Huntingdon Area SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

2400 Cassady Ave Ste 2
Huntingdon, PA 16652
(814)643-4140
Superintendent: Fred Foster
Director of Special Education: Robin Whitsel

Planning Process

We established our district planning committee through invitations to parents, local business and community members, teachers and administrators. Once we had our list of interested members we established a time line and used the comprehensive planning document as our guide. Our first meeting as a group was on February 20, 2013 and our first task focused on mission/vision/values. Our time line was behind schedule per the process work flow sheet provided, but we worked diligently to get aligned.

Our district group focused on mission/vision/values and they also were vital in our review process. Building level administrators worked with their staff to gather input related to the core foundations, needs assessment and action planning.

During the needs assessment, we used the data tools provided by the comprehensive planning guide (emetric, pa ayp, pvaas, MILE guide, technology infrastructure and special education data). This provided us the data used during the system analysis and action planning process.

Here is a summery of our local process:

1. We established dates to meet and develop our planning teams.

District planning committee meeting dates

- Feb. 20, 2013 mission/vision/values

- March 20, 2013 Finalize Mission/vision/values

- March 20, 2013 School level and Admin finalize Core foundations, needs assessment, data review update

- April 24, 2013 Action plan review and recommendations

- May 8, 2013 Finalize plan and prepare for submission

2. Simultaneously, administrators were gaining an understanding of the comprehensive plan process and subcategories. The first focus point related to core foundations and their part of district data for the needs assessment.

3. Administrators were trained on how to use the online tool and we established steps to complete the process so members did not get overwhelmed with the task at hand.

STEP 1 (District profile, Core Foundations, Assurances)

- Review District and School Level planning process. (1/26&27)

- Establish professional development and special education subcommittees.

- Start with District plan, then build school plans. It was noted that the plans should reflect one another and drive each other.

- Invite and establish a planning committee and set a first date to meet. Review our mission, vision and values.

- Meet every Wednesday from Feb. 20th to April 3rd and then assess progress. School level groups were scheduled to meet every other week, depending on what part of the district needs assessment they were contributing towards.

- Considerations we used to establish the planning committee:

    o Juniata College/Dubois business college/Penn Highlands/HCCTC reps/Educational Foundation/Day care providers

    o Parents - Gifted/special education/regular education

    o Bus contractors/Support staff/Custodian,MX

    o Students - NHS/Student council

CORE FOUNDATIONS

Teams will meet weekly for 6 weeks and address each area of the core foundations (3/19, 3/26, 4/2, 4/10. 4/17, 4/22)

- Based off of the SAS model, 6 areas and 2 subcommittee's (Prof dev and spec ed)

- Each school level will need to complete the survey's under each core foundation heading:

Examples:

- Standards:

- o Each school will need to go through the survey and assess how they are currently with curriculum mapping and alignment.

- Curriculum:

  - o Each school will need to go through the survey and assess how they are doing with planning instruction, modifications and assessments.

- A = Accomplished D = Developing NI = Needs Improvement NE = Non Existent

STEP 2

Complete the needs assessment:

List accomplishments and challenges.

DATA & SYSTEMS

District data teams (8) were established to review each category and report back to the group.

1. District/school Report Card - District level leadership reviewed data and contributed to the teams.

2. emetric - Building level teams reviewed emetric data and contributed data to the teams.

3. PVAAS - Building level teams reviewed data and contributed data to the teams.

4. MILE Guide - Building level teams reviewed data and contributed data to the teams.

5. Special Education - Building level teams reviewed data and contributed data to the teams.

6. Technology Infrastructure - Building level teams reviewed data and contributed data to the teams.

7. Advanced Analysis - District level leadership reviewed data and contributed to the teams.

Once the data was collected we followed the guidelines and analyzed data. We used the 13 Guided questions for District and identified our systemic challenges, from there we established our action plan.

Our original time line to complete this and have it reviewed as stated above was May 8, 2013. We met on this data and reviewed the needs assessment. We realized we had more work to do. We reestablished our finalization process during September and October of the 2013-14 school year and presented our final plan to the board of education during the month of October. We made it available for public view on our web site during this same time frame. In the event there are any other recommended changes, we saved our November board meeting for revision and then will submit as required.

Mission Statement

Our community engages all students to maximize their learning and leadership potential as global contributors.

Vision Statement

Our students achieve their full potential and experience success, leaving school inspired to continue learning every day.

Shared Values

Safety

Excellence

Respect

Integrity

Lifelong Learning

Educational Community

The Huntingdon Area School District encompasses an active community of 20,000 residents living in Central Pennsylvania. Our district covers 275 square miles. The student population consists of approximately 875 elementary students (K-5). 480 Middle School Students (6-8), and 630 High School Students(9-12). Our student populations is comprised of 3.32% gifted, 18% special education and 47% economically disadvanted.

With educational programs to meet the needs and goals of all students, the schools offer remedial education through gifted support programs. The schools also offer an extensive selection of electives including computer literacy, business education, agricultural and advanced science classes. Participation with the Huntingdon County Career and Technology Center challenges interested students to advance to high-tech and career education programs. HASD has a collaborative partnership with Juniata College, Penn Highlands and Dubois Business School in Huntingdon that provides qualified students with a wide range

of exceptional dual enrollment educational opportunities.

Extracurricular activities, interscholastic sports, excellent cooperation and support from the community, PTO's, booster clubs, and volunteers enhance the efforts of the district staff.

Planning Committee

Name	Role
Paula Beckenbaugh	Business Representative
Catherine Briggs	Business Representative
Kristin Buonaccorsi	Parent
Sandy Carowick	Community Representative
Adam Clampet	Parent
Elana Clapper	Elementary School Teacher - Regular Education
Andrea Croyle	Elementary School Teacher - Regular Education
Berger Daniel	Intermediate Unit Staff Member
Sandi Dinardi	Intermediate Unit Staff Member
Joie Escuadro	Parent
Lisa Estep	Elementary School Teacher - Regular Education
Fred Foster	Administrator
Julie Garman	Parent
Marissa Gracey	Community Representative
Susan Grainey	Elementary School Teacher - Regular Education
Thaddeus Haffey	Parent
Ada Hawbaker-Claar	Parent
Apryl Hawn	Board Member
Kathy Jones	Business Representative
Margie Kemp	Parent
Buffy King	Parent
Alicia Kough	Business Representative
Kathy Kurtz	Parent
Kammy Laird	Ed Specialist - Instructional Technology
Shanna Leonard	Business Representative
Kruse Lisa	Elementary School Teacher - Special Education

Dawn Lynn	Parent
Pat Marker	Parent
Amy Mathur	Parent
Nicole McClure	Parent
Erin McCool	Parent
Stacey McMath	Secondary School Teacher - Regular Education
Margaret McNitt	Administrator
Janice Metzgar	Board Member
Ann Millar	Parent
Linda Miller	Ed Specialist - School Counselor
Jen Mitchell	Administrator
Jason Montoro	Parent
David Myers	Instructional Technology Director/Specialist
Nicholas Payne	Middle School Teacher - Regular Education
Maria Payne	Parent
Brian Pelka	Administrator
Stacey Phillips	Parent
Sean Powers	Administrator
Pam Prosser	Parent
Teresa Rader	Business Representative
Stacey Reed	Parent
Kim Rieffannacht	Administrator
Kim Roth	Parent
Peter Rothstein	Parent
Richard Scialabba	Board Member
Danyle Shea	Board Member
Linda Shultz-Long	Parent
Julie Sliver	Parent
Steve Sliver	Parent
Ellen Sloan	Parent
Tim Snare	Middle School Teacher - Special Education
Melanie Snare	Ed Specialist - School Counselor
Andrew Socie	Administrator
Kathy Suba	Elementary School Teacher - Regular Education
Brandon Thurber	Middle School Teacher - Regular Education
Kari Tiejens	Elementary School Teacher - Regular Education
Sarah Varner	Secondary School Teacher - Regular Education
Dan Waite	Secondary School Teacher - Special Education
Patty Wargo	Administrator

Gibbs Wendy	Middle School Teacher - Special Education
Susan Wentzel	Parent
Kathryn Westcott	Business Representative
Michele Weyandt	Parent
Robin Whitsel	Student Services Director/Specialist
Gaie Wilt	Elementary School Teacher - Regular Education
Rob Yelnosky	Community Representative
Stacy Young	Elementary School Teacher - Special 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	Needs Improvement	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler→Second Grade	Accomplished	Accomplished
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Economics is an area that has been identified in our career and work readiness standards as a need.
Civics, Government and Geography standards have not yet undergone review. These areas will follow the developing areas as our next goal.
Family and Consumer Science skills are not address at the elementary level.
English Language Proficiency is addressed by ESL teachers for students who are identified as being in need of ELL services. Services are provided on as needed basis. Regular

education teachers need to be more directly involved in the curriculum.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Not answered
Career Education and Work	Developing	Not answered
Civics and Government	Needs Improvement	Needs Improvement
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

 Economics is an area that has been identified in the career and readiness standards as a need.
Civics, Government, and Geography are the next areas of standards and curriculum that will be addressed for review.
Family consumer science is not offered at the elementary level.
ESL needs are met by the ELL teacher. Regular education teachers need a more active role with English Language Proficiency.

Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement
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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement
World Language	Non Existent	Non Existent

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

Huntindon Area Middle School is currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Common Core Standards and aligning the course content. We will begin writing curriculum to address these areas that need improvement or do not currently exist within the next three year process.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Needs Improvement	Developing
Geography	Needs	Developing

	Improvement	
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Developing	Developing
School Climate	Needs Improvement	Developing
World Language	Needs Improvement	Needs Improvement

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

Huntingdon Area High School is particpating in a district wide initiative to map and rewrite curriculum to align with the PA Common Core. World Language is a department that needs to be examined for mapping and alignment.We are currently in the process of improving on the Alternate Academic Content Standards for Math and Reading. We currently need to develop standards for English Language Learners. Our Health, Saftey and Physical Education standards and curriculum are being revised to fully incorporate and align standards.

Adaptations

Elementary Education-Primary Level
- Common Core Standards: English Language Arts

Elementary Education-Intermediate Level
- Common Core Standards: English Language Arts

Middle Level
- Career Education and Work
- Environment and Ecology
- Science and Technology and Engineering Education

High School Level
- Career Education and Work
- Civics and Government
- Common Core Standards: Mathematics
- Geography
- History

Explanation for any standards checked:

At the Middle School Level we have worked diligently to increase our students' awareness of their talents, interests, and skills that will be transferable to their future careers. We use tools such as our Career and Technology Center, a Career Cruising survey and our guidance curriculum to allow students the opportunity to realize their full potential. Our school currently has a partnership with Juniata College which affords us the opportunity to have Science in Motion present in our building. This brings a plethora of resources, technology and activities to our science classrooms and allows our students to actively engage the content. In addition we encourage our teachers to pursue science and technology grants, such as Trout in the Classroom which currently participate.

At the elementary level, we have implemented a balanced literacy program that is responsive to the needs of individual students. This program is supported by an active Response to Instruction and Intervention program.

At the high school our guidance department has utilized the Gap Tool to determine the deficiencies in the Career Education & Work program. Our Social Studies is currently rewriting curriculum to align with PA Common Core. Our math department is also rewriting curriculum to align with PA 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 elementary teachers have begun the process of aligning and creating curriculum in all the ELA and math content areas. The goal for ELA and Math is to have accomplished and put the curriculum in place for the 2013-2014 school year. During the 2013-14 school year, the primary level is completing a curriculum map in mathematics. Science and Social Studies content will be addressed during the 2014-2015 school year.

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 elementary teachers have begun the process of aligning and creating curriculum in ELA and Math content areas. The goal for ELA and Math to have accomplished and put the curriculum into place for 2013-2014 School Year. During the 2013-14 school year, the primary level is completing a curriculum map in mathematics. Science and Social Studies content will be addressed in the Fall of the 2014-2015 school year.

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:

Huntingdon Area Middle School is currently participating in a district-wide effort to align our curriculum., These areas are currently being developed and implemented throughout the process. Each content area is developing curriculum that includes materials and resources, assessment strategies, objectives, big ideas, and essential questions all aligned with PA State Standards and Common Core.

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:

We are developing our curriculum around the PA Core. Curriculum is being aligned to PA core standards and academic standards in ELA, Math, Science and Social Studies. Each content area are developing curriculum that includes: Pa core, academic standards, eligible content, big ideas, objectives, essential questions, concepts, competencies, vocabulary, related material, formative/diagnostic/summative assessments.

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.

At the elementary level, the Language Arts curriculum is implemented in a program of balanced literacy that is responsive to the needs of individua learners. For students with needs that go beyond those that can be met through the Response to Instruction and Intervention program, evaluation for needs that can be met for students eligible for special education is performed and needs are met according to individual needs.
At the middle level we have a number of co-taught classes that provide our special education students with the support they need to be successful with the regular education curriculum that is aligned to standards. The IEP process drives the support given to these students. These adaptations include, but are not limited to, resource time with a support teacher, modified assessments, modified assignments, verbal cues, adapted instructions, extended timelines and a variety of other supports. In addition we have a program that allows for gifted education students to be accelerated and work to their full potential through enrichment activities.

At the high school level, math and English courses are co-taught with a special education teachers in the regular classrooms to facilitate learning and address the needs of all students.

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

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators

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

Principals formally and informally observe and provide feedback to teachers on instructional practices. We participate in the teacher effectiveness program to focus on more supervision and establishing growth and rapport between principals and teachers. Utilizing the Danielson model, pre conference, observation, post conference and reflection are embedded in the process to help teachers and principals grow professionally. Our plan for observations will be at a minimum of 2 clinical and 4 walkthroughs per year on each teacher. Additionally, we will establish a differentiated supervision planning team during the 2013-14 school year and will have in place a differentiated supervision model for the 2014-15 school year to assist in the evidence collect and support of teacher and principal growth.

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

We are researching and reviewing differentiated supervision models to include peer evaluation/coaching strategies. Through participation in the new teacher effectiveness program, there is more face to face time, individual teacher self reflection and individual professional development. This model allows for more instructional coaching between administrators and teachers. We feel this will enhance our instructional coaching process where administrators and eventually peers can work as supervisors and not be associated with the evaluation process. We had an instructional technology coach as well as a literacy coach in past years, however, with the financial impacts we had to eliminate those positions.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

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

This is a known area of weakness for our Middle Level Program. The need for professional development, resources and accountablity in these areas is being developed.

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

This narrative is empty.

Recruitment

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

We have not formally established a recruitment process. When vacancies occur we review the vacated position and determine whether that position should be replaced at all, replaced status quo or replaced with a more flexible and efficient position to include a variety of high need certifications. Adminstratively we review staff certifications and consider placement of staff based on the needs of the student and a partnership with staff. Staff placement is based on the need of the students and the resources available to ensure the most effective instructional environment possible. We review the equity plan per federal guidelines to ensure we have a balanced staff in all schools, not only those that received federal monies.

Students who are at risk of not gradating have support measures in place from teachers, counselors, administrators and parents. We identify the root cause that the student is dealing with in the event it is not due to scoring below proficiency, since that is not the only challenge students face to determine whether they will stay in school or not. To eliminate proficiency as a reason, additional support during the school day, tutoring after school and extended time are methods we utilize to help the student grow at their individual rate. Differentiated instructional models are also available to students. We have on line courses as well as the traditional classroom model to try to reach the individual needs of all students.

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	20.00	20.00	20.00	20.00	20.00	20.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00	3.00	3.00	3.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00	1.00	1.00	1.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.25	1.25	1.25	1.25	1.25	1.25
Electives	4.50	4.50	4.50	4.50	4.50	4.50
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00	60.00	60.00	60.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Writing
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Mathematics
- Proficiency on State Assessments
- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

English Literature

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Mathematics

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Science & Technology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Environment & Ecology

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

American History, Civics/Government, or World History

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Unit Tests	X	X	X	X
Pennsylvania System of School Assessment		X	X	
Keystone Exams			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test (2013-2014)			X	X

4Sight		X		
DIBELS	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Common Assessments	X	X	X	X
Classroom Based Assessments	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Test			X	X
STAR Reading Assessment			X	X
Running Records in Reading	X	X		X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

At this time our assessment review process is minimal; however, we recognize this as a weakness and are committed to working on this. We have begun this process by analyzing data and looking at creating SMART Goals to aide in assessment procedures.

Development and Validation of Local Assessments

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

This section is not applicable.

Collection and Dissemination

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

At the elementary level, we use data from a variety of sources, including DIBELS, PSSA, PVAAS, 4Sight. We disseminate the necessary information through our faculty meetings, professional learning communities and professional development opportunities.
At the middle level we use data from a variety of sources, such as PVAAS, emetric, local assessments and diagnostic tools. We disseminate the necessary information through our faculty meeting, professional learning communities and professional development opportunities.
At the high school level we use data from a variety of sources, such as PVAAS, CDT, Keystone and local assessment. We disseminate the necessary information through faculty meetings and professional development opportunities.

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.

Currently at the middle level we use this data in the scheduling process to assign students to enrichment classes, PSSA prepatory curriculum and remediate in the classroom. In the future we have plans to use this data in overall scheduling and setting goals for all students.
At the High School, we will be assigning students in accordance to their Keystone, CDT and PVAAS data to remediate.

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

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, we have established regular meetings under the Response to Instruction and Intervention model during which instructional strategies for individuals and groups are discussed and planned.

At the Middle Level the need for increased professional development regarding data is evident. The faculty needs to have a better understanding of how diagnostic data can be used to guide and modify instuction to meet the needs of all students.

At the High School CDT data is used to modify instruction to meet the needs of students in order to achieve student mastery of eligible content. Learning Support teachers use PSSA/Keystone data to set goals for students and to identify areas of deficiency that need remediated.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, abundant information is made available to parents and community members.

At the middle level it is evident that we make the information available to parents and the community; however, we are failing to give them proper backgroud information to help them understand the data.

At the high school level, a plan should for created to increase and improve communication to the community via local media. A high school facebook page is being considered.

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

In regards to the areas we are not currently utilizing, we realize the need to increase our media exposure to our parents and community. Currently we do not use our student handbook in this capacity, but that is certainly an avenue we can investigate.

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.

Since the implementation of PSSA testing, our district has met or exceeded the state criteria with two exceptions in recent years. Our high school this past year accomplished the criteria necessary to get out of "warning status" and one of our elementary schools was identified "in warning" due to a lack of achievement for the sub-group economically disadvantaged. We currently take advantage of Title 1 funds and programming to bridge the achievement gap. Our focus has been a targeted Title I district with the emphasis on reading instruction. We are currently reviewing and considering applying for school wide Title I status as well as reviewing our current process and procedures. Additionally we are considering a focus on math as well as a title I service to be aligned with the increasing need in STEM initiatives. We have a CARE team that uses all available resources to meet the needs of these students who are struggling due to barriers they face outside of the school culture. Both of our elementary schools operate a school wide positive behavior plan, during the 2013-14 school year the middle school is currently reviewing the program and is planning to have in place for the 2014-15 school year.

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		
Conflict Resolution or Dispute Management				X
Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X			X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	

Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training			X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

Peer Helper programs have been in place at the middle level in previous years, but due to the increased instructional commitment it has not be implemented as effectively as possible. This is certainly an area that can be investigated and possibly implemented again. Currently we do not have a School-Wide Positive Behavior Plan we are planning to have that in place for the 2013-2014 school year.
Both elementary schools by the 2013-204 school year will have school wide positive behavior plans in place. All schools in the district are olweus trained and that is our primary bullying prevention program.
At the High School, we do not have a formal peer helper program, however we do implement peer tutoring on a case by case basis if necessary. We are looking into using our National Honor Society students to start a peer tutoring program next school year. Current students assist in the transition and acclamation of new students.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

Parents contact Central Office, specifically the Director of Student Services, indicating that based upon observations, test results, they would like to have their child tested for the gifted program. Forms are sent out to various teachers to verify classroom performance. The School Psychologist meets with the student, conducts an interview as well as psychological and IQ testing based on those results if a student has superior intelligence, 135 IQ, the student qualifies for the gifted program.
From the time a parent requests testing until time testing is done is no more than 60 days. Post evaluation meeting with parent, gifted teacher, student and school psychologist arranged to discuss results, a gifted teacher creates the GIEP.

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	
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X

Coaching/Mentoring			X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RtII	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The district recognizes the success the Elementary level has had with RtII programs and its implementation and is considering a K-12 program.
During the 2012-2013 school year, counselors have been identifying gaps in our curriculum related to the Career to Work standards in collaboration with our career and technical school. This will help ensure that students upon graduation will be college or career ready. We identified that the high school has not been olweus trained and will consider that as we progress to our action planning phase.

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				
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X		X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning				X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program			X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

At the High School, we have an Open House, Financial Aid night, Scheduling Nights and orientation programs.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides				X
Directing Public to the PDE & AYP Websites	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	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	X	X		
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

High School- Classroom teachers currently utilize our Student Assistance Program (SAP) to identify students in need of interventions and assistance with personal and academic needs The elementary schools have a response to intervention system in place. Teachers, therapists, intervention specialist meet once a month to discuss, update data, and revise intervention plans for individual students. Each grade level teacher is given a time slot to discuss the needs of students within their classrooms with all team members present.

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

At this time we have a co-op relationship with Huntingdon County Child and Adult development that allows them to house a Pre-K program in our elementary schools.   At the middle level we work closely with area agencies and Big Brother's Big Sisters to meet the needs of our students. At the high school level we have community counselor that comes in to work with teen parents to prevent drop outs and meet their needs.

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.

Elementary Administration and Kindergaten teacher work cooperatively with area pre-school providers to identify children for Kindergaten. Part of the transition process includes parent workshops and orientation programs. Annually students in early intervention programs are provided with an opportunity to have a transition meeting with district student services to better prepare them for entry into the district.

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	Accomplished

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

We are currently in the process of reviewing our curriculum and resources in order to be in alignent a rigorous application of PA Common Core Standards.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

We are currently in the process of reviewing our curriculum and resources in order to be in alignent a rigorous application of PA Common Core Standards.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

At Huntingdon Area Middle School materials and resources are consistently in a state of development and reevaluation. Some content areas feel as thought they have a robust

supply that is easily accessible and aligned to the needs of the students through the curriculum. As building we will look at the area of strength and work on developing the areas of weakness using that as a model. Technology materials is an area we are currently working on expanding.

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

Currently we are working on addressing this through our curriculum process. As we align to the PA Common Core Standards, we will assess the material and resource needs and begin to address them.

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.

At Huntingdon Area High School, we are assessing our curriculum and what materials and resources are needed to move from Developing to Accomplished, with the goal being a totally curriculum that it totally aligned to PA Common Core Standards.

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

We are working on addressing this through our curriculum writing process. As we have aligned our social studies and math curriculum to PA Common Core, we will continue to move forward next year in other subjects.

SAS Incorporation

Elementary Education-Primary Level

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

	classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in

	less than 50% of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

At the elementary level we currently use the SAS portal to access standards (PA Academic, PA Common Core and related eligible content); however, initial we were finding other resources limiting in the categories listed <50%. During the past six months, we have recognized more resources were available. Additionally, our focus during our review has been ELA and Math. The area's identified <50% will be our focus areas as we plan our review all of our curriculum. Elementary teachers will continue with a curriculum planning session on a core area per year.

Elementary Education-Intermediate Level

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

	district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms

School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

At the elementary level we currently use the SAS portal to access standards (PA Academic, PA Common Core and related eligible content); however, initial we were finding other resources limiting in the categories listed <50%. During the past six months, we have recognized more resources were available. Additionally, our focus during our review has been ELA and Math. The area's identified <50% will be our focus areas as we plan our review all of our curriculum. Elementary teachers will continue with a curriculum planning session on a core area per year.

Middle Level

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

	Implementation is Unknown
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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

At the middle level we currently use the SAS portal to access standards (PA Academic, PA Common Core and related eligible content); however, initially we were finding other resources limiting in the categories listed <50%. During the past six months, we have recognized more resources were available. Additionally, our focus during our review has

been ELA, Math, Science and Social Studies. The area's identified <50% will be our focus areas as we plan the curriculum review process.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Common Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Common Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in less than 50% 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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

At the high school level we currently use the SAS portal to access standards (PA Academic, PA Common Core and related eligible content); however, initially we were finding other resources limiting in the categories listed <50%. During the past six months, we have recognized more resources were available. Additionally, our focus during our review has been ELA, Math, Science and Social Studies. The area's identified <50% will be our focus areas as we plan the curriculum review process.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe your current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

N/A

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how you plan to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within your Action Plans.)

N/A

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

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

Teachers, counselors and specialists are provided professional development throughout the school year that is embedded and focused around federal and state mandates, district goals,

results from our professional development committee's needs assessment and additionally a survey sent out to staff for input. Parents and community members attend bi annual act 48 meetings to provide input on topics of professional development and review accomplishments as well as future planning. Graduate level tuition reimbursement is also avaialbe for our staff up to 12 credits per year for those interested in futhering their education.

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

This narrative is empty.

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- 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.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

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

We utilize data from all available resources, PSSA/PVAAS/EMETRIC/PA AYP and we break this down into subgroups and individual student learning. We progress monitor at the elementary level and are working toward establishing this within our middle and high schools. Once we have established our areas of focus, we try to break down the root causes and again utilize data for improvement. This data connected with the goals and objectives produced from our district needs assessment guides our focus on professional development.
We have the ability through our local act 48 system to monitor each teacher's participation in professional development and will utilize this to help assist them as they continue to grow professionally.
We also believe that with the new teacher effectiveness model, professional development will be individualized for each teacher to ensure they are reflecting and participating in their own professional development plan.

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

With each initiative, we need to track better where each teacher is in their growth and what additional support they need regarding implementation. We do believe that the new teacher effectiveness model will help us with this strategy. This will also connect with being able to evaluate professional education and it's direct impact on student learning as well as data to determine the educator's learning priority.

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 effectively navigate the Standards Aligned System website.
- 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.

Our induction plan is a detailed plan that includes the philosophy of induction, district and school level teams, each member and their respective purpose, goals and qualifications. Suggested activities are available for the inductee and mentor to choose from and a month by month checklist is provided for guidance. Participating members complete a mid year and final year survey to help our ability to assess our continual improvement process. In addition to meetings with their mentor's, district wide meeting meetings are held throughout the year and building level leaders plan monthly meeting to help assist and provide professional development.

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

The items above are not checked because at this point these items are under review and revision. We are in the process of reviewing curriculum and and preparing for common core standards. We have worked this past year with elementary as the focus point in math and ELA. Middle and high school work has included focusing on keystone exams in the areas of Algebra, Literature and Biology and we have also reviewed and revised our science and social studies course flow from grades 6 thought 12. Along with the curriculum review we are embarking on school wide positive behaviors k-12. One of our elementary schools has established this goal during the 2011-12 school year and full implementation during the 2012-13 school year. The second of our two elementary's has trained this year and will implement next year. Both the middle school and high school have identified this as a future goal to establish within the next two years. The same approach has been with our preparing not only inductees, but all staff what resources we have and process to assist students in crisis. We have many resources that have been place, the events that happened at Sandy Hook this past year has brought

unfortunate light on us all to practice and plan more readily for such events. At this level of crisis, we have a much more active CIP team, better internal communication, partnerships with local law enforcement, table top and practice scenario's in place. While we are preparing at a much higher rate, we did not feel we had enough to check this area off for inductees.

Needs of Inductees

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

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

- Classroom assessment data (Formative & Summative).

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

- Review of inductee lesson plans.

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

Our induction plan is a detailed plan that includes the philososphy of induction, district and school level teams, each member and their respective pupose, goals and qualifications. Suggested activities are available for the inductee and mentor to choose from and a month by month checklist is provided for guidance. Participating members complete a mid year and final year survey to help our abiity to assess our continual improvment process. In addition to meetings with their mentor's, district wide meeting meetings are held throughout the year and building level leaders plan monthly meeting to help assist and provide professional development.

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

Through a differentiated supervision model observations by a mentor or peer would assist in addressing this area of need. With the new teacher effectiveness model, this is a recommened practice and we are planning to review an older model of the district during the 2013-14 school year. To address the instructional and student assessment data, our plan is to have a balanced approach from the administration and peer's in the area of curriculum, instruction and assessment. This past year our focus has been on curriculum. The economic situation has put the district behind and we needed to reprioritize and find focus in our business operations. Utilizing the SAS model as a guiding tool, our six ares to focus on will be molded around a six year plan, curriculum year one, instruction year two, and assessements year three. All areas are important to ensure student acheievement, but we had to narrow down and focus on "big rocks" while attempting to balance out all components.

Mentor Characteristics

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

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

As part of the induction plan, qualifications are listed to be considered as a mentor teacher. Candidates are encourage to apply and final recommendations are made from the superintendent to the school board.

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

It has been recognized that we need to provide addtional training and guidance to our mentors to ensure the success of the inductee. A day of training will be provided and discussions between building level principals and members from the induction committee will review, revise and make recommendations to the superintendent to establish a more formalized training plan for mentors.

Induction Program Timeline

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

If necessary, provide further explanation.

The final quarter of the year focuses on school management processes and procedures (chaperon duties, textbook inventory, promotion/retention). Inductees currently finalize

their year with evaluation of the program, end of the year procedures and summer preparation of classroom. We are currently reviewing the concept of extending the induction program from one year to possibly two or three years.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We recieve feedback from the mentor and inductee at the mid year and final year reviews. Both the mentor and inductee reflect and complete the topics as listed by month in the current plan. Administrators meet quarterly and when possible monthly to assess the year for all members. The current plan has been in place since 2006 and it still has proven to be an effective model with minimal revisions.

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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **354**

Identification Method

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

The Huntingdon Area School District currently uses the discrepancy model for identifying students with specific learning disabilities. The primary diagnosis is based on a a discrepancy between the student's aptitude and achievement as measured by standardized, norm reference assessments, or by a pattern of strengths or weaknesses relative to age or

grade.

Before a student is evaluated, the pre-referral process utilized at the Huntingdon Area School District is the Child Study Team (CST). This process is utilized to screen and identify students who may be in need of learning support or other services as deemed appropriate. The CST process is implemented throughout the district including both elementary schools, the middle school, and high school.

The utilization of the CST enables the district to meet the Federal Regulation in regards to Chapter 14 as well as a component of Response to Intervention. The CST is group of professionals who provide consultative, evaluative, and prescriptive services to parents and students. The CST encompasses parent(s), a regular education teacher, special education teacher, school psychologist, building administrator, guidance counselor, and the Director of Pupil Services. The district's therapist(s): occupational, speech/language, and/or physical therapist, as well as consultants may also participate as deemed necessary. Any agency representatives that are involved with the child are also invited to be a member of the CST process. These individuals provide a variety of services to the staff, parents, and students. Services include child find (Chapter 14.121), intervention, consultation, identification, assessment (Chapter 14.123), program planning (Chapter 14.131), educational placement (Chapter 14.155), program development and in-service education.

The Huntingdon Area School District continually screens, evaluates, and monitors students thought to have disabilities. During kindergarten registration, all students receive speech and occupational therapy screenings, with regular education teachers recording anecdotal observations on students' cognitive abilities and social/emotional behaviors. Hearing and vision screenings are completed annually on elementary students. The CST process has assisted our district with providing screenings in various areas (cognitive, emotional, social, and communication). Parents and teachers may request a CST meeting at any time. The CST may recommend interventions, further screening and/or a referral for a multidisciplinary evaluation (MDE) to determine eligibility for special education as a student with a disability.

CST members review the student's history, including any pertinent medical or health information as well as school attendance. Pre-referral interventions and assessment data are reviewed. The team may determine that additional interventions are warranted and would re-convene, or a Notice and Request for Consent to Evaluate form and Procedural Safeguards would be issued to the parents. Once the Notice and Request for Consent to Evaluate is received, the Huntingdon Area School District proceeds to evaluate as stated in the Notice and Request. The evaluation includes cognitive testing, achievement testing, behavioral rating scales, adaptive behavior rating scales, parent input, teacher input, observation(s), and any other relevant information relating to the individual child. After the evaluation results are gathered a Multidisciplinary Evaluation Team meeting is convened. The team consists of parent(s)/guardian, school psychologist, Director of Pupil Services, regular education teacher, special education teacher, guidance counselor, and therapists (as deemed necessary). The MDE team reviews all of the information to determine by consensus if the student is a student with a specific learning disability.

The district reviews all exclusionary factors that suggest that a student may not be a student

with learning disability if the primary reason for the students inability to meet age and grade level standards may be related to any of the following: vision, hearing, or motor disability, intellectual disability, emotional disturbance, cultural factors, environmental or economic disadvantage, or Limited English Proficiency.

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

According to the Special Education Data Report, the percent of LEA students with Emotional Disturbance exceeds the state percent by 10.2%.   The reasoning, per our child study team interpretation may be that our district services a higher number of economically disadvantaged students, with families with a high unemployment rate, which may result in economic stressors, and family instability. Additionally, based on CST data there seems to be a lack of adequate mental health resources in the county as a whole. Although there are a limited number of resources, parents are often reluctant to obtain professional services for their child outside of the school. Many of our students have issues that are more of a mental health nature rather than emotional disturbance, but all fit the criteria as factors of behavior which affect a student's progress in school. Many of our students that are identified as ED are also students that are part of therapeutic foster care programs within our county and/or already involved in some sort of outside counseling and intensive therapy in addition to the emotional support services that the school provides. We have partnered with Home Nursing Agency to provide school based out-patient counseling and referral services.
Plan to address disproportionate category: It is our hope that with the services of a licensed clinical social worker during the school day or immediately after school, will encourage parents to access and be willing to accept these supports. The Student Services Department will continue to work with the Child and Adolescent System Services Programs (CASSP) team and regularly attend CASSP meetings to also encourage parents to access and be willing to accept outside counseling and intensive therapy in addition to the emotional support services that the school provides. We consistently review the data in the Student Services Department.

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?

Huntingdon Area School District currently does not have any facilities that operate under Section 1306 guidelines. Our district remains involved with care for our district's students that are placed in alternate facilities and serviced as a Section 1306 student. We continue to support the host district with planning and decision making. If evaluations are necessary, Huntingdon Area School District would support the host district in completing the evaluation and determining if special education services are necessary.

When educational rights are held by the biological families, contact is made with the family to ensure that their rights are secured. Huntingdon Area School District works closely with outside agencies and families, including foster families, to meet the needs identified for each student. The district participates in CASSP (Child and Adolescent System Services Programs) to ensure that all the individual needs of the student are being addressed and appropriate agency services are utilized.

At times students are placed in alternate facilities without the district being made aware of the placement (summer placement, or adjudication). Planning can be difficult when we are not notified until several weeks after placement has occurred.

Incarcerated Students Oversight

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

The Huntingdon Area School District employs a certified, highly qualified teacher to provide a free appropriate public education to students under the age of 22 that are incarcerated in the Huntingdon County Jail. The district tracks and maintains records on any incarcerated students from the district. The district keeps in contact where the students are incarcerated.

Presently the Huntingdon Area School District provides Child Find services by collaborating with the warden. Through scheduled classes and communication with personnel at the Huntingdon County Jail, we continue to locate, identify, and evaluate students in need of an education. The warden provides the district with a weekly list of new students less than 22 years of age. We interview the student and do an informal assessment upon the student's first week of incarceration and then from that screening an evaluation may be deemed appropriate.

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.

As evidenced by the Special Education Data Report, the Huntingdon Area School District utilizes special education classroom significantly less than the state average. We have implementaed training of inclusive practices and specially designed instruction for all teachers and paraeducators at all levels in order to provide knowledge and skills needed to teach students with disabilities in the regular education enviroment.
Co-teaching is utilized throughout the district to make the regular curriculum available to all students and enable them to achieve to their full academic potential. Ongoing training/support for co-teaching is available through the Tuscarora Intermediate Unit 11. Regular and special education teachers collaborate at all levels, creating adaptations for special education students within the regular classroom. The district's commitment is further demonstrated in our description of services spanning the full continuum of special education services. We have students receiving itinerant through full-time services. To the maximum extent possible for each individual student, we strive to provide supplementary aids and services so that students are educated with their non-disabled peers. The Huntingdon Area School District makes every effort to educate students in their home school. The Gaskin Settlement has added the "consideration of special factors" component to the Individualized Education Plan (IEP) format. This requires the IEP team to have a formal discussion and respond to the questions in this section using the Supplementary Aids and Services Fact Sheet provided by the Pennsylvania Department of Education (PDE). The team begins the discussion by always considering the regular classroom first as a placement option. The IEP team then discusses the types of supports and services the student would need in place in order to benefit from a regular classroom placement. The IEP teams use the Supplementary Aids and Services (SaS) Consideration Toolkit provided by PaTTAN for all students with an IEP. The Supplementary Aids and Services (SaS) Consideration Toolkit is a structured method to analyze the instructional, physical, and social environment of a general education classroom from the perspective of an individual student. The intended outcome of using this toolkit is to identify the supplementary aids and services necessary for students with severe disabilities to participate in the regular classroom to the maximum extent appropriate with their non-disabled peers.

Supplementary Aids and Services (as determined by the IEP team): adapted or modified curriculum, adapted or modified tests, paraprofessional support, alternative ways for students to demonstrate learning, alternative materials (audio books, use of software, computers, etc.), changing method of presentation, prompting and/or cueing, instructional adaptations (preteaching, repeating directions, extra examples, visuals, organizers), reader services, coplanning, co-teaching, research-based supplementary materials, adaptive equipment, wheelchair, bookholders, sensory input (lights, sound, sensory diet), social skills instruction, counseling support, peer relation support (lunch bunch, mentors), PBSP, modified expectations/rules, cooperative learning, paired learning

Assistive Technology: Assistive technology is available to all special education students as determined appropriate in their Individualized Education Programs (IEPs). According to IDEA, assistive technology service means any service that directly assists a child with a disability in the selections, acquisition, or use of an assistive technology device. The term includes: (a) The evaluation of needs of a child with a disability, including a functional evaluation of the child in the child's customary environment; (b) Purchasing, leasing, or otherwise providing for the acquisition of assistive technolodgy devices by children with disabilites; (d) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (e) Training or technical assistance for a child with a disability or, if appropriate, that child's family; and (f) Training or technical assistance for professionals (including individuals providing education or rehabilitation services), employers, or other individuals who provide services to, employ, or are otherwise substantially involved in the major life functions of that child.

According to the Special Education Data Report, the SPP target is 3.3% for students educated in other setting. The district's data is not displayed due to the small group size. With regard to private institutions, the district participates in periodic interagency team meetings originating at the referring agency. When educational programming is discussed, it is made clear that Huntingdon's goal is to have students educated with his/her non-disabled peers in the public school setting when feasible. Prior to any decision about placement being finalized, the IEP team meets to discuss possible options for students including the provision of supplementary aids and services. The questions outlined in the student's IEP about supplementary aids and service are discussed and documented as a team. The district's use of supplementarty aids and services, as well as full-time and part-time paraprofessionals, (35) currently on staff, to support students in the regular classroom even when their behaviors and/or skill deficits are significant. Content area instruction is best provided by certified regular education teachers who have consultation and/or direct assistance by special education service providers to help adapt materials. This assistance includes special equipment and assistive devices. The district has increased our knowledge of assistive devices and technology, allowing students to participate more effectively in the regular classrooom setting. Students in the district currently use streamers, communication boards, iPads, touch screens, print materials accessible in audio format, Solo products (draft builder, co-writer, etc.), magnifier/monocular, CCTVs, and large print keyboards.

Emotional Support Services: This program is designed to meet the social and emotional

needs of eligible students whose behavior interfers with school performance. The district currently provides itinerant emotional support at all levels by certified special education teachers. For the 2013-2014 school year, the district plans to expand our continuum of services with an elementary emotional support classroom.

Learning Support Services: This program is designed to support students with special needs in the the least restrictive environment with instructional modifications and/or adaptations which are provided to enable our students to experience success. Learning support services are provided at all grade levels by certified/highly qualified special education teachers.

Life Skills Support: This program is designed to meet the needs of the mentally and/or physically challenged student by improving functional living skills, social-emotional skills and vocational skills. Students are provided instruction both in the classroom and throughout the community. The district currently has three elementary life skills classroom. Two of these classrooms participate as approved sites of the PaTTAN Verbal Behavior Initiative. Monthly support from PaTTAN is provided, and each classroom is also provided with an internal coach that assisted the staff with implementing the VB curriculum. The district plans to submit applications to continue to participate as approved sites of the PaTTAN Verbal Behavior Initiative for the 2013-2014 school year. The district also has middle school and high school life skills classrooms that use the VB curriculum when deemed appropriate.

Occupational Therapy: This program is designed to assist students in perceptual-fine motor activities, upper extremity strength self-care activities such eating and dressing, sensory impairment, and coordination and quality of movement. The Huntingdon Area School District has one full-time licensed occupational therapist that conducts evaluations and provides services. Services are provided when motor functioning effects a students access to the educatonal environment. When appropriate, students receive occupational therapy services on a regular basis throughout the school year.

Physical Therapy: The program is designed to assist a student in maintaining mobility, flexibility, and maximum learning potential. The Huntingdon Area School District has a part-time licensed physical therapist that conducts evaluations based on a physician's authorization and provides services as determined necessary. Physical therapy services include estimates of balance, corrdination, reflex develoment, ambulation and gross motor skills. Services are provided when motor functioning effects a students access to the education environment. When deemed appropriate, students receive physical therapy services on a regular basis throughout the school year as determined by the IEP team.

Speech and Language: This service is designed to identify and support, through therapy, school-age and preschool students with speech and/or language problems such as articulation, fluency and/or voice impairments. Direct or consultative services are provided to assist a student better access their educational or home environment. Support is often provided to the classroom teacher and/or parent to assist in the maintenance of skills developed through speech and language therapy. The Huntingdon Area School District has two full-time licensed and certified speech thearpists.

Hearing Support: This program serves students with moderate to severe hearing losses who require continuing special instruction in language and communication. Through our local

intermediate unit, certified teachers of the hearing impaired provide instruction with additional emphasis on speech, and auditory skills for preschool, elementary, and secondary students.

Psychological Services: These services provide psycho-educational assessments, counseling, and consultative services. Students are referred by the program supervisor or their principal (after CST process/parent request). The psychologist participates with the multidisciplinary teams to assess such factors as the students intellectual functioning, academic progress, learning style and affective development. Our school psychologist also consults with and provides suggestions to parents, school and agency personnel regarding behavior management, instructional techniques and emotional development. The Huntingdon Area School district currently employs one full-time psychologist but will be hiring an additional psychologist for the 2013-2014 school year.

ESL Services: The PA Department of Education requires that families of all public school children respond to a Home Language Survey. If a language other than English is spoken in the home (English can be spoken in the home as well), the ESL teacher will evaluate the child's level of English proficiency in the domains of reading, writing, speaking, listening, and comprehension. The Huntingdon Area School District has two certified ESL teachers. The ESL teacher supports students in the regular classroom settings. The ESL teacher provides ideas and other support to regular teachers as they support the English Language Learners (ELLs) in their classrooms.

Vision Support: Services for the visually impaired provide direct instructional services to partially sighted and blind students in such areas as reading, writing, vision stimulation activities, listening skills, techniques for daily living, and orientation and mobility training. Other services include supplying books in Braille and providing consultations to parents and teachers. The itinerant vision support teacher also acts as a liaison between ophthalmologists, optometrists, and local school staff. Vision support services are provided through the intermediate unit.

Board Certified Behavioral Analyst: The Huntingdon School District currently contracts with a Board Certified Behavioral Analyst to be a VB curriculum coach, provide support to the district's special education staff regarding student's behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs).

Special Education Consultation: The special education consultants at our intermediate unit assists us in IEP meetings, with trainings, assistive technology, and data collection.

Intermediate Unit: The Tuscarora Intermediate Unit is used extensively as a collaborative partner in assisting our district in the planning and implementation of projects related to reading initiatives, technology, data collection, paraeducator training, parent trainings, and assistance with addressing behavioral needs.

The district will continue to offer information and resources throughout the school year to parents about the special education process. Parent trainings will continue to be available throughout the school year to address such topics as transition, autism, postive behavior supports, and reading strategies. Through these trainings, the district hopes to further develop the important relationships between families and our school.

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.

School District Policy:

No. 113.3 Adopted January 15, 2007

1. Purpose: Effective behavior support begins with the knowledge that behaviors are skills that need to be taught. Therefore, positive rather than negative measures shall form the basis of behavior support programs. Behavior support programs include a variety of techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment. The types of interventions chosen for a particular student shall be the least intrusive necessary.

2. Definitions:

Title 22

Sec. 14.133

The following terms are used in the behavior support guidelines.

Aversive techniques

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

Behavior support

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

Positive techniques

- methods which utilize positive reinforcement to shape a student's behavior.

Restraints -

devices and/or techniques (physical, mechanical or chemical) designed to control acute or chronic aggressive behaviors or to control involuntary movements caused by intrinsic/organic conditions.

3. Authority

Title 22

Sec. 14.133

The Board, through the Superintendent, has the primary responsibility for ensuring that behavior management programs are in compliance with provisions of IDEA and state regulations pertaining to behavior support, including the training of personnel in the use of specific procedures, methods and techniques and the monitoring of the program to ensure parental consent to the use of said techniques, particularly those involving appropriate restraints of any kind.

4. Guidelines For Behavior Support Programs

1. Short-Term Interventions

Addressing problem behavior effectively requires that school-based teams provide short-term interventions consisting of prevention (antecedent) strategies, instruction in a

replacement behavior (skill) that achieves the same function as the behavior of concern, and consequence strategies for both the behavior of concern and the replacement behavior. Teams must also identify measurable goals and objectives for decreasing the behavior of concern and increasing the replacement behavior.

a.   Prevention (antecedent) Strategies - Using the information from the informal behavioral assessment, teams identify strategies to reduce the likelihood of the occurrence of the behavior of concern.

b.   Replacement Behavior - Using the information from the informal behavioral assessment, the team will identify a specific behavioral skill that they will explicitly teach the student. This replacement behavior must achieve the same function for the student as the behavior of concern. The replacement behavior must be as efficient and effective or even more efficient and effective for the student in achieving the results that the behavior of concern had achieved. If not, the student will revert to the behavior of concern because that behavior achieved better results for him/her. The team must thoroughly outline the plan for instruction in this new skill, including prompting and the plan to fade those prompts, and the plan for systematically adjusting the behavioral skill requirements over time (based on ongoing data collections and analysis).

c.   Consequences (reinforcement) for the Replacement Behavior - Using the information from the informal behavioral assessment, the team will identify procedures to use following performance of the replacement behavior that will encourage the student to perform the replacement behavior repeatedly. The strongest reinforcer for the replacement behavior is the same result (function) that, in the past, the student had achieved through the use of the problem behavior.

d.   Consequences (procedures to follow) for the Behavior of Concern - Using the information from the behavioral assessment, the team will identify procedures to use when the student performs the behavior of concern. The procedures chosen must ensure that the behavior of concern will no longer be efficient and effective in achieving the function.

2. Long-Term Interventions
Addressing problem behavior effectively requires that school-based teams provide long-term interventions consisting of remediation of the skill deficit related to the behavior of concern. Teams must also identify measurable goals and objectives for skill growth in the area of deficit.

1.   Restraints

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the IEP team to review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in the IEP for

the convenience of staff, as a substitute for an educational program, or employed as punishment.

Mechanical restraints, which are used to control the involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning.

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

1) Corporal punishment.

2) Punishment for a clear manifestation of a student's disability as determined by an MDT.

3) Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.

4) Noxious substances.

5) Deprivation of basic human rights, such as withholding meals, water or fresh air.

6) Suspensions constituting a pattern under 22 PA

Code 14.143 (relating to disciplinary placement).

7) Treatment of a demeaning nature.

8) Electric shock.

Summarized: The use of restraints is used only in a protective manner when a student is in danger of hurting self or others. The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. The Tusacarora Intermediate Unit staff provide the training to district staff. It should be noted that staff are given the opportunity to select which training they attend, either CPI or Safety Care.
School wide positive behavior supports (PBS) are currently implemented or will be implemented as follows: Southside Elementary School implemented School Wide PBS during the 2011-2012 school year. Standing Stone Elementary School is training to implement the program during the 2012-2013 school year and will implement the School Wide PBS during the 2013-2014 school year. The middle school and high school are considering implementing School Wide PBS within the next three years.

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.

Currently, Huntingdon Area School District is not experiencing difficult ensuring FAPE to any specific disability category. Programs throughout the surrounding school districts have been identified to help support students with severe emotional/behavioral needs, highly aggressive students, and students who have multiple disabilites, which are not able to be appropriateluy address within the regular school setting.

We do have a process in place that addresses hard to place students. First, the IEP team meet to identify the needs of the student and determine that all district's program options have been considered. The district will the request a Child and Adolescent Student Service Program (CASSP) meeting. At this meeting, many agencies come together to help facilitate an appropriate placement and ensure that the needs of the student are being addressed. Once a placement is found, the district schedules a tour of the placement, as desired by the parent, and then holds an IEP team meeting to finalize the plans and secures the placement. The CASSP process has been successful in locating facilities and programs for students that have been difficult to provide FAPE. Ongoing CASSP meetings are held on a regular basis to discuss transitional services in hopes that each student placed with be able to return to the home school.

During the 2013-2014 school year, the district plans to open an elementary emotional support classroom. This classroom will meet the social and emotional needs of students whose behaviors significantly interfer with school performance.

During the 2013-2014 school year, the district will also contract with a Board Certified Behavioral Analyst to ensure students social and emotional needs are being addressed and assist with increasing students' appropriate behaviors.

During the 2013-2014 school year, an additonal psychologist will be hired to assist with psycho-educational assessment, counseling, and to consult with and provide suggestions to parents, staff, and agency personnel regarding behavior management, instructional techniques, and emotional development.

Strengths and Highlights

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

The Huntingdon Area School District Special Education Department provides programs and service in accordance with the Individuals with Disabilities Education Act (IDEA 2004) and PA Chapter 14, Special Education Programs for student with disabilities. A student with a disability means a student who as the result of a multidisciplinary evaluation is determined to meet the criteria in one or more of the following categories: intellectual disability, hearing impairment including deafness, speech or language impairment, specific learning disability, deaf-blindness, visual impairment including blindness, serious emotional disturbance, orthopedic impairment, autism, traumatic brain injury, other health imparment, or multiple disabilities and who is determined to need special education and related services. Examples of related services are speech and language therapy, occupational therapy, physical therapy, nusing services, audiologist services, counseling, and family training.

Our district prides ourselves in making all students and their families feel welcome by respecting all learning abilities. We provide individualized education programs with appropriate supplemental aides and services which enables students to be educated in the least restrictive environment with their non-disabled peers in the regular education classrooms to the maximum extent appropriate.

Co-teaching is utilized throughout the district to make the regular curriculum available to all students and enable them to achieve to their full academic potential. Ongoing training/support for co-teaching is available through the Tuscarora Intermediate Unit 11. The district has two elementary Verbal Behavior Classrooms and has participated as approved sites of the PaTTAN Verbal Behavior Initiative for two consecutive school years. The district will submit applications to continue participating in this initiative for the 2013-2014 school year.

The Huntingdon School District currently contracts with a Board Certified Behavioral Analyst to be a VB curriculum coach, provide support to the district's special education staff regarding student's behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs). The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. The Tusacarora Intermediate Unit staff provide the training to district staff. It should be noted that staff are given the opportunity to select which training they attend, either CPI or Safety Care.

The use of the Child Study Team has proven to be effective in meeting the Federal Regulation in regards to Chapter 14 as well as a component of Response to Intervention. The CST is group of professionals who provide consultative, evaluative, and prescriptive services to parents and students. The CST encompasses parent(s), a regular education teacher, special education teacher, school psychologist, bulding administrator, guidance counselor, and the Director of Pupil Services. The district's therapist(s): occupational, speech/language, and/or physical therapist, as well as consultants may also participate as deemed necessary. Any agency representatives that are involved with the child are also invited to be a member of the CST process. These individuals provide a variety of services to the staff, parents, and students. Services include child find (Chapter 14.121), intervention, consultation, identification, assessment (Chapter 14.123), program planning

(Chapter 14.131), educational placement (Chapter 14.155), program development and in-service education.

One of our greatest strenghts lies in the positive relationships that we experience with our community agencies and mental health service providers. Our collaboration is essential in ensuring a free appropriate public education for many of our students with disabilites. We are knowledgeable about the offerings of all of our local agencies and work hard to foster these relationships, so that together as a community we can offer additional services and supports for our students.

The district has an excellent working relationship with the local pre-K programs in the community to ensure that the transition to kindergarten is an easy one. Each year (January/February), the district representatives meet with early intervention staff and parents to plan for the transition of each child coming to kindergarten the following year. After the student is registered for kindergarten, the IEP team meets to develop an appropriate school-aged IEP for the student to ensure a seamless transition into kindergarten. The district also arranges transition meetings within the district for each grade level transitioning to a new building. Students are able to visit their new buildings, given a tour, and given the opportunity to ask questions about their upcoming school year. The students are given the opportunity to visit the building multiple times if necessary in order to relieve anxiety about the transition. When feasible, special education casemanagers meet with next year's casemanagers to exchange information regarding each individual student.

Our district also includes a full continuum of placment options for students. Our district provides itinerant learning, autistic, and emotional support, supplemental learning support, life skills support, and plans to implement an emotional support classroom in the fall of 2013.

Our district also has worked to establish a strong community-based education and work experience for all of our students. Students regularly volunteer at community businesses. District students also have the opportunity to participate in the Juniata College Compass program. Compass includes four work experiences including the campus post office, Sodexo foods, the athletic department, and print shop. Other community-based instruction occurs in stores, restaurants, and during participation in leisure activities which are provided by the district. Transition age students with disabilities that, upon graduation, are preparing to be employed through agencies such as SKILLS of Central Pennsylvania and other adult training facilities, may be granted a period of time during their senior year to work at the facility so that a seamless transition can be made. District's transition age students are given the opportunity to participate in the Pennsylvania Highlands Community College PAS program. The program focuses on teaching the skills students need to succeed in college as well as guiding students to the best practices in studying and learning, including critical thinking and active learning. The purpose of this course is to assist students in making good personal choices that affect their success in college. This course will direct attention to the needs and issues of a student with a disability.

Each student age fourteen and over has an individual transition folder that follows him/her from grade to grade providing him/her with a framework for class scheduling, career

exploration, and planning for postsecondary options. The student and the case manager will update this transition portfolio at least annually.

The school district has a transition coordinator who attends Transition Coordinating Council (TCC) meetings to receive updated information/resources related to transition services. The transition coordinator coordinates transition activities that include: Career and Transition Fair at Hiram G. Andrews Center, Mentoring Day, and district transition fair. The transition coordinator provides teachers with a Huntingdon Area High School Bearcats Assessment/Transition Guide. Information/resources from the Transition Coordinating Council (TCC) meetings are disseminated to district teachers, students, and staff as applicable. The transition coordinator is the primary contact with agencies such as OVR. The district also has an Ameri-Corp worker who works directly with the students completing transition activities and/or services, surveys and/or assessments, post-secondary education research, graduation requirements, pursuing employment opportunities, and preparing students to be more marketable (e.g., improving their interviewing skills, teaching them how to complete job applications, assisting them with the preparation of a resume, and also helping them to increase their self determination skills and self advocacy skills). The Ameri-Corp member is key in communicating with parents, students, and agencies in transition activities.

Our staff consists of twenty-four certified and highly qualified special education teachers, two full-time speech therapists, one full-time occupational therapist, and one part-time physical therapist. In addition to the Director, the district one full-time administrative assistant to assist in data management, compliance reporting, and Access. Our district also has 35 highly qualified paraeducators. Our district offers free of cost to all paraeducators, the opportunity to earn the required twenty hours of professional development as per Chapter 14.

Our special education department has strong co-teaching partnership throughout our district at each level to ensure that our student are educated in the least restrictive environment. According to the Special Education Data Report, approximately 82% of our students receive their eduction fully included within the regular classroom environment. This is compared to the state average of 61% and the State Performance Plan Target of 65%.

Our district plans to continue to offer a minimum of 5 parent trainings each year. The trainings will be based on parent need as determined through the parent survey posted on the website and also administered per hard copy. Training topics could include transition, behavior support, postsecondary options for students with learning disabilities, autism, how to access community support services, and Chapter 14 including the IEP process.

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

- 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
Western PA School for the Blind Children	Approved Private Schools	Education for blind children	2
NHS School: Altoona	Special Education Centers	Autistic Support/Emotional Support	6
NHS School: State College	Special Education Centers	Autistic Support/Emotional Support	2
Manito	Other	Intensive therapeutic alternative education	4
Centre County Detention Center	Other	detention center/adjudication	1
Mid-Atlantic Youth Services PA Child Care Campus	Other	Full Time Residential (FTR)	1

Special Education Program Profile

Program Position #1

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	7	0.25
Southside	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 8	2	0.75

Program Position #2

       Operator: School District

       PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary	A building in which	Itinerant	Learning Support	9 to 11	6	0.5

	School Building	General Education programs are operated						
Southside	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	2	0.5

Program Position #3

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	4	1
Justification: When providing support, the teacher will group students within the required age range or provide individual support.							

Program Position #4

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	42	0.65
Justification: When providing support, the teacher will group students within the required age range or provide individual support services.							
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 15	11	0.17
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	11	0.18
Justification: When providing services, the teacher will group students within the required age range or provide individual support services.							

Program Position #5

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary	A building in which	Itinerant	Learning Support	6 to 9	11	0.25

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
	School Building	General Education programs are operated					
Standing Stone	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 9	4	0.75

Program Position #6
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	15	0.5
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	2	0.5

Program Position #7
Operator: School District
PROGRAM SEGMENTS

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

Program Position #8
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	5	1

Program Position #9
Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 11	8	0.67
Justification: When providing services, the teacher will group the students within the required age range or provide individual support services.							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	9	0.33
Justification: When providing services, the teacher will group the students within the required age range or provide individual support services.							

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	8 to 10	4	1

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	59	0.9
Justification: When providing services, the teacher will group the students within the required age range or provide individual support services.							
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 20	6	0.1
Justification: When providing services, the teacher will group the students within the required age range or provide individual support services.							

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	9	1

Program Position #13
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	8	0.25
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	3	0.75

Program Position #14
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 15	16	0.5
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 15	3	0.5

Program Position #15
      Operator: School District
      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	11	0.5
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	6	0.5

Program Position #16

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 15	18	1

Program Position #17

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 20	10	1
Justification: A justification is written into the IEP for any student that is older or younger than the required age range in the classroom.							

Program Position #18

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 19	18	1
Justification: The teacher will provide small group support within the required age range or individually.							

Program Position #19

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	13	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	3	0.5

Program Position #20

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	8	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	5	0.5

Program Position #21
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	12	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.5

Program Position #22
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	8	0.5
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	3	0.5

Program Position #23
Operator: School District
PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are	Itinerant	Learning Support	17 to 19	14	0.5

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
		operated					
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 19	1	0.5

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	1	0.25
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	11	0.75

Program Position #25

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	7 to 10	3	0.05
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 11	1	0.02

Program Position #26 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 26, 2013

Average square feet in regular classrooms: 957 sq. ft.

Square footage of this classroom: 529 sq. ft. (23 feet long x 23 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	6 to 11	6	0.5

Justification: Age waiver will be signed for student(s) that exceed the required age range in the classroom.							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 11	10	0.5
Justification: Age waiver will be signed for student(s) that exceed the required age range in the classroom.							

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	3	0.25
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	8	0.75

Program Position #28

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 19	2	0.25
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	1	0.25

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	District Wide	1
Psychologist	District Wide	2
Occupational Therapist	District wide support	1
Paraeducator	Southside Elementary	5
LPN/Paraeducator	Southside Elementary	1
Paraeducator	Huntingdon Area High School	0.71

Paraeducator	Standing Stone Elementary	12
LPN/Paraeducator	Standing Stone Elementary	1
LPN/Paraeducator	Standing Stone Elementary	0.71
Paraeducator	Huntingdon Area High School	6
Paraeducator	Huntingdon Area Middle School	7
LPN/Paraeducator	Huntingdon Area Middle School	1
Physical Therapy	District Wide Support	0.2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Board Certified Behavioral Analyst	Outside Contractor	2 Days
Hearing Therapy	Intermediate Unit	1 Hours
Vision Support Services	Intermediate Unit	4 Hours

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
The main focus of the school district will be based on the systemic challenges that were identified during our comprehensive planning review. Of the 9 areas identified, the focuw will be on a standards aligned curriculum for all schools and all students, a consistent implementation of effective research based instructional practices, community promotion and enhancement of a shared vision, positive school climate and student participation, and finally professional development that focused, comprehenisve and meets the needs of every individual in the school system (teachers, para educators, custodians, maintenance, cafeteria, secretaries, technicians, substititues)

District Accomplishments

Accomplishment #1:
Technology: The district has a strong and reliable wired/wireless network infrastructure.

Accomplishment #2:
PA AYP/NCLB report card indicates:

Graduation and participation rates exceed NCLB Standards

Accomplishment #3:
PA AYP/NCLB report card indicates:

Subgroups improvments:

Economically disadvantaged students in grade 4 reading (79%), grade 7 math (78%), grade 8 math (80%) 8 reading (71%) improved from 2010-11 to 2011-12.

IEP students in grade 8 math (63%)

Science grade 4 (85%) had the highest science score

Accomplishment #4:

PA AYP/NCLB report card indicates:

an overall improvement from the 2 year assessement report (2010-11 to 2011-12) in the following areas:

Grade 4 math, reading & science

Grade 6 math and reading

Grade 8 math, reading & science

Grade 11 math, reading & science

Accomplishment #5:

PVAAS: In Math and Reading, looking at the District as a whole, the 2012 growth is consistently better than the 3-year average. This indicates overall improvement and if this continues the average will increase as well. Projections indicate that a majority of students should acheive at least proficient on their next state assessment. Scatterplots indicate that Fourth Grade is excelling across the District in both Reading and Math. Seventh Grade is either excelling or improving in both Reading and Math. Writing shows consistent growth at the fifth grade level.

District Concerns

Concern #1:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be accessible by parents, staff, and students on or off our network.   Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Concern #2:

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Concern #3:

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Concern #4:

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

Prioritized Systemic Challenges

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

> **Aligned Concerns:**
>
> Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:
>
> overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.
>
> Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.
>
> Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.
>
> Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

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

Aligned Concerns:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be accessible by parents, staff, and students on or off our network.   Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

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

Aligned Concerns:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be accessible by parents, staff, and students on or off our network.   Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

Systemic Challenge #4 *(System #10)* Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be accessible by parents, staff, and students on or off our network. Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

Systemic Challenge #5 *(System #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:

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

Systemic Challenge #6 *(System #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:

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.
- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.
- Black/African American non-Hispanic in reading and writing

Systemic Challenge #7 *(System #7)* Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

   Aligned Concerns:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be

accessible by parents, staff, and students on or off our network. Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.

- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.

- Black/African American non-Hispanic in reading and writing

Systemic Challenge #8 *(System #6)* Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Aligned Concerns:

Technology - The lack of instructional technology resources in our elementary schools and inabilty to sustain the high school infusion of technology since the end of the classroom for the future grant.

A more effecient and integrated web based student information system would make data more accessible to improve our communication with families as well improved interal operations. Trying to create a anytime-anywhere model the system needs to be accessible by parents, staff, and students on or off our network.   Currently, not having a system to accomplish these objectives limits parental and student involvment in their education.

To improve out ability to assess student growth and progress monitor, web based programs are available however we need to have the ability for a large number of students to access the programs simultaneously.

Providing the time and funding for professional development to staff to ensure their knowledge, understanding and best use of instructional technology resources.

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.
- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.
- Black/African American non-Hispanic in reading and writing

Systemic Challenge #9 *(System #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:

Utilizing the PA AYP/NCLB report card data walk through, a disparity was indicated between the following tested areas:

overall math scores (NEED OVERALL MATH SCORES) and subgrous: IEP students (44%) scored proficient or better. From the economically disadvantaged subgroup, 66% scored profecient or better in math.

Science scores reflected that in 11th grade science, only 30% of economically disadvanted students scored proficient or better.

Overall reading scores (NEED OVERALL READING SCORES) and subgrous: only 37% of IEP students and 59% of economically disadvantaged students scored proficient or better.

Reviewing the NAEP scores from 2009, in grade 4 only 37% scored proficient or above and of the tested students in grade 8 only 40% scored proficient or above.

The two year assessment report indicates that in grades 3 and 7, the math and reading scores did not improve between 2010-11 and 2011-12.

Utilizing the PVAAS data walkthrough guide, evidence shows that In no content area is there consistent growth across all grades, addtionally science and writing show the most concern. Eleventh (11th) grade is a consistent concern in all content areas. The transition from 5th to 6th in Math and Reading shows evidence of concern as well.

Scatterplots indicate that Fifth Grade is underperforming across the district in Reading and Math. Sixth Grade is either slipping or underperforming in both Reading and Math. Eighth Grade is slipping or close to slipping in both Reading and Math. Eleventh Grade is underperforming in both Reading and Math. Writing shows negative growth at the 8th and 11th grade levels. Science shows negative growth at the 8th grade level.

Utilizing the Emetric data walkthrough, the data reflects the following grades and tested areas that did not meet state averages:

Grades 11:

in Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

In the Math reporting category and assessment anchors in Measurement, Geomety, & Algebraic Concepts Emetric data in the performance level distribution by subject and grade reflects in Grade 11 a disparity from grade to grade in our district, with respect to math performance (15% difference from the state) and science performance (20% difference from the state).

Grades 8:

In Writing reporting categories and assessment anchors in Composition – Informational Prompt & Persuasive Prompt.

Grade 7:

In the Math reporting category and assessment anchors in Algebraic Concepts.

Grade 6:

 in the Math reporting categories and assessment anchors in Measurement, Geometry, & Nmbers and Operation.

- Grade 6 & 7 are not meeting the state average in the Reading categories and assessments anchors in Comprehension and Reading Skills of Non-fiction, Fictional and Non-ficitonal Text, & Interpretation and Analysis of Fictional and Non-fictional Text.

Grades 5:

In Writing reporting category and assessment anchors in Composition – Informational Prompt

in Math measurement & Geometry

Grades 3 and 5:

In Math, Numbers and Operations reporting category.

Grades 3, 4, & 5:

In Math in Algebraic Concepts

Grade 4:

In Science, the Physical Sciences & Earth and Space Sciences reporting categories.

Disparity from subjects and groups there were concerns in the following areas from grades 3 through 11:

- Economically Disadvantaged in reading.
- Asian or Pacific Islander, Multi-Racial/Ethnic, IEP-Special Education in math, reading, science, and writing.
- Black/African American non-Hispanic in reading and writing

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 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: Formative

Data Source: Administration will lead the review, revision, and implementation of curriculum as it connects to Pa common core standards.

Specific Targets: A year by year plan will outline the curriculum cycle process.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

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

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

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

Action Steps:

Align Curriculum K - 12 to PA common core standards

Description:

Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum.

The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Start Date: 10/1/2012   **End Date:** 7/1/2016

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

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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Formative

Data Source: Class room observations

Specific Targets: Using the Danielson model of effective teaching, pre/post interviews and teacher reflection of lessons will provide feedback to the teacher to ensure effective instructional strategies are being utilized.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, 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

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

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

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

Provide embedded and focused training opportunities for teachers.

Description:

Professional development planning for the next three years, trainings will
be provided to assist teachers in the most effective, research based
instructional strategies to include DOK and Danielson's teacher
effectiveness model. Topics to supplement improved student learning will
include: ongoing curriculum alignment, implementation of technology to
assist in instruction effectiveness, project based assessments, student
learning objectives, and a district created differentiated supervision plan.

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

Action Steps:

Highly effective instructional strategies

Description:

Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher effectiveness.

Start Date: 8/1/2013   **End Date:** 6/2/2015

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

Supported Strategies:

- Provide embedded and focused training opportunities for teachers.

Implementation of 21st century skills into the classroom

Description:

As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Start Date: 6/10/2013   **End Date:** 6/30/2016

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

Supported Strategies:

- Provide embedded and focused training opportunities for teachers.

Align Curriculum K - 12 to PA common core standards

Description:

Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum.

The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Start Date: 10/1/2012   **End Date:** 7/1/2016

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Increased Quality Instructional Time

Reading NCLB #1

Description:

Reading-using scientific research-based instructiona programs: Reading Mastery and Corrective Reading.

Evidence of Results: Students will increase their skills in decoding, fluency, and comprehension resulting in increased proficency on the PSSA reading.

2013-2014: 10% increase in PSSA reading scores

2014-2015: 10% increase in PSSA reading scores

2015-2016: 10% increase in PSSA reading scores

All special education teachers who teach reading have been training in Reading Mastery and/or Corrective Reading and will receive refreshers in the fall of 2013, 2014, and 2015. Any new staff who will teach reading will be trained. Consultants will provide on-site consultation within classrooms.

Start Date: 9/30/2013   **End Date:** 9/30/2015

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Increased Quality Instructional Time
- Provide embedded and focused training opportunities for teachers.

Goal #3: Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.

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 professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Summative

Data Source: PSSA Data, Emetric, PVAAS, SAT/PSAT, AP/Dual enrollment courses

Specific Targets: We will track student scores and measure growth year to year.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, 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

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

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

Increased Quality Instructional Time

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

SAS Alignment: Instruction, Safe and Supportive Schools

Dual Enrollment Opportunities

Description: Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

SAS Alignment: Safe and Supportive Schools

Action Steps:

Align Curriculum K - 12 to PA common core standards

Description:

Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Start Date: 10/1/2012   **End Date:** 7/1/2016

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Dual Enrollment Opportunities

Highly effective instructional strategies

Description:

Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher effectiveness.

Start Date: 8/1/2013 **End Date:** 6/2/2015

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

Supported Strategies:

- Dual Enrollment Opportunities
- Differentiating Instruction

Implementation of 21st century skills into the classroom

Description:

As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Start Date: 6/10/2013 **End Date:** 6/30/2016

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

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

Goal #4: Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

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 professional development is focused, comprehensive and implemented with fidelity.
- 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: Summative

Data Source: PSSA, Keystones, SAT, PSAT, ACT, Diebels, CDT, 4 Sight, Surveys (student, parent, community at large)

Specific Targets: School and district level climate surveys will provide data to review current practices related to school safety, climate and culture. Results on the various assessments will provide schools the data necessary to measure our annual growth and progress of students at the student level as well as grade and building level.

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

Positive Behavior Support

Description: "Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities." (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Action Steps:

Behavior Support

Description:

De-escalation techniques (on-going CPI or Safety Care Training) The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. The Tusacarora Intermediate Unit staff provides the training to district staff. It should be noted that staff are given the opportunity to select which training they attend, either CPI or Safety Care. Fall 2013, 2014, 2015

Evidence of Results: Decrease in aggressive behavior

2013-2014: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly.

2014-2015: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly.

2015-2016: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly.

School wide positive behavior supports (PBS) are currently implemented or will be implemented as follows: Southside Elementary School implemented School Wide PBS during the 2011-2012 school year. Standing Stone Elementary School is training to implement the program during the 2012-2013 school year and will implement the School Wide PBS during the 2013-2014 school year. The middle school and high school are considering implementing School Wide PBS within the next three years.

Positive Behavioral Supports: Spring 2014, Spring 2015, Spring 2016

The district will provide an annual training for parents, paraprofessionals, instructional staff, administration. This training will be provided by IU staff, PaTTAN Staff, and/or District Administration

FBA/PBSP: Fall 2013, 2014, 2015 The district will provide an annual training for instructional staff, paraprofessionals. This training will be provided by IU staff, Board Certified Behavioral Analyst and/or PaTTAN Staff

Evidence of Results: Decrease in behaviors that impede students learning through the implementation of effective PBSPs.

School-based Behavioral Health: (SAP) Fall 2014, 2015, 2016 The IU staff will provide training to new staff, instructional and administrative staff, and paraprofessionals.

Start Date: 9/30/2013   **End Date:** 5/31/2016

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

Supported Strategies:

- Positive Behavior Support

Align Curriculum K - 12 to PA common core standards

Description:

Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Start Date: 10/1/2012 **End Date:** 7/1/2016

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

Supported Strategies:

- Positive Behavior Support

Goal #5: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

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 each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

Indicators of Effectiveness:

Type: Formative

Data Source: Clinical observation phase of educator effectiveness/post conference dialogue, individual growth plan (differentiated supervision)

Specific Targets: Post conference dialogue with building level principals related to Domain 4, student growth (PVAAS), project based assessments

Type: Summative

Data Source: Surveys, input from teachers on their own professional growth as it relates to the goals of the district.

Specific Targets: student growth (PVAAS), project based assessments

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

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

Technology Infrastructure Enhancement/Technology Access and Training Increase

Description: The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf)

SAS Alignment: Instruction, Materials & Resources

Provide embedded and focused training opportunities for teachers.

Description:

Professional development planning for the next three years, trainings will be provided to assist teachers in the most effective, research based instructional strategies to include DOK and Danielson's teacher effectiveness model. Topics to supplement improved student learning will include: ongoing curriculum alignment, implementation of technology to assist in instruction effectiveness, project based assessments, student learning objectives, and a district created differentiated supervision plan.

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

Action Steps:

Highly effective instructional strategies

Description:

Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher effectiveness.

Start Date: 8/1/2013   **End Date:** 6/2/2015

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

Supported Strategies:

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

Implementation of 21st century skills into the classroom

Description:

As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Start Date: 6/10/2013   **End Date:** 6/30/2016

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

Supported Strategies:

- Technology Infrastructure Enhancement/Technology Access and Training Increase

Align Curriculum K - 12 to PA common core standards

Description:

Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Start Date: 10/1/2012   **End Date:** 7/1/2016

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

Supported Strategies:

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

- Substantial Professional Development

Provide embedded and focused training opportunities for teachers.

Description:

Professional development planning for the next three years, trainings will be provided to assist teachers in the most effective, research based instructional strategies to include DOK and Danielson's teacher effectiveness model. Topics to supplement improved student learning will include: ongoing curriculum alignment, implementation of technology to assist in instruction effectiveness, project based assessments, student learning objectives, and a district created differentiated supervision plan.

Start Date: 7/1/2013   **End Date:** 6/30/2016

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

- Substantial Professional Development

- Technology Infrastructure Enhancement/Technology Access and Training Increase

- Provide embedded and focused training opportunities for teachers.

Appendix: Professional Development Action Step Details

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: Curriculum Mapping
	#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	
	#3 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.	
	#4 Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.	
	#5 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	

Start	End	Title	Description
10/1/2012	7/1/2016	Align Curriculum K - 12 to PA common core standards	Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing

review in all areas in a continual model.

Person Responsible	SH	S	EP	Provider	Type	App.
Patty Wargo	3.0	4	25	IU and current employees of the district	School Entity	No

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Knowledge

Our director of education will lead the curriculum review process with the support of administrativie and teacher leaders.

Supportive Research

Pa Core standards alignment

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 Series of Workshops		

| Participant Roles | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir

School counselors
New Staff | 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
Peer-to-peer lesson discussion | 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
Portfolio |

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. #2 Provide a rigorous curriculum for all	Strategy #1: Provide embedded and focused training opportunities for teachers.

students to reach their individual potential and be ready for college or career.

#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description
8/1/2013	6/2/2015	Highly effective instructional strategies	Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher effectiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Fred Foster	3.0	6	25	Intermediate Unit	IU	Yes

Knowledge	The understanding of questioning techniques to engages students at their individual levels.

Supportive Research	This training is based off of a best practices model.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

Training Format	Series of Workshops Professional Learning Communities		

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Paraprofessional
New Staff
Other educational specialists
Related Service Personnel | **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
Peer-to-peer lesson discussion | **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
Classroom student assessment data
Participant survey
Review of participant lesson plans |

LEA Goals Addressed: **#1 Establish a district system that fully**   **Strategy #1: Provide embedded and**

ensures the consistent implementation of effective instructional practices across all classrooms in each school.

#2 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.

#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

focused training opportunities for teachers.

Start	End	Title	Description
6/10/2013	6/30/2016	Implementation of 21st century skills into the classroom	As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Person Responsible	SH	S	EP	Provider	Type	App.
Kammy Laird	3.0	8	25	IU and current employees of the district	School Entity	No

Knowledge — Teachers will be trained on effective strategies and utilization in their core content areas to allow the maximum amout of student engagement.

Supportive Research — Instructional experts that have used and modeled best practices will be selectively choosen to train peers.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	**Grade Levels**	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,	**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

with administrator and/or peers
Lesson modeling with mentoring

Classroom student assessment data
Participant survey

LEA Goals Addressed:	**#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#3 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.** **#4 Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.** **#5 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Common Assessment within Grade/Subject** **Strategy #2: Increased Quality Instructional Time**

Start	End	Title	Description

10/1/2012	7/1/2016	Align Curriculum K - 12 to PA common core standards	Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Person Responsible	SH	S	EP	Provider	Type	App.
Patty Wargo	3.0	4	25	IU and current employees of the district	School Entity	No

Knowledge

Our director of education will lead the curriculum review process with the support of administrativie and teacher leaders.

Supportive Research

Pa Core standards alignment

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 Series of Workshops		

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex
Dir

School counselors
New Staff | **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
Peer-to-peer lesson discussion | **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
Portfolio |

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of**	**Strategy #1: Increased Quality Instructional Time**

	effective instructional practices across all classrooms in each school.	Strategy #2: Provide embedded and focused training opportunities for teachers.

Start	End	Title	Description
9/30/2013	9/30/2015	Reading NCLB #1	Reading-using scientific research-based instructiona programs: Reading Mastery and Corrective Reading. Evidence of Results: Students will increase their skills in decoding, fluency, and comprehension resulting in increased proficency on the PSSA reading. 2013-2014: 10% increase in PSSA reading scores 2014-2015: 10% increase in PSSA reading scores 2015-2016: 10% increase in PSSA reading scores All special education teachers who teach reading have been training in Reading Mastery and/or Corrective Reading and will receive refreshers in the fall of 2013, 2014, and 2015. Any new staff who will teach reading will be trained. Consultants will provide on-site consultation within classrooms.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Pupil Services	3.0	3	6	IU, reading specialists, peer teachers	IU	No

Knowledge   This is an optional narrative for Special Education.

Supportive Research   This is an optional narrative for Special Education.

Designed to Accomplish

For classroom teachers, school counselors and education   Enhances the educator's content knowledge in the area of the educator's

specialists: certification or assignment.

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.

Training Format Series of Workshops
Department Focused Presentation

Participant Roles	Classroom teachers Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Creating lessons to meet varied student learning styles	**Evaluation Methods**	Student PSSA data Classroom student assessment data

LEA Goals Addressed:	**#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **#2 Establish a district system that fully ensures the consistent implementation of**	**Strategy #1: Common Assessment within Grade/Subject** **Strategy #2: Dual Enrollment Opportunities**

effective instructional practices across all classrooms in each school.

#3 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.

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

#5 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description
10/1/2012	7/1/2016	Align Curriculum K - 12 to PA common core standards	Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Person Responsible	SH	S	EP	Provider	Type	App.
Patty Wargo	3.0	4	25	IU and current employees of the district	School Entity	No

Knowledge	Our director of education will lead the curriculum review process with the support of administrativie and teacher leaders.
Supportive	Pa Core standards alignment

Research

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
Series of Workshops

Participant Roles	Dir	**Grade Levels**	
Classroom teachers		Elementary - Primary (preK - grade 1)	
Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)	
Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)	
		High (grades 9-12)	
School counselors			
New Staff			

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 Peer-to-peer lesson discussion	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 Portfolio

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.** **#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Dual Enrollment Opportunities** **Strategy #2: Differentiating Instruction**

Start	End	Title	Description
8/1/2013	6/2/2015	Highly effective instructional strategies	Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher

effectiveness.

Person Responsible	SH	S	EP	Provider	Type	App.
Fred Foster	3.0	6	25	Intermediate Unit	IU	Yes

Knowledge   The understanding of questioning techniques to engages students at their individual levels.

Supportive Research   This training is based off of a best practices model.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format   Series of Workshops
Professional Learning Communities

Participant Roles		Grade Levels	
	Classroom teachers		Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex Dir		Middle (grades 6-8)
			High (grades 9-12)
	School counselors		

Paraprofessional
New Staff
Other educational
specialists
Related Service Personnel

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 Peer-to-peer lesson discussion	**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 Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.** **#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented**	**Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #2: Differentiating Instruction**

with fidelity.

Start	End	Title	Description
6/10/2013	6/30/2016	Implementation of 21st century skills into the classroom	As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Person Responsible	SH	S	EP	Provider	Type	App.
Kammy Laird	3.0	8	25	IU and current employees of the district	School Entity	No

Knowledge

Teachers will be trained on effective strategies and utilization in their core content areas to allow the maximum amout of student engagement.

Supportive Research

Instructional experts that have used and modeled best practices will be selectively choosen to train peers.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	**Grade Levels**	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 Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**#1 Establish a district system that fully ensures each member of the district**	**Strategy #1: Positive Behavior Support**

community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Start	End	Title	Description
9/30/2013	5/31/2016	Behavior Support	De-escalation techniques (on-going CPI or Safety Care Training) The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. The Tusacarora Intermediate Unit staff provides the training to district staff. It should be noted that staff are given the opportunity to select which training they attend, either CPI or Safety Care. Fall 2013, 2014, 2015 Evidence of Results: Decrease in aggressive behavior 2013-2014: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly. 2014-2015: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly. 2015-2016: District will monitor student's progress of mastery of IEP goals and adjust personnel development accordingly. School wide positive behavior supports (PBS) are currently implemented or will be implemented as follows: Southside Elementary School implemented School Wide PBS during the 2011-2012 school year. Standing Stone Elementary School is training to implement the program during the 2012-2013 school year and will implement the School Wide PBS during the 2013-2014 school year. The middle school and high school are considering implementing School Wide PBS within the next three years.

Positive Behavioral Supports: Spring 2014, Spring 2015, Spring 2016

The district will provide an annual training for parents, paraprofessionals, instructional staff, administration. This training will be provided by IU staff, PaTTAN Staff, and/or District Administration

FBA/PBSP: Fall 2013, 2014, 2015 The district will provide an annual training for instructional staff, paraprofessionals. This training will be provided by IU staff, Board Certified Behavioral Analyst and/or PaTTAN Staff

Evidence of Results: Decrease in behaviors that impede students learning through the implementation of effective PBSPs.

School-based Behavioral Health: (SAP) Fall 2014, 2015, 2016 The IU staff will provide training to new staff, instructional and administrative staff, and paraprofessionals.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Pupil Services, PD committee, Administration	3.0	2	16	IU staff, and district staff	IU	Yes

Knowledge   This is an optional narrative for Special Education.

Supportive Research   This is an optional narrative for Special Education.

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.

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation

Participant Roles	Classroom teachers Paraprofessional New Staff	**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	**Evaluation Methods**	Review of behavioral data

LEA Goals Addressed:	**#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **#2 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all**	**Strategy #1: Positive Behavior Support**

classrooms in each school.

#3 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.

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

#5 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description
10/1/2012	7/1/2016	Align Curriculum K - 12 to PA common core standards	Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Person Responsible	SH	S	EP	Provider	Type	App.
Patty Wargo	3.0	4	25	IU and current employees of the district	School Entity	No

Knowledge	Our director of education will lead the curriculum review process with the support of administrativie and teacher leaders.
Supportive Research	Pa Core standards alignment

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
Series of Workshops

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
New Staff

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 Peer-to-peer lesson discussion	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 Portfolio
LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.** **#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**		**Strategy #1: Substantial Professional Development** **Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase**

Start	End	Title	Description
8/1/2013	6/2/2015	Highly effective instructional strategies	Training will be provided throughout the 2013-14 school year on topics to include DOK (depth of knowledge) strategies and the Danielson model for teacher effectiveness.

Person Responsible	SH	S	EP	Provider	Type	App.

Fred Foster	3.0	6	25	Intermediate Unit		IU	Yes

Knowledge　　The understanding of questioning techniques to engages students at their individual levels.

Supportive Research　　This training is based off of a best practices model.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

Series of Workshops
Professional Learning Communities

Participant Roles

Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir

School counselors
Paraprofessional
New Staff
Other educational

Grade Levels

Elementary - Primary (preK - grade 1)
Elementary - Intermediate (grades 2-5)
Middle (grades 6-8)
High (grades 9-12)

specialists
Related Service Personnel

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 Peer-to-peer lesson discussion	**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 Classroom student assessment data Participant survey Review of participant lesson plans

LEA Goals Addressed:	**#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.** **#2 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.** **#3 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase**

Start	End	Title	Description

6/10/2013	6/30/2016	Implementation of 21st century skills into the classroom	As we continue to add instructional technologies and allow students to bring in their own technologies, we need to train staff on the most effective instructional strategies to engage students and maiximize their individual level of growth.

Person Responsible	SH	S	EP	Provider			Type	App.
Kammy Laird	3.0	8	25	IU and current employees of the district			School Entity	No

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Knowledge

Teachers will be trained on effective strategies and utilization in their core content areas to allow the maximum amout of student engagement.

Supportive Research

Instructional experts that have used and modeled best practices will be selectively choosen to train peers.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	**Grade Levels**	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 Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Participant survey

LEA Goals Addressed:	**#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **#2 Establish a district system that fully ensures the consistent implementation of**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Substantial Professional Development**

effective instructional practices across all classrooms in each school.

#3 Provide a rigorous curriculum for all students to reach their individual potential and be ready for college or career.

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

#5 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Start	End	Title	Description
10/1/2012	7/1/2016	Align Curriculum K - 12 to PA common core standards	Establish a curriculum cycle that meets the needs to align curriculum with Pa core standards. We started during the 2012-13 school year and will dedicate staff development time to review, revise, and realign curriculum. The concept of an cycle to review curriculum every 4 to 5 years has been replaced with ongoing review in all areas in a continual model.

Person Responsible	SH	S	EP	Provider	Type	App.
Patty Wargo	3.0	4	25	IU and current employees of the district	School Entity	No

Knowledge	Our director of education will lead the curriculum review process with the support of administrativie and teacher leaders.

Supportive	Pa Core standards alignment

Research

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
Series of Workshops

Participant Roles	Dir	**Grade Levels**	
Classroom teachers		Elementary - Primary (preK - grade 1)	
Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)	
Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)	
		High (grades 9-12)	
School counselors			
New Staff			

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 Peer-to-peer lesson discussion	**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 Portfolio

LEA Goals Addressed:	**#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.**	**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing** **Strategy #2: Substantial Professional Development** **Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase** **Strategy #4: Provide embedded and focused training opportunities for teachers.**

Start	**End**	**Title**	**Description**
7/1/2013	6/30/2016	Provide embedded and focused training opportunities for teachers.	Professional development planning for the next three years, trainings will be provided to assist teachers in the most effective, research based instructional strategies to include DOK and Danielson's teacher effectiveness model. Topics to

supplement improved student learning will include: ongoing curriculum alignment, implementation of technology to assist in instruction effectiveness, project based assessments, student learning objectives, and a district created differentiated supervision plan.

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Education	7	4	160	IU and current employees of the district	School Entity	No

Knowledge

Professional staff development will be embedded and related to the goals established through the comprehensive planning model and annual review of various data sources (School performance profile, PSSA/Keystone, PVAAS, emetric, Pa AYP, common assessments etc). The district will maximize all days available (staff development, professional development, Act 80, PLC's and faculty meetings) to stay focused on our goals and objectives, yet remain flexible to fully prepare staff in all aspects of the educational system(academics, safety, social, environmental).

Supportive Research

SAS portal, research based strategies

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

      Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

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

roles: academic standards.

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

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

           Instructs the leader in managing resources for effective results.

| **Training Format** | LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences | | |

| **Participant Roles** | Classroom teachers
Principals / Asst. Principals
Supt / Ast Supts / CEO / Ex Dir
School counselors
Paraprofessional
Classified Personnel
New Staff
Other educational specialists
Related Service Personnel
Parents | **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 | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, |

implementation outcomes, with involvement of administrator and/or peers

       Analysis of student work, with administrator and/or peers

       Creating lessons to meet varied student learning styles

       Peer-to-peer lesson discussion

       Lesson modeling with mentoring

       Joint planning period activities

       Journaling and reflecting

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

       Student PSSA data

       Standardized student assessment data other than the PSSA

       Classroom student assessment data

       Participant survey

       Review of participant lesson plans

       Review of written reports summarizing instructional activity

       Portfolio

District Level Affirmations

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

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

Affirmed by Richard Scialabba on 11/24/2013

Board President

Affirmed by Fred Foster on 11/24/2013

Chief School Administrator

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 Richard Scialabba on 5/24/2013

Board President

Affirmed by Fred Foster on 5/24/2013

Chief School Administrator