach, prepares students for the demands of an increasingly complex and ever-changing world

Educational Community

Blacklick Valley School District is a small educational organization with limited resources. Over several years, the professional staff and community have worked together to maximize the qualities of being small while attaining the characteristics of a high-performing system as evidenced in their PSSA results.

The comprehensive plan for the Blacklick Valley School District was developed from a strategic management perspective. This approach to planning was used to emphasize the importance of making changes in plans as the implementation processes unfold. Consequently, the plan is not to be treated like a contract. Rather, the plan is to be adapted as conditions change in the school district.

The school district was established in 1967, merging the Blacklick Township and Vintondale School Districts. District enrollment is around 660 students, with 294 attending the Jr.-Sr. High School and 366 attending the Elementary Center. The Blacklick Valley School District is a rural school district that covers Nanty Glo Borough, Vintondale Borough, and Blacklick Township.

Nanty Glo Borough

The Nanty Glo Borough Census 2010 found the population of the town to be 2,734 people. The borough population growth from 2000 to 2010 was -10.5% (down from 3,054 people to 2,734 people). 21.3% of Nanty Glo borough residents were under 18 years of age. Census 2010 race data for Nanty Glo show a racial breakdown of 0.4% black, 0.1% Asian, and 0.9% Hispanic. There were 1,289 housing units in Nanty Glo borough, 91.0% of which were occupied.

As of the census of 2000, there were 3,054 people, 1,272 households, and 856 families residing in the borough. The population density was 1,670.1 people per square mile (644.3/km²). There were 1,362 housing units at an average density of 744.8 per square mile (287.4/km²). The racial makeup of the borough was 99.41% White, 0.23% African American, 0.03% Native American, 0.03% from other races, and 0.29% from two or more races. Hispanic or Latino of any race was 0.29% of the population. 15.3% were of German, 12.0% Italian, 11.1% Polish, 9.9% Irish, 9.0% Slovak, 9.0% American and 7.0% English ancestry according to Census 2000.

There were 1,272 households out of which 25.9% had children under the age of 18 living with them, 50.0% were married couples living together, 13.0% had a female householder with no husband present, and 32.7% were non-families. 29.9% of all households were made up of individuals and 18.4% had someone living alone who was 65 years of age or older. The average household size was 2.39 and the average family size was 2.95.

In the borough the population was spread out with 21.4% under the age of 18, 7.8% from 18 to 24, 25.1% from 25 to 44, 24.3% from 45 to 64, and 21.3% who were 65 years of age or older. The median age was 42 years. For every 100 females there were 87.7 males. For every 100 females age 18 and over, there were 84.0 males.

The median income for a household in the borough was \$25,500, and the median income for a family was \$37,727. Males had a median income of \$30,192 versus \$20,302 for females. The per capita income for the borough was \$14,184. About 11.3% of families and 13.8% of the population were below the poverty line, including 23.6% of those under age 18 and 8.1% of those ages 65 or over.

Vintondale

As of the census of 2000, there were 528 people, 210 households, and 145 families residing in the borough. The population density was 1,143.7 people per square mile (443.2/km²). There were 231 housing units at an average density of 500.4 per square mile (193.9/km²). The racial makeup of the borough was 100.00% White. Hispanic or Latino of any race was 0.76% of the population.

There were 210 households out of which 29.0% had children under the age of 18 living with them, 54.8% were married couples living together, 11.0% had a female householder with no husband present, and 30.5% were non-families. 26.7% of all households were made up of individuals and 21.0% had

someone living alone who was 65 years of age or older. The average household size was 2.51 and the average family size was 3.04.

In the borough the population was spread out with 22.3% under the age of 18, 7.0% from 18 to 24, 24.8% from 25 to 44, 24.1% from 45 to 64, and 21.8% who were 65 years of age or older. The median age was 42 years. For every 100 females there were 102.3 males. For every 100 females age 18 and over, there were 96.2 males.

The median income for a household in the borough was \$22,386, and the median income for a family was \$34,688. Males had a median income of \$25,000 versus \$11,908 for females. The per capita income for the borough was \$11,689. About 9.4% of families and 8.6% of the population were below the poverty line, including 2.8% of those under age 18 and 6.6% of those ages 65 or over.

Blacklick Township

As of the census of 2000, there were 2,200 people, 833 households, and 638 families residing in the township. The population density was 70.7 people per square mile (27.3/km²). There were 897 housing units at an average density of 28.8/sq mi (11.1/km²). The racial makeup of the township was 99.59% White, 0.05% African American, 0.05% Asian, 0.05% from other races, and 0.27% from two or more races. Hispanic or Latino of any race was 0.09% of the population.

There were 833 households out of which 29.4% had children under the age of 18 living with them, 63.1% were married couples living together, 9.2% had a female householder with no husband present, and 23.4% were non-families. 19.7% of all households were made up of individuals and 11.0% had someone living alone who was 65 years of age or older. The average household size was 2.63 and the average family size was 3.03.

In the township the population was spread out with 21.5% under the age of 18, 8.7% from 18 to 24, 28.1% from 25 to 44, 26.1% from 45 to 64, and 15.6% who were 65 years of age or older. The median age was 41 years. For every 100 females there were 103.7 males. For every 100 females age 18 and over, there were 99.8 males.

The median income for a household in the township was \$31,504, and the median income for a family was \$34,777. Males had a median income of \$27,885 versus \$21,250 for females. The per capita income for the township was \$14,244. 9.8% of the population and 10.0% of families were below the poverty line. 11.9% of those under the age of 18 and 8.1% of those 65 and older are living below the poverty line.

Planning Committee

Name	Role
Samuel Brunatti	Administrator : Professional Education Special Education
Maribeth Dorsch	Ed Specialist - School Counselor : Professional Education
Shannon Fatula	Elementary School Teacher - Special Education : Professional Education
Laura Fisanick	Administrator : Professional Education Special Education
Brian Gibson	Ed Specialist - School Counselor : Professional Education
Marilyn Gregory	High School Teacher - Regular Education : Professional Education
Courtney Hirsch	Ed Specialist - School Psychologist : Professional Education Special Education
Robert Kish	Parent : Professional Education
Robert Kish	Community Representative : Professional Education
Robert Kish	Business Representative : Professional Education
Jaime Laughard	Middle School Teacher - Regular Education : Professional Education
Melissa Luther	Middle School Teacher - Special Education : Professional Education
John Mastillo	Administrator
Carrie Mourey	Parent : Professional Education
Carrie Mourey	Community Representative : Professional Education
Carrie Mourey	Business Representative : Professional Education
Heather Rhine	Special Education Director/Specialist : Professional Education Special Education
Ronald Rhoades	Elementary School Teacher - Regular Education : Professional Education
Jessica Strazisar	High School Teacher - Regular Education : Professional Education

Core Foundations

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	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Non Existent	Non Existent
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
Early Childhood Education: Infant-Toddler; Second Grade	Developing	Developing
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The standard is not applicable at this educational level. At this time, an LEP population does not exist in the school district. However, a professional staff member is trained and continues to attend annual update training.

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	Non Existent	Non Existent

Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
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	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

The standard is not applicable at this educational level. At this time, an LEP population does not exist in the school district. However, a professional staff member is trained and continues to attend annual update training.

Middle 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	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

The District continues to work toward an aligned curriculum with the State Standards. At this time, an LEP population does not exist in the school district. However, a professional staff member is trained and continues to attend annual update training. Alternate content standards are not applicable for the district.

High School 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	Developing	Developing
Alternate Academic Content Standards for Math	Non Existent	Non Existent
Alternate Academic Content Standards for Reading	Non Existent	Non Existent
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Non Existent	Non Existent
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Accomplished

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

The District continues to work toward an aligned curriculum with the State Standards. At this time, an LEP population does not exist in the school district. However, a professional staff member is trained and continues to attend annual update training. Alternate content standards are not applicable for the district.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

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

Middle Level

- 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

High School 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

Explanation for any standards checked:

The District is in the process of aligning curriculum with the standards. Each teacher/grade level is currently in the process of restructuring curriculum maps to reflect the scope and sequence of content to reflect the Common Core.

Curriculum

Planned Instruction

Elementary Education-Primary Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Developing
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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 district is in transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Each campus is working on aligning their respective curriculum.

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:

The district is in transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Each campus is working on aligning their respective curriculum.

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.	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 district is in transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Each campus is working on aligning their respective curriculum.

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.	Developing

Processes used to ensure Accomplishment:

The district is in transition to the PA Core Standards in the areas of English Language Arts and Mathematics. Each campus is working on aligning their respective curriculum.

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.

Curriculum characteristics are applied to all students; however, accommodations are made by teachers in accordance to a student Individual Education Plan/Gifted Individual Education Plan/504 requirements and is reflected in their individual lesson plans that are submitted to the building administrator.

Administrators continue to work with staff to implement effective differentiation of instruction to promote master for all students.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

Administrators in the Blacklick Valley School District regularly conduct classroom walk-throughs and formal observations as required by the district and state policy.

The Administrative team (Superintendent, Jr. Sr. High Principal, Elementary Principal and Special Education Supervisor) meet monthly to discuss instructional goals, data, best-practice, achievements and areas to address.

Beginning with this SY, the district has placed a focus on data disaggregation, alignment of curriculum with the common core and effective teaching strategies.

The District places an emphasis on curriculum alignment and a high level of rigor during in-service training. Alignment and rigor are a focus of the monthly department meeting as well.

Classroom observations and learning walks place a primary focus on teaching style, delivery of content matter, and student engagement. Administration reviews teacher lesson plans on a weekly basis.

The District does not utilize teaching staff to directly evaluate or rate fellow teaching staff. The only form of coaching or review conducted by teaching staff comes in the form of support, suggestion and modeling. Staff members have been and continue to be trained: Penn Literacy Network. This provides support to teacher requesting additional assistance.

Both campuses have implemented the use of Professional Learning Communities (PLC's) and instructional coaching. Teachers are not required to participate, but are invited to trainings on teaching strategies. Teachers may also invite others into to their classroom. An instructional coach is utilized at the Junior Senior High School, however, this person does not review lesson plans. A staff member is currently being trained to serve in this capacity at the elementary campus. Review of lesson plans is the responsibility of the building administration.

Department supervisors also attend campus executive team meetings that are conducted monthly. This allows the principal to have an understanding of the curriculum, rigor and expectations at each grade level.

As a means of professional development, the district administrative team processes all this data to make recommendations for action items toward instructional improvement at all levels. This SY staff was asked to provide areas of interest in professional learning activities and provided a choice.

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

Instructional coaching is not used in its formal sense. Teachers are trained and given the opportunity to solicit assistance from trained staff members.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

The district is addressing the above areas in all classrooms; however, the District always has areas that can be improved upon. The District will continue to research best practice and implement what is best for our student population.

Elementary Education-Intermediate Level

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

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

The district is addressing the above areas in all classrooms; however, the District always has areas that can be improved upon. The District will continue to research best practice and implement what is best for our student population.

Middle Level

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

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

The district is addressing the above areas in all classrooms; however, the District always has areas that can be improved upon. The District will continue to research best practice and implement what is best for our student population. The Junior/Senior High School incorporates Team Teaching in some subject areas.

High School Level

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

classrooms

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

The district is addressing the above areas in all classrooms; however, the District always has areas that can be improved upon. The District will continue to research best practice and implement what is best for our student population. The Junior/Senior High School incorporates Team Teaching in some subject areas.

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.

An intervention/enrichment (I/E) period has been introduced into the schedule at both the Elementary Center and the Jr. Sr. High School. Daily schedules have been constructed to provide an ELA block of time campus wide on the elementary campus. High school schedules have been designed to permit flexibility, but also to provide opportunity to our students for assistance or for acceleration.

All staff is recognized as highly qualified at both campuses.

The Jr. Sr. High staff utilized the classroom diagnostic tools and PSSA results to provide continuous assessment and performance results of the students. These results then dictate the placement of each student during the intervention/enrichment period. Content area teachers are responsible for providing interventions/instruction to students performing less than proficient. Students not requiring intervention/instruction receive enrichment lessons/activities by other highly qualified staff members in their content area.

Administration monitors lesson plans and classrooms to ensure implementation of IEP goals and accommodations.

The elementary instructional coach has provided training on learning styles inventory and teachers have implemented the results of the inventory in the classrooms of the elementary school.

Assessments

Local Graduation Requirements

Course Completion	SY 16/17	SY 17/18	SY 18/19
Total Courses	23.00	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	1.00	1.00	1.00
Health			
Music, Art, Family &	4.00	4.00	4.00

Consumer Sciences, Career and Technical Education			
Electives	5.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X

Scientific Experiments			X	X
Teacher Developed CBE's			X	X
Textbook Assessment	X	X	X	X
Works of Art, Music, Theatrical or Dance			X	X
Student's written work		X	X	X
Evaluations of portfolios of student's work			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4Sight Assessment		X		
DIBELS		X		
Textbook Assessment			X	X
PLATO			X	X
CDT Assessment			X	X
AimsWeb		X	X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, performances, products, and projects		X	X	X
Diagnostic Assessment		X	X	X
Fitness Assessment			X	X
Progress Monitoring		X	X	X
Response Cards			X	X
Scientific Experiments			X	X
Textbook Assessments			X	X
Student works of Art, Music, and Dance			X	X
Student's written work		X	X	X
Active engagement check-ins	X	X		
Exit tickets	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Adapted Physical Assessment			X	X
Classroom Diagnostic Tools			X	X
Running Records			X	X
Textbook Assessment			X	X
Developmental Reading Assessment 2 (DRA@)	X	X		
DIBELS	X			

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review			X	X
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X		
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

All District programs and their components, including assessment, are examined during the budget process. Determinations to continue, implement, or discontinue particular assessment are a result of a year-long process of utilizing and analyzing student and district data. Elementary grade level teams meet once every 6 days and make decisions based on data from assessment.

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.

The district, at this time, has decided to use all appropriate state assessment rather than developing their own.

All District programs and their components, including assessment, are examined during the budget process. Determinations to continue, implement, or discontinue particular assessment are a result of a year-long process of utilizing and analyzing student and district data. Elementary grade level teams meet once every 6 days and make decisions based on data from assessment.

Collection and Dissemination

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

High school data teams lead by the department heads disaggregate data throughout the school year and disseminate this information to the entire staff during in-service time. Each elementary homeroom teacher compiles and maintains a data summary chart with student information/data.

Data Informed Instruction

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

The Jr. Sr. High has established and implemented an Intervention/Enrichment period to address the needs of individual students. The District also provides a PSSA Intervention class targeting the needs of students at the 'basic' and 'below basic' levels. Student progress monitoring has a direct impact on classroom instruction, teaching strategies, and recommended accommodations on Individual Education Plans.

Elementary grade level teams plan for each intervention/enrichment group based on data to make flexible groups according to student needs. RtII core team meets monthly to review data.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
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.

Administration, Supervisors, and teachers are continually seeking approaches that are effective in provided content and knowledge to targeted and/or challenging students through the goals of: utilizing and implementing quality teaching practices, leadership among all levels, the infrastructure of the district, and a high level of learning standards and ethics with all stakeholders. Strategies are selected based on a team approach and applied according to what is most beneficial to a specific student or group of students.

The elementary conducts monthly professional learning community group studies that are facilitated by the literacy coach.

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

4 Sight and DIBELS Next data is also generated to determine appropriate adjustments at the elementary level. CDT's based on Standard Aligned Systems are used at the junior senior high level. This data will assist staff in determining attendance in the instruction/enrichment period offered at both campuses.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X

Individual Meetings	X	X	X	X
Letters to Parents/Guardians		X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters		X	X	X
Newsletters	X	X		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Administration, Supervisors, and teachers are continually seeking approaches that are effective in provided content and knowledge to targeted and/or challenging students through the goals of: utilizing and implementing quality teaching practices, leadership among all levels, the infrastructure of the district, and a high level of learning standards and ethics with all stakeholders. Strategies are selected based on a team approach and applied according to what is most beneficial to a specific student or group of students.

Parents of elementary students are provided with their child's PSSA report. Follow-up parent/teacher conference provided to assist in the understanding of the report.

The size of our District limits the courses that are available to students. The District maintains the required coursework but is seeking opportunities to expand in the areas of electives, advanced placement and dual enrollment courses. The District has increased its participation with local colleges and implemented the ACE Program (Penn Highlands Community College dual credit) in which beginning with this year's ninth grade, can earn an Associate's Degree in General Studies as well as the high school diploma at the conclusion of their senior year (four year program while in high school).

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

All of our families do not have valid phone or email accounts; therefore, these methods are not used. Primary level students receive information via a school newspaper, however, these grades do not participate in the summative evaluation process that PDE has in place.

A general course overview is provided to the Jr. Sr. High students in their handbook. Students understand what coursework is required for graduation and at what anticipated grade level those courses will be taken. However, this information will be added to the campus website.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District continues to progress monitor using a variety of assessment instruments: DIBELS, CDT's, Ames Web, Study Island and data from the state assessment. The focus of the district is to equip staff in administering, reviewing and implementing change based on the data.

The Elementary campus has moved to a block schedule to promote Reading/Language Arts core literacy skills across the building. There block of time also allows for small group and independent instruction to remediate. The elementary has also and will continue to work on the MTSS system in place to identify students struggling with academic/behavior issues. Data is collected and meetings are conducted to determine the progress of each student referred to the MTSS team.

The Junior Senior high school has established after school tutoring sessions for students experiencing difficulty. Additional periods during the day have been created to provide additional support. Progress monitoring is done through the use of CDT's, Ames Web and state assessment data.

Dialog is continuous among stakeholders via district level and building level professional development meetings, department meetings, teacher observations/walk-through observations, and administrative meetings.

Programs, Strategies and Actions

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

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

The District will continue progress monitoring of all programs as well as examination of CDT's and PSSA results. Dialog is continuous among stakeholders via district level and building level professional development meetings, department meetings, teacher observations/walk-through observations, and administrative meetings.

Identifying and Programming for Gifted Students

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

All students in grades K-12 are screened by the Response To Intervention and Instruction Team after review of student data. The RTII Teams looks closely at summative data in all academic areas such as assessed on the PSSA for students who obtained advanced scores. In addition, the RTII teams reviewed benchmark assessment data such as the 4Sight, DIBELS, and Study Island to evaluate scores obtained by students in the advanced range. Finally, the RTII team may also review diagnostic assessment information taken from DRA's and CDT's.

All the assessment data collected will be part of the initial screening process. We also send out a yearly survey to teachers that give them information on the characteristics of gifted children and for their recommendations of students in their classrooms who may need referred to the RTII team for further review. After review conducted by the RTII teams, those students who show high achievement based upon the assessment data, teacher input, and parent input, are recommended for a final screening and completion of a mental ability screening instrument .

This intelligence screening will be part of the last bit of data to consider prior to recommending and conducting a gifted multidisciplinary evaluation (GMDE). If an evaluation is warranted, the district will get the parents' informed consent and conduct a gifted multidisciplinary evaluation (GMDE). A team of individuals, including parents and school personnel, will contribute additional information to this evaluation. A Pennsylvania certified school psychologist will provide individual assessment results. Because all teachers are alert to the characteristics of gifted children, they may refer children for screening at any time. Parents may also request an evaluation for their child at any time in writing.

The GMDE is a multiple criteria evaluation process for identifying gifted students. All of the information will be compiled into a Gifted Written Report (GWR) highlighting the student's educational strengths and needs. The GWR will include a determination as to whether the student is gifted and in need of specially designed instruction. If the student is found to be eligible, the school will convene a GIEP team, including parents, to review the recommendations in the report and to develop a Gifted Individualized Education Plan (GIEP).

Elementary age student are referred for further assessment and evaluation on the basis of teacher recommendation and overall student performance.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness			X	X
Career Development/Planning			X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum				
Health and Wellness Curriculum			X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

State and federal requirements dictate the necessity for evaluation in certain areas. Evaluations for Special Education under Chapter 14 are completed to determine eligibility and need for Special Education services. These evaluations include necessary personnel including the parents, teachers, principal, nurse, speech and language therapist, and school psychologist. At times, the needs of the student warrant evaluations for other services and the district contracts

with outside agencies presently for both physical and occupational therapy evaluations.

Evaluations for both vision and hearing services may also be necessary and offered through the district. Diagnostic services are also available through multidisciplinary teams assessing students for Gifted Education. This may include the school psychologist, parents, teachers, principal, nurse, and speech and language therapist. Another form of diagnostic service includes Chapter 15, Section 504 evaluations. These are evaluations conducted for students with a disability who need accommodations in the regular education setting. This evaluation is also multidisciplinary and may include parents, teachers, nurse, school psychologist, and other professionals as deemed necessary. This includes evaluations for students who are suffering the long-term effects from concussions and may include the athletic trainer as part of the evaluation team. Students with 25 concussions are monitored through the school nurses for a period of time, and then a determination is made as to whether or not a Chapter 15 Service Agreement is necessary.

All students are screened for vision assessments in grades kindergarten through grade 12. The health needs of students are assessed in the nurse's office. Medical intervention is provided by the registered nurse in each school building. If further medical evaluation is required, the school nurse refers the parent/guardian to seek professional medical attention via their primary care doctor.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems			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
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

Consultation and coordination services as listed above are provided by the Blacklick Valley School District that includes academic, behavioral and social components. Realizing that students and families may require a continuum of support to address specific needs, a referral process can be initiated either internally or from a parent/student t the building level.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	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		
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website				
Meetings with Community, Families and Board of Directors				
Newsletters	X	X		
School Calendar			X	X
Student Handbook			X	X

Frequency of Communication

Elementary Education - Primary Level

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

Teachers work together with all personnel related to the child's education. Teachers are part of the team meetings and/or asked to provide information relative to a variety of academically, socially, behaviorally, and/or other health related interventions to address the specific concerns of individual students.

Elementary grade level teams meet, collaborate, and plan for interventions every six days. Teachers collaborate with individuals providing interventions for students via meetings, emails, contact with Guidance Counselors, Academic Support Teachers, Title I, Nurses, and Principals.

Team meetings are of different forms. The SAP Team has regular meetings that include individuals that provide support. At the elementary level, there are meetings that include the Principal, Guidance Counselor, and School Psychologist to review all referrals from teachers and determine how to proceed to best meet the needs of the student. This could include classroom observations, parent meetings, working with the Guidance Counselor, a referral to the Student Assistance Program, a referral for a multidisciplinary evaluation, or collaboration with providers outside the school. A Child Student Team Meeting or Student Staffing may also be appropriate to discuss interventions for students in regular education or special education at the elementary or secondary level. District School Psychologists, Social Workers and the Director of Pupil Services act as a liaison between the district, teachers, and community agencies providing interventions.

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

After-school tutoring is provided at the Jr. Sr. High level.

Title I provides Head Start: a school-wide visit at the school in preparation for children planning on attending school during the following year.

The district has implemented the Ready Rosie program for use by all community members living within the district's attendance zones.

A summer literacy program was established at the elementary to promote reading outside of the school year.

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 yearly pre-school transition meetings in the Spring coordinated by the Appalachia Intermediate Unit 8 to ensure a smooth transition into Kindergarten. At this meeting, all potential service providers are involved and have an opportunity to review and gather additional information on the children prior to them entering the Kindergarten program. We also have the parents' complete Kindergarten registration information at the transition meetings and we assist them in the completion of the paperwork if necessary.

The district currently operates its own Pre-K program involving 4 year olds at the elementary center and we also house the Appalachia Intermediate Unit 8 Pre-K 4 year old program for students with disabilities.

Prior to entering Kindergarten, the students and parents will be involved in a Kindergarten orientation program. One of the first ways students get to see Kindergarten is through several days spent visiting the Kindergarten classroom as a pre-school student. This experience helps them to better transition into the Kindergarten classroom. Also, the Pre-K students will participate in a Kindergarten registration in which they can ride a bus, meet their teachers, and see their classroom prior to school starting. Finally, the Pre-K teacher and paraprofessional do home visits of the Kindergarten children prior to school starting. The parents learn about the Pre-K options through regular flyers home through siblings and through the school newspaper "Viking Voice". In addition, the district publishes information in the local newspapers about the Pre-K program and the criteria to attend.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District continues to refine Curriculum Maps for each content area. Based on these effective teaching practices, additional supplies and materials may be necessary. The District continuously evaluates the student demographics and makes adjustments based on student needs. Data is gathered through Child Find, RtI Committee meeting (MTSS), and student performance in and out of the classroom. Various modes of presentation are afforded to the students. Each classroom is equipped with technology to enhance instruction.

The district continues to evaluate and adjust what we are doing based on the current

student population.

The district is investigating the development of professional teams with a neighboring school district to provide support to staff in the development/refinement of curriculum that is aligned with the PA Common Core Standards.

The elementary has implemented Collins Writing.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The District continues to refine Curriculum Maps for each content area. Based on these effective teaching practices, additional supplies and materials may be necessary. The District continuously evaluates the student demographics and makes adjustments based on student needs. Data is gathered through Child Find, RtI Committee meeting (MTSS), and student performance in and out of the classroom. Various modes of presentation are afforded to the students. Each classroom is equipped with technology to enhance instruction.

The district continues to evaluate and adjust what we are doing based on the current student population.

The district is investigating the development of professional teams with a neighboring school district to provide support to staff in the development/refinement of curriculum that is aligned with the PA Common Core Standards.

The elementary has implemented Collins Writing.

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

This narrative is empty.

Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

The District continues to refine Curriculum Maps for each content area. Based on these effective teaching practices, additional supplies and materials may be necessary. The District continuously evaluates the student demographics and makes adjustments based on student needs. Data is gathered through Child Find, RtI Committee meeting (MTSS), and student performance in and out of the classroom. Various modes of presentation are afforded to the students. Each classroom is equipped with technology to enhance instruction.

The district continues to evaluate and adjust what we are doing based on the current student population.

Content department teams continue to refine the curriculum and align with the PA Common Core Standards in all academic areas.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The District continues to refine Curriculum Maps for each content area. Based on these effective teaching practices, additional supplies and materials may be necessary. The District continuously evaluates the student demographics and makes adjustments based on student needs. Data is gathered through Child Find, RtI Committee meeting (MTSS), and student performance in and out of the classroom. Various modes of presentation are afforded to the students. Each classroom is equipped with technology to enhance instruction.

The district continues to evaluate and adjust what we are doing based on the current student population.

Content department teams continue to refine the curriculum and align with the PA Common Core Standards in all academic areas.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Not Applicable
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The process is still developing; staff members are at different levels of utilizing the SAS portal. Due to the demographics of our district, no LEP students are identified at this time. However, staff is trained to receive students if they are to move into the district.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Not Applicable
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 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
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 50% or more of district classrooms
Science and Technology and Engineering Education	Not Applicable
Alternate Academic Content Standards for Math	Not Applicable
Alternate Academic Content Standards for Reading	Not Applicable
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Not Applicable
Interpersonal Skills	Not Applicable
School Climate	Not Applicable

Further explanation for columns selected "

The process is still developing; staff members are at different levels of utilizing the SAS portal. Due to the demographics of our district, no LEP students are identified at this time. However, staff is trained to receive students if they are to move into the district.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more 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 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Staff is using the SAS portal and CDT's. Staff continues to refine their curriculum maps to reflect the Core Standards. Due to the demographics of our district, no LEP students are identified at this time. However, staff is trained to receive students if they are to move into the district.

High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Implemented in 50% or more 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 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Not Applicable
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Staff is using the SAS portal and CDT's. Staff continues to refine their curriculum maps to reflect the Core Standards. Due to the demographics of our district, no LEP students are identified at this time. However, staff is trained to receive students if they are to move into the district.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students	X	X	X	X

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

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

Through conducting a formal and informal needs assessment, the Blacklick Valley School District's Professional Development committee will determine areas of need throughout the district to enhance professional development opportunities and broaden the professional knowledge of our employees. Both teachers and administrators are involved in the delivery of professional development. Additionally, trainers from the Appalachia Intermediate Unit are often brought in to help support the development of our teachers. Finally, teachers attend professional development training outside of the district are expected to return and share out the acquired knowledge gained.

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

Strategies Ensuring Fidelity

- Professional Development activities are based upon needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in the action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/21/2013

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

Questions
The LEA plans to conduct the training on approximately:
1/4/2016 District is investigating online access for the staff to be trained to be offered during the 2015 2016 SY

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

Questions
The LEA plans to conduct the training on approximately:
1/4/2016 District is investigating online access for the staff to be trained to be offered during the 2015 2016 SY

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.

- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The District addresses professional development on four tiers: district mandatory, district need, campus need, and individual need. As required by law, some professional development takes place. Teacher evaluations are reviewed each year by the principals and superintendent. District wide professional development is based on the review of evaluations, learning walks, dialog with staff, and a determination based on the long range goals of the district.

Campus professional development is based on the needs of that given campus. The Junior/Senior High School has a focus of curriculum alignment with the core curriculum and the Keystone Exams. The Elementary is working on aligning curriculum with the standards. Both campuses continue the implementation of professional learning communities and literacy. Additional opportunities are being offered based on needs. The fourth tier is based on individual teacher needs. If a teacher expresses a desire or it is noticed by administration an area that can be expanded; a teacher may attend professional development outside the district.

The Blacklick Valley School District annually reviews student's assessment data both as a whole and on a grade level/content are perspective. Based upon the results of this data individual, grade level and content specific training is targeted and provided to staff members via various methods. Additionally, with the recent shift to the PA Core Standards both instructional and content area professional development has been required. Teacher leaders and building administrators have conducted this training when possible. If required outside services, the Appalachia Intermediate Unit have been secured.

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

It is important to increase the dialog between administration and teaching staff to direct district/campus professional development opportunities. The direction of professional development at this point has been directed by legal requirements, and the overall needs of staff to prepare for the vision of the district. The direction as also been based on individual teacher needs based on their level of performance and need.

The Blacklick Valley School District needs to develop a mechanism to determine if targeted professional development is in fact changing teacher's perception and practice in the classroom. This tool would help assist principals in developing an understanding of additional needs and focused areas for future professional development.

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.

Newly hired teachers to the district are provided with a mentor program during their first full-year of employment. An induction handbook has been created outlining the roles and responsibilities of both the inductee and the mentor. The handbook contains a checklist/journal page that, upon completion of each activity, is to be signed and dated to ensure all topics have been covered.

In addition to the in-district mentor program, the district has established the use of the Appalachia Intermediate Unit 8 New Teacher Induction program to provide additional support to new educators.

The induction/mentor program is designed to:

- 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 for strategies not selected and how you plan to address their incorporation.

The District continues its attempt to provide new educators with an effective support system not only through the mentor programs, but via an in-house network system, instructional coaching and access to administration. Administration will continue to dialog with staff, new teachers as well as veteran staff to assess the needs of all staff members.

The goals of the Blacklick Valley School District Teacher Mentor Program are to provide each inductee with a general orientation to the Blacklick Valley School District and to increase his/her knowledge and improve his/her teaching skills. This Mentor Program is offered through both face to face interactions and electronically. The objectives of the program are to:

- a. Familiarize the inductee with school district policies and practices and to integrate them into the social system of the school and community.
- b. To provide an opportunity for the inductee to analyze and reflect on their teaching with coaching from veteran teachers.
- c. To support the development of the inductee's professional knowledge and skills.
- d. To provide continued assistance to face the challenges of the new teacher.
- e. To cultivate a professional attitude toward teaching and learning, and working with others such as students, parents and colleagues. General activities designed to develop and refine the professional knowledge and skills of the inductees are presented by district staff at the orientation session in August and throughout the year. The orientation session will include presentations on classroom management, student exceptionalities and referrals, observation and evaluation of professional personnel (gaining tenure), and current issues in education. Ongoing activities throughout the year will focus on any

other activities deemed appropriate to familiarize the inductees with the Blacklick Valley School District. In addition to the activities designed specifically for the inductees, each inductee will participate in the district's professional development plan and reflect on growth through the development of a professional portfolio.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The above mentioned items are incorporated into the district's mentor program and requirements for tenure. Newly hired teachers to the district are provided with a mentor program during their first full-year of employment. An induction handbook has been created outlining the roles and responsibilities of both the inductee and the mentor. The handbook contains a checklist/journal page that, upon completion of each activity, is to be signed and dated to ensure all topics have been covered.

The Blacklick Valley School District Teacher Mentor Program is a one-year program for newly hired. Inductees will be required to fulfill all outlined expectations of professional development and growth over the course of the first school year to successfully complete and receive credit from the school district and the state of Pennsylvania.

Professional Development workshops and tasks will be facilitated over the course of the Mentor Program for all inductees. All work is aligned to the District's goals and initiatives to ensure a successful transition into the district and the teacher's new role in

the classroom and school facility. All inductees will be assigned a mentor for the duration of the Mentor Program that either works directly with them in their content area department or assigned building. Mentor and Mentee roles and responsibilities are outlined in the district's mentor handbook.

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

This narrative is empty.

Mentor Characteristics

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

The above mentioned items are incorporated into the mentor induction plan and part of working with the mentor teacher. Newly hired teachers to the district are provided with a mentor program during their first full-year of employment. An induction handbook has been created outlining the roles and responsibilities of both the inductee and the mentor. The handbook contains a checklist/journal page that, upon completion of each activity, is to be signed and dated to ensure all topics have been covered.

The mentor's overall role is to promote the growth and development of the beginning teacher to improve student learning. When new teachers are hired, they are given a full program and are expected to impact student learning immediately without the benefit of any period of transition. New teachers essentially have to learn how to teach while on the job.

Mentors are critical supports in guiding new teachers to enhance their planning, instruction, and content knowledge. Mentors help orient new teachers to the school community and to teaching in general. Mentors also serve as collegial and emotional supports for this challenging phase of a teacher's career. On a practical level, mentors are required to document the new teacher's mentoring experience. Mentors should also

demonstrate mastery of pedagogical and subject matter skills; evidence of excellent interpersonal skills; and a commitment to participate in professional development. A wide range of strategies are available to the mentor in working with the beginning teacher.

A list of some strategies is included below:

- introduce and orient the new teacher to the school
- use a research-based framework to guide the new teacher in reflecting on practice for the purpose of growth and development
- use structured tools (such as the Formative Assessment System) to guide interactions and keep the conversation focused
- view new teacher's classroom to provide objective non-judgmental data arrange reciprocal classroom visits
- model and conduct demonstration lessons
- identify and access school and community resources
- develop classroom rules and routines
- with classroom management
- set-up classroom
- plan lessons
- look at student work
- use formal and informal assessment strategies
- analyze student work to differentiate instruction
- understand and use the curriculum and student standards
- develop short and long term goals
- prepare for supervisors' observations
- communicate effectively with parents
- prepare for parent-teacher conferences
- understand and comply with clerical responsibilities

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

This narrative is empty.

Induction Program Timeline

Topics	A u g - S e p	C t - N o v	D c - J a n	F e b - M a r	A p r - M a y	Jun-Jul
Code of Professional Practice and Conduct for Educators	X	X	X	X	X	
Assessments	X	X	X	X	X	
Best Instructional Practices	X	X	X	X	X	

Safe and Supportive Schools	X	X	X	X	X					
Standards		X		X	X	X	X			
Curriculum			X		X	X	X	X		
Instruction				X		X	X	X	X	
Accommodations and Adaptations for diverse learners						X	X	X	X	X
Data informed decision making						X	X		X	X
Materials and Resources for Instruction							X	X	X	X

If necessary, provide further explanation.

These components are part of the yearlong mentor/induction program and plan. Each topic is addressed at the beginning of the school year and addressed as an ongoing basis through both formal and informal meetings between the inductee and mentor.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Each inductee will meet with their mentor teacher on a monthly basis. Mentors will create a log of all meetings and topics discussed. Mentor logs will be turned into the building administrator on a monthly basis for review. Building administrators will formally observe inductees at least once each quarter. Following each observation, a post conference will take place. Based on the ratings received during that observation, inductees may be placed on an improvement plan which will be implemented and monitored.

The inductee will successfully complete the induction program having met with their mentor on a monthly basis and having received a satisfactory rating by the building administrator in all four areas of the Act 82 evaluation form during the second semester of their first year of teaching. Inductees not receiving a satisfactory rating in all areas of the Act 82 evaluation form will be placed on an improvement plan requiring corrective action in the specific areas of 'needed improvement'. Specific steps and timelines of the improvement plan will be determined based on the inductee's individual needs.

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: **127**

Identification Method

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

The Blacklick Valley School District, Specific Learning Disabilities are primarily identified using the ability-achievement discrepancy model. Both at the elementary and secondary level, the model is used to determine whether a student is achieving at academic levels predicted for his/her cognitive ability. Also taken into consideration is a pattern of strengths and weaknesses (Pattern of Strengths and Weaknesses Discrepancy Analysis). The PSW score analysis identifies a potential learning disability by statistically evaluating two score comparisons, which include Processing Strength vs. Achievement Weakness; and Processing Strength vs. Processing Weakness. The scores within each of these comparisons must be significantly different (discrepant) to fit the model's criteria for SLD identification.

It should be noted that Blacklick Valley School District has implemented Response to Intervention and Instruction (RTII) practices within Blacklick Valley Elementary Center and Blacklick Valley Junior-Senior High School. An RTII model for universal screening is used to provide students with interventions based upon benchmark and diagnostic assessment data that is collected on all students. Based upon this data, students are provided interventions of varying time and intensity in their area of need. At the elementary center the goal is to increase intensity of instructional support (Tiers 2 and 3) so that students are proficient prior to third grade. The district wants to prevent academic difficulties through early intervention using systematic research based interventions. The high school is implementing an intervention period for students based upon data collected using the Classroom Diagnostic Tool (CDT). This program allows the high school to track student learning needs and to provide specific interventions based on need. While we still use the ability-achievement model to determine if students have a Specific Learning Disability, the interventions and the data collected is critical to gain a better understanding of student need and their response to the interventions provided. The data is used by the school psychologist once the students are referred for a multi-disciplinary evaluation and the information is included in the evaluation report. The district continues to develop and refine ways to intervene with students who struggle academically and behaviorally to determine what interventions are most effective and appropriate to meet their unique needs.

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 district does not have any significant disproportionality.

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?

Although the Blacklick Valley School District is not a host to a 1306 facility, we do have Blacklick Valley students placed in 1306 facilities outside of our district. By attending review meetings and IEP meetings, and by maintaining ongoing communication with the family and the facility, the district is able to uphold its obligations as the LEA, and ensure FAPE in the LRE. No barriers currently exist.

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).

Although no correctional institution is located in the district, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense.

Specifically, school districts providing special education services to incarcerated school-age individuals are required to:

1. comply with the "child-find" obligations of IDEA
2. utilize appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implement timely review and/or develop Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. provide FAPE in conformity with the IEP

Further, if a correctional institution were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the District's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. Districts should send their annual public notice to the warden of each county jail or prison within their jurisdiction.

Furthermore, districts in which local correction institutions are located must develop a systematic, on-going means of communicating with these institutions to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, districts may obtain information from the Department's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of

services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

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.

Blacklick Valley School District recognizes the regular education environment as the first option for all students. Students with disabilities are included with non-disabled children to the maximum extent appropriate. These measures are determined by the IEP Team.

After determination of which services are appropriate to meet student needs, consideration is given to determine where the services are provided. The first consideration made is to meet the unique needs of children within the regular education environment prior to consideration of other placements. The School District supports the practice of early identification and evaluation of each thought to be exceptional student. The District plans for and implements a continuum of services to provide instructional support to students found to be in need of assistance in order to benefit from regular education programs to the maximum extent possible.

Individual aides have also been provided for students when such support enables a student to remain in the least restrictive environment. There are currently 6 students with disabilities in the school district that have a one on one aide to assist them in their educational programming. At the present time we have three students who utilize the services of a Therapeutic Support Staff.

Students with disabilities are included with non-disabled peers for at least homeroom, lunch, library, assemblies, field trips, art, music, physical education and any regular classes deemed appropriate. IEP teams decide the services that students need. In all cases, appropriate services are provided within Blacklick Valley School District with their neighborhood peers in the Least Restrictive Environment.

Currently, our number of students with disabilities served in the general education classroom has increased. Blacklick Valley School District serves 96% of its exceptional student population in their home school district. To this end, the District is implementing itinerant supports or inside the regular classroom 80% or more of the time for 57% of its exceptional students from K-12. These students attend regular education classes for the

entire day with supports being provided by the special educators and instructional aides through co-teaching or attendance in the regular classes. The provision of supplementary aids and services to meet identified strengths and needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes the provision of study guides, assistive technology such as IPADs, adapted classroom materials and tests, verbal and visual cues to redirect students, behavioral support plans, reading/explaining directions, etc.

Inclusion of exceptional students in the regular education class requires the cooperation of the educational community in collaborative planning and service provision. The educational community includes the parent/guardian, regular and special educational staff, involved agency representatives, educational specialists, other persons involved with the student and when appropriate, the student. The School District is committed to the development and implementation of supports that will enable all exceptional students to benefit from education in the regular classroom whenever possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, and differentiated instruction in the adaptation of materials to meet the unique needs of our students.

Blacklick Valley School District serves 39% of its exceptional student population with supplemental supports, however due to the small sample size this did not show up on the special education data report. These students are provided one or more replacement classes taught by a special education teacher. A majority of these students are in their home school and have access to the regular curriculum to the greatest extent possible. Students receive a full complement of related services including, but not limited to, speech and language, blindness and visual services, occupational therapy, physical therapy, audiology, itinerant vision and hearing support, personal care aides, assistive technology, autism and behavior support, and transition services.

Students being served in the Blacklick Valley School District, including those students who have IEPs requiring supplemental supports are provided opportunities to interact with their same-age level peers. The level of interaction is determined individually through the IEP process. All students in the District participate in non-academic areas in the general education environment. Those with the most severe disabilities spend time with the regular education peers on the playground, at recess, in the cafeteria, and at assemblies and special programs.

Decisions to place students out of the District are made by individual IEP teams, based on individual needs. The special education data report did not include students in special education in other settings due to small sample size; however it is about 4%. While this may seem high, the district has attempted to provide additional services within the school district by starting a high school life skills support program and an emotional support program within the elementary center. The District provides a full continuum of options to meet the needs of all students. The District collaborates and plans with the local intermediate unit and local school districts in order to provide services to students in the least restrictive environment. The District may seek placement outside the regular school when a student's needs are so severe that they cannot be met with supplementary aids and services. This may occur when a student presents a danger to himself or others in the regular education setting, or when he or she needs a non-traditional school environment or program, such as an alternative education program for a brief time to address emotional or behavioral needs.

The District Special Education Supervisor participates in all IEP meetings for students who are placed out of the District. Each IEP team discusses the student's readiness to return to his home school. The Supervisor assists the team in developing a transition plan to successfully implement the student's return to the District. The philosophy is to return students back to the District within 45 days with the needed supports and strategies to help them to be successful upon their return.

Psychological Counseling is available in the school setting to meet the emotional needs of students. These services are provided through the school psychologist and school social

worker at no cost to the parent/guardian. Also, the district has established an outpatient counseling clinic with support of a local human services agency. This service is funded based upon the medical access card, insurance, or through District funds for special education students needing this support.

Blacklick Valley identifies training needs for staff and students through needs assessments, revised Federal and State mandates, staff discussion and district initiatives. Trainings are provided through PaTTAN, IU08, in-services in-house, conferences outside the district, outside presenters and agency representatives. Opportunities are provided for regular and special education professional and paraprofessional personnel as well as related service providers and parents.

Examples of trainings/in-services have included: Non-Violent Crisis Intervention, Inclusion, Differentiated instruction, Co-Teaching, Confidentiality, and Olweus bullying training. Individual in-services specific to student need are also scheduled prior to the beginning of each school year.

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 district school wide behavior support program revolves around various implemented programs at the elementary center such as positive referrals for Viking on the Spot and Most Valuable Viking, end of 9 weeks celebrations, DARE program, and classroom behavior contracts. The high school has similar positive behavior supports such as Student of the Month, challenge program, and positive rewards such as movies/sporting activities for those who meet behavioral and/or grade expectations.

In addition, the elementary center runs the Olweus Bullying Prevention Program (OBPP). The elementary focuses on the OBPP daily through school announcements, regular updates, and training for teachers and staff. The entire elementary building went through the intensive OBPP training and established a Viking Values reward program for students who exemplify positive behaviors throughout the school day.

The district has a progressive discipline policy that goes from least restrictive to more. The teachers and para-educators are trained by the local intermediate unit and outside agencies on maintaining effective classroom discipline techniques. All district special education para-educators and the majority of the special education staff have been trained in non-violent crisis intervention techniques.

The district wants to prevent behaviors problems from happening in the first place and offers counseling through an outpatient satellite clinic within each building through Alternative Community Resource Program (ACRP).

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.

Blacklick Valley School District does not have difficulty locating programs to ensure the provision of FAPE. The District consults and involves the IU and other agencies to enlist support and resolve issues of locating services for hard to place students. The district utilizes the services of IU08 Educational Consultant Interagency Coordinators to assist students within the school setting to the maximum extent possible providing support as needed. IU08 Educational Consultants have located and coordinated trainings in areas of need for students and staff in the district. When addressing students with complex needs, the District has worked cooperatively with agencies and child serving systems by arranging IEP meetings, interagency and /or CASSP meetings to coordinate services. In addition, outside agencies such as Children and Youth, Behavioral Health/Intellectual Disabilities, probation, and agencies offering alternative education have also been engaged for those students who are hard to place.

The District collaborates with neighboring districts to provide the continuum of services needed for our students. For example, the District doesn't have a need to have a full-time elementary life skills program, thus we work closely with the Forest Hills School District to place students who need this service.

The District has hired an emotional support teacher within the elementary setting as a way to increase the services offered to our students. We have also addressed the need to support students who may benefit from a different educational setting within the high school. Students can receive additional supports and services in a different room while still being able to participate in the class through Skype or small group instruction. This alternative setting is just evolving and we are developing it to benefit all students at Blacklick Valley.

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.

- Shared resources with neighboring districts for special education services such as Transition Coordinator, special transportation coordinator, alternative education, cyber education, and vocational assessment programs (PAES lab) at the local vocational school.
- Collaboration with independent agencies, IU8, and neighboring schools to offer a wide continuum of placement options to address student needs.
- Staff establishes on-going communication between home and school through planners, journals, phone calls, and e-mail. Parents have access to student grades through MMS system.
- Use of technology in instruction with IPADS and Promethean Boards in all classes.
- Availability of software for remediation and assessment (e.g. Plato, Study Island ,4Sight, DRA, DIBELS, CDT, IXL, Reading A-Z, Aimsweb, Brigance Transition Inventory)
- Dually certified special education teachers in Elementary Education, Middle School Math, English 7-12, and Science.
- Co-teaching Support and/or Paraeducator Support in all academic classes in grades 7-12.
- After-school tutoring program.
- Implementation of scientifically researched based Read Naturally, SRA Reading Mastery, Corrective Reading, Reading Success, Wilson Reading, Edmark Reading, and Leveled Literacy Intervention.

- Participation in Challenge Program to increase school success and deter dropout rate.
- Districtwide School Based Out-Patient Counseling Satellite partnership with local agency.
- Staff involvement in learning strategy training through the Penn Literacy Network and district establishing Literacy coaches.
- Participation in Promoting Academic Success (PAS) program at Pa Highland Community College.
- Involvement in Transition programs promoting success beyond high school such as IU8 Apartment Program, Co-op positions, Blind Association Work Experience, Goodwill, and Volunteer placements.
- Special Education personnel involved in SAP team at high school.
- Olweus bullying program implementation at the elementary center.
- Alternate Setting program at the high school for students who need a different type of learning environment. The program allows them to participate in the regular education class via Skype or to complete work in a small group setting with additional assistance.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Forest Hills School District	Neighboring School Districts	Life Skills Support	1
Northwestern Human Services Autistic School	Other	Autistic Support Program	2
Appalachian Youth Services	Other	Emotional Support and Learning Support	3
Penn Cambria School District	Neighboring School Districts	Life Skills Support	1
IU8 Bridge Apartment Program	Other	Life Skills Support	4
Cambria Heights School District	Neighboring School Districts	Multi-Disability Support	1
Bradley Center Pittsburgh, Pa	Other	Emotional Support	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Re-arranged assignments and are using this teacher in ES based upon her experience.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-MG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 17	6	0.17
Justification: The teacher provides Emotional Support individually to each student or in groups of same aged peers.							

Program Position #2

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Teacher will support students in grades 9-10 and her caseload changes.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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High School-ML	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	12	1
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Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* This teacher supports special education students in math and caseload will change to include students in grades 7-9. New teacher in place.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-SG	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	10	1

Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Adjusted caseloads and removed ES from this teacher's area of responsibility.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
High School-MLit	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 19	6	0.5
Justification: One student next year will be out of the age range since he is the only senior in life skills class. The students focus on a functional curriculum with alternate standards.							
High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	12	0.5

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 25, 2014*Reason for the proposed change:* Hired additional LS teacher who will be working in the younger grades.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Elementary Center-CS	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	5	0.1
Elementary Center-CS	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 11	14	0.9

Program Position #6*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* July 1, 2015*Reason for the proposed change:* Change in caseloads**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center-SC	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	5	0.1
Elementary Center-SC	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	0.9

Program Position #7*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Reason for the proposed change:* Due to increase in speech needs, the district decided to hire our own speech teacher. She is now a district employee at 1.0.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	44	0.92
Justification: Speech teacher works within groups of the appropriate age range.							
High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 18	5	0.08
Justification: Speech teacher works with groups of the appropriate age range.							

Program Position #8*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* July 1, 2015*Reason for the proposed change:* Due to graduation, caseload has changed and teacher no longer has students at hs.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 11	4	0.5

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 900 sq. ft.*Square footage of this classroom:* 750 sq. ft. (30 feet long x 25 feet wide)*Reason for the proposed change:* Change in caseloads and no longer need LS support due to hiring. Added Autistic support based upon need.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center-SF	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	10	0.8
Justification: Students will be grouped and receive services according to 3 year age span.							
Elementary Center-SF	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 9	2	0.2

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 650 sq. ft.*Square footage of this classroom:* 300 sq. ft. (20 feet long x 15 feet wide)*Reason for the proposed change:* New teacher hired took over this position.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Elementary Center-SM	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	15	0.75

Justification: Due to student need for intensive reading instruction and based upon placement tests, the teacher may have a 10 year old in the classroom.							
Elementary Center-SM	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	5	0.25

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 650 sq. ft.*Square footage of this classroom:* 572 sq. ft. (22 feet long x 26 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blacklick Valley Elementary Center-JB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 12	10	0.75
Justification: The teacher provides supplemental support to a wide range of students, however, they are usually grouped according to level. If we go over the 3 year age range, we get the parent to sign the waiver.							
Elementary Center-JB	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	5	0.25
Justification: Teacher works with students at different times throughout the day. They would only be together, if approved via IEP waiver.							

Special Education Support Services

Support Service	Location	Teacher FTE
Special Education Aide-CF	Elementary	1
Special Education Aide-SG	Elementary	1
Special Education Aide-DL	High School	1
Special Education Aide-NM	Elementary	1
Special Education Aide-MN	Elementary	1
Special Education Aide-BS	Elementary	1
Special Education Aide-DF	High School	1
Special Education Aide-SK	Elementary	1
Special Education Aide-CG	High School	1
One on One Aide-KC	Elementary	1
Special Education Aide-DS	High School	1
Special Education Aide-SR	High School	1
Special Education Supervisor	Elementary/High School	1
Child Find Teacher	High School	0.2
RTII Coordinator	Elementary	0.25

Special Education Aide-KM	Elementary	1
One on One PCA-JG	Forest Hills Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Outside Contractor	2 Days
Physical Therapy-Camco	Outside Contractor	2 Hours
Occupational Therapist-Camco	Outside Contractor	1 Days
School Social Worker	Outside Contractor	1 Days
Transition Coordinator	Multiple LEA (School Districts or Charter Schools)	1 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

The district has a continued need to align core standards with curriculum maps and/or develop curriculum maps. It is also important to vertically align the curriculum to ensure student success at each level. District wide focus is on 1.) providing relative professional learning opportunities to the educational/instructional staff; 2.) providing opportunities to review students data and gather an understanding of achievement, curriculum needs, instructional practices and needs; and 3.) using professional learning and data to navigate adjustments to instructional practices that result in student growth and achievement.

District Accomplishments

Accomplishment #1:

The Elementary Center has implemented a Student Assistance Program (SAP), 2015 2016 SY and will continue to refine its operations and services provided to students.

Accomplishment #2:

Advanced grade level placement of primary grade level students in Reading based on their advanced performance on DIBELS screening/standardized assessment results at the Elementary Center.

Accomplishment #3:

Courses and class selection at the Junior Senior High School have been restructured to better prepare students for the rigors of post-secondary education.

Accomplishment #4:

The Elementary Center continues to provide support to students through the use of the Multi-Tiered System of Support (MTSS-RtII).

Accomplishment #5:

A Title I/PTO Literacy Night has been established.

Accomplishment #6:

A summer literacy program was operated following the 2014 2015 SY and will continue to be part of the overall literacy program at the elementary.

Accomplishment #7:

The district new teacher induction/mentor program was expanded to include external training from the Appalachia Intermediate Unit 8. This is in addition to the in-district support new educators receiving.

Accomplishment #8:

Common planning time has been established on both campuses to permit grade level/content level staff to collaborate.

Accomplishment #9:

Classroom Diagnostic Tool assessment has been implemented across the district.

Accomplishment #10:

Advanced placement of Intermediate grade level students has resulted in a number of students participating in advanced studies beyond their recognized grade level. As a result; sixth grade students may be transported to the Junior Senior High School for advanced instruction in Mathematics and Language Arts.

District Concerns**Concern #1:**

The district alignment of the curriculum maps and scope and sequence with the common core standards.

Concern #2:

Revision of Concept Maps/Lesson Planning.

Concern #3:

The increasing need for intervention/support personnel based on the needs and changing student population.

Concern #4:

Articulation of professional learning opportunities for all staff.

Concern #5:

Effective transition and implementation of the new teacher and principal effectiveness instrument.

Concern #6:

The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

Concern #7:

Overall willingness of the staff and employees to volunteer time/services to plan development of programs/services.

Concern #8:

Overall involvement of the community/stakeholders in the development of curriculum and district programs.

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:

Revision of Concept Maps/Lesson Planning.

.....
 The district alignment of the curriculum maps and scope and sequence with the common core standards.

.....
 The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

.....
 Articulation of professional learning opportunities for all staff. Move to include all staff and volunteers in the decision making process and as stakeholders in the district. Creating a paradigm shift of giving time beyond contracted hours, to move the district forward.

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

Aligned Concerns:

Revision of Concept Maps/Lesson Planning.

.....
 The district alignment of the curriculum maps and scope and sequence with the common core standards.

.....
 The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

.....
 Articulation of professional learning opportunities for all staff.

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

Aligned Concerns:

Revision of Concept Maps/Lesson Planning.

.....
 The district alignment of the curriculum maps and scope and sequence with the common core standards.

.....
 The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

.....
 Articulation of professional learning opportunities for all staff.

Systemic Challenge #4 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Revision of Concept Maps/Lesson Planning.

The district alignment of the curriculum maps and scope and sequence with the common core standards.

The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

Articulation of professional learning opportunities for all staff. Move to include all staff and volunteers in the decision making process and as stakeholders in the district. Creating a paradigm shift of giving time beyond contracted hours, to move the district forward.

Systemic Challenge #5 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Revision of Concept Maps/Lesson Planning.

The district alignment of the curriculum maps and scope and sequence with the common core standards.

The increasing need for intervention/support personnel based on the needs and changing student population.

The overall movement away from the traditional configuration of public education and restructuring the minds of all stakeholders and participants.

Overall willingness of the staff and employees to volunteer time/services to plan development of programs/services.

Overall involvement of the community/stakeholders in the development of curriculum and district programs.

Articulation of professional learning opportunities for all staff.

Systemic Challenge #6 (*Guiding Question #11*) Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Aligned Concerns:

The increasing need for intervention/support personnel based on the needs and changing student population.

Effective transition and implementation of the new teacher and principal effectiveness instrument.

Articulation of professional learning opportunities for all staff.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Ongoing review of curriculum maps, lesson plans, end of year student performance, and student performance on state standardized test.

Specific Targets: Student performance on CDT benchmark and state standardized testing results

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational

processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping
SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Curriculum

Description:

Ongoing: staff members are attending professional development events, working with other staff members, and time is being afforded for staff to gather an understanding of the Core Standards and adjusting the current district curriculum maps and lesson plans to reflect those standards.

Administrators review curriculum/concept maps and lesson plans. Additional dialog is generated through the pre-conference portion of the new teacher effectiveness instrument.

Staff members have been given a common planning time to meet with their grade/department levels to establish plans, review and adjust.

Professional learning opportunities are being offered at the district, campus and individual levels throughout the school year and plan. Those opportunities will be navigated based on the needs of the staff.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Mapping

Professional Development

Description:

The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.

The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.

The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.

The district will continue to work with outside agencies to provide professional learning opportunities appropriate to the needs of the staff.

In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Curriculum Mapping

Goal #2: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
-

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum maps, lesson plans, and student performance on benchmark assessment and state standardized test

Specific Targets: student progress during school year, benchmark assessment, and state test

Strategies:*Instructional Coaching*

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source:

http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Substantial Professional Development

Description: The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf)

SAS Alignment: Instruction

Professional Learning Communities

Description:

Professional Learning networks have been established and continue to be a focus of increasing trained staff in best practice based on the Penn State Literacy Network.

Teaching strategies are presented by administrators and trained staff. It is the intent to solicit teachers to begin attending the training and assist the district in presenting best practices and classroom instructional strategies in the role of instructional coach.

Dialog between staff and administration will continue in a formal and informal setting.

SAS Alignment: Instruction, Materials & Resources

Implementation Steps:

Curriculum

Description:

Ongoing: staff members are attending professional development events, working with other staff members, and time is being afforded during in-service time to gather an understanding of the Core Standards and adjusting current district curriculum maps and lesson plans to reflect those standards.

Administrators review curriculum maps/concept plans and lesson plans.

Additional dialog has been generated through the pre-conference portion of the new teacher effectiveness instrument.

Professional learning opportunities are offered through various agencies.

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Coaching
- Professional Learning Communities

Professional Development

Description:

The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.

The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.

The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.

The district will continue to work with outside agencies to provide professional learning opportunities appropriate to the needs of the staff.

In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Substantial Professional Development

Goal #3: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum maps, lesson plans, benchmark assessment, course grades, and student performance on state standardized assessment

Specific Targets: benchmark assessment, course grades, and student performance on state standardized assessment

Strategies:

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

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Description:

Administrators are spending time working with teams of teachers to use, review, understand, and implement the data generated by these various instruments. The district will continue to use these instruments to assess not only the performance of the students, but the effectiveness of the teaching taking place in classroom.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

Implementation Steps:

PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Description:

Data will continue to be gathered and reviewed to assess the progress of the district.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Curriculum

Description:

Ongoing: staff members are attending professional development events, working with other staff members, and time is being afforded for staff to gather an understanding of the Core Standards and adjusting the current district curriculum maps and lesson plans to reflect those standards.

Administrators review curriculum/concept maps and lesson plans. Additional dialog is generated through the pre-conference portion of the new teacher effectiveness instrument.

Staff members have been given a common planning time to meet with their grade/department levels to establish plans, review and adjust.

Professional learning opportunities are being offered at the district, campus and individual levels throughout the school year and plan. Those opportunities will be navigated based on the needs of the staff.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Professional Development

Description:

The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.

The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.

The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.

The district will continue to work with outside agencies to provide professional learning opportunities appropriate to the needs of the staff.

In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.

Start Date: 7/1/2015 **End Date:** 6/30/2019

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

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Goal #4: Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
-

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum maps, lesson plans, course grades, benchmark assessment and student performance on state standardized assessment

Specific Targets: course grades, benchmark assessment and student performance on state standardized assessment

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

SAS Alignment: Standards, Materials & Resources

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)

SAS Alignment: Instruction

Implementation Steps:

Curriculum

Description:

Ongoing: staff members are attending professional development events, working with other staff members, and time is being afforded for staff to gather

an understanding of the Core Standards and adjusting the current district curriculum maps and lesson plans to reflect those standards.

Administrators review curriculum maps and lesson plans. Additional dialog is generated through the pre-conference portion of the new teacher effectiveness instrument.

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Curriculum Mapping

Goal #5: Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Indicators of Effectiveness:

Type: Annual

Data Source: drop-out rates

Specific Targets: drop-out rates

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)

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)

SAS Alignment: Instruction

Credit Recovery Program

Description: Credit Recovery Programs provide a structured way for students to pass and receive credits for a course in which a student was previously unsuccessful in earning academic credit toward graduation, which is thought to increase the probability of school completion and graduation. While there is a large amount of inferential support for the institution of various approaches to credit recovery, insufficient empirical evidence is available to indicate that credit recovery has a positive effect on school completion. (Sources: http://www.blackboard.com/resources/k12/Bb_K12_WP_CreditRecovery.pdf ; http://www.centerii.org/handbook/Resources/4_C_h_Credit_recovery_program_s_hs.pdf ; and http://www.inacol.org/research/promisingpractices/NACOL_CreditRecovery_PromisingPractices.pdf)

SAS Alignment: Safe and Supportive Schools

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Implementation Steps:

Opportunity

Description:

The district currently offers programs at various levels. It is our intent to continue to afford opportunities to the students and community.

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Student Services

Supported Strategies:

- Character and Social Skill Building Programs
- Family Literacy Activities
- Credit Recovery Program

Goal #6: Establish a district system that fully ensures teachers and administrators receive timely, effective support and intervention as needed.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Indicators of Effectiveness:

Type: Interim

Data Source: Implementation of the new principal effectiveness tool as well as the development of an induction/mentor program for new administrators

Specific Targets: Ongoing dialog, formal evaluation, student performance

Strategies:

Administrative Induction/Mentor Program

Description:

New teacher induction/mentor program has been implemented to provide support to new teachers to the field of education as well as new educators to the district with experience.

Monthly meeting as well as informal dialog between the administrative team and with the superintendent intended to aid in the development of strong instructional leadership throughout the district.

SAS Alignment: Standards

Instructional Leadership

Description:

Administration will be exposed and expected to assume the role of instructional leader on their campus. They will be afforded the opportunity to attend training to enhance their abilities in this area.

Annual goal setting and review will be an important component.

Ongoing dialog between superintendent and administration will take place to guide this process.

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

Implementation Steps:

Induction/Mentor Program

Description:

District is following the state suggested administrative evaluation instrument. Administration will continue dialog directed at developing strong educational and instructional leaders across the many arenas of public education.

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s):

Supported Strategies:

- Administrative Induction/Mentor Program

- Instructional Leadership

Campus Instructional Leadership

Description:

Administration is expected to assume the role of instructional leader on their given campus. They are afforded the opportunity to attend various leadership trainings and content area trainings to enhance their abilities.

Start Date: 7/1/2015 **End Date:** 6/30/2019

Program Area(s): Professional Education

Supported Strategies:

- Administrative Induction/Mentor Program
- Instructional Leadership

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p> <p>#3 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</p>	Strategy #1: Curriculum Mapping
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Start	End	Title	Description
7/1/2015	6/30/2019	Professional Development	<p>The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.</p> <p>The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.</p> <p>The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.</p> <p>The district will continue to work with outside agencies to provide professional</p>

learning opportunities appropriate to the needs of the staff.

In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	6.5	1	55	Various	Various providers	No

Knowledge Knowledge obtained will vary depending on the individual and training. It is difficult to determine session time and how many.

Supportive Research Training will address legal requirements, as well as those needed to move the district forward. They may be based on individual, campus, or district level needs.

Designed to Accomplish

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
 - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- For classroom teachers, school counselors and education specialists:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 - Provides leaders with the ability to access and use appropriate data to inform decision-making.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- For school and district administrators, and other educators seeking leadership roles:

Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences		
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Substantial Professional Development
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#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

#3 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Start	End	Title	Description					Type	App.
7/1/2015	6/30/2019	Professional Development	<p>The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.</p> <p>The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.</p> <p>The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.</p> <p>The district will continue to work with outside agencies to provide professional learning opportunities appropriate to the needs of the staff.</p> <p>In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.</p>					Various providers	No
		Person Responsible Administration	SH 6.5	S 1	EP 55	Provider Various			

Knowledge

Knowledge obtained will vary depending on the individual and training. It is difficult to determine session time

and how many.

Supportive Research Training will address legal requirements, as well as those needed to move the district forward. They may be based on individual, campus, or district level 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.

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

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

Training Format

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
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	<p>Paraprofessional New Staff Other educational specialists</p>	<p>High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	<p>Evaluation Methods</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed: #1 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #2: PVAAS, PSSA, DIBELS, Aims Web, and CDTs

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/30/2019	PVAAS, PSSA, DIBELS, Aims Web, and CDTs	Data will continue to be gathered and reviewed to assess the progress of the district.	Administration & Teachers	3.5	1	27	Administration	School Entity	No

Knowledge Create an understanding of what each assessment is, how to read and understand the data and apply to everyday classroom procedures.

Supportive Research Educate the teachers to use the data available that is a reflection of their classroom practices.

Designed to Accomplish

For classroom teachers, school counselors and education specialists: 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.
Provides leaders with the ability to access and use appropriate data to inform decision-making.
Instructs the leader in managing resources for effective results.

School Whole Group Presentation

Training Format

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	School counselors		Middle (grades 6-8)
	Paraprofessional		High (grades 9-12)
	New Staff		
	Other educational specialists		
	Related Service Personnel		
	Parents		

Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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LEA Goals Addressed:	<p>#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p> <p>#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p> <p>#3 Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</p>	<p>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing</p> <p>Strategy #2: PVAAS, PSSA, DIBELS, Aims Web, and CDTs</p>
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Start	End	Title	Description
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The district implements a four tier approach to professional development: legal requirements, district vision, campus preparedness in line with the district vision, and individual teacher need.

The district is becoming more unified in its direction. Because of this, teachers will be solicited to provide insight into what they believe would benefit them and their performance in the classroom. They will be able to provide this information knowing what the overall vision and mission is of the district.

7/1/2015 6/30/2019 Professional Development

The information gathered from teachers will be discussed and professional development opportunities will be scheduled for the coming school year.

The district will continue to work with outside agencies to provide professional learning opportunities appropriate to the needs of the staff.

In conjunction with outside agencies, the district is investigating the potential of working with another school district as a joint effort.

Person Responsible	SH	S	EP	Provider	Type	App.
Administration	6.5	1	55	Various	Various providers	No

Knowledge

Knowledge obtained will vary depending on the individual and training. It is difficult to determine session time and how many.

Supportive Research

Training will address legal requirements, as well as those needed to move the district forward. They may be based on individual, campus, or district level 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.

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.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.

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

Training Format

LEA Whole Group Presentation
 School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities
 Offsite Conferences

Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,
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peers
 Analysis of student work,
 with administrator and/or peers
 Creating lessons to meet
 varied student learning styles

instructional delivery and professionalism.
 Student PSSA data
 Standardized student assessment
 data other than the PSSA
 Classroom student assessment data
 Review of participant lesson plans

LEA Goals Addressed: #1 Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Strategy #1: Curriculum Mapping

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2015	6/30/2019	Curriculum	Ongoing: staff members are attending professional development events, working with other staff members, and time is being afforded for staff to gather an understanding of the Core Standards and adjusting the current district curriculum maps and lesson plans to reflect those standards. Administrators review curriculum maps and lesson plans. Additional dialog is generated through the pre-conference portion of the new teacher effectiveness instrument.	Administration	3.5	3	52	Administration	School Entity	No

Knowledge Understanding of the Core Curriculum standards, the SAS website and how to enhance the presentation of content in the classroom.

Supportive Research Curriculum map design

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

Training Format

- LEA Whole Group Presentation
- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	Dir	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans
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District Level Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.
5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

Affirmed by Art Wurm on 9/25/2015

Board President

Affirmed by John Mastillo on 9/25/2015

Superintendent/Chief Executive Officer

