Huntingdon Area SD

District Level Plan

07/01/2017 - 06/30/2020

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

The Huntingdon Area School District views comprehensive planning as a continuum. During the 2013 review, with new leadership at the district level we focused with the community and stakeholders on our mission, vision and values. We have identified this as historical data in this section. The process for the 2016 comprehensive plan was focused on school level data and connecting the data to our existing mission, vision and values as well as future planning with innovative thought processes.

Our District Level planning process ensures that appropriate systemic change will not only be identified, but also implemented. Key staff members and representatives from the following stakeholder groups participated to ensure that multiple perspectives are considered and that staff and stakeholders support the plan.

·   District and School Level Administrators

·   Program and Support Personnel (e.g., Curriculum, Special Education, Student Services, Instructional Technology)

·   Coaches and Mentors

·   Elementary, Middle and High School Teachers

We will address our process for the 2016 comprehensive plan that will be implemented from 2017-2020.

Administrators attended training at TIU 11 on July 1, 2015 for an overview of the comprehensive planning process. Discussion pursued related to district and school level planning, establishment of teams and the ability to connect to our annual training plan for staff development based on data reviewed. Even though the district was not identified as a focus or priority school, the leadership team felt it would best suit the district best if the school level plans were accomplished to provide ground level data for district consideration. Reflecting on this approach, the leadership team feels certain this was a good option that was implemented. We were able to establish our goals that will

help us with the innovative future we will be exploring the next few years, even though the data walkthrough tools focus on the PSSA/Keystone assessment, we feel the conversations that are taking place will be advantageous to our students. This approach did limit our stakeholder involvement. Parents and business partners were not involved in the comprehensive plan during the district phase unless a staff member happened to also be a parent; then they may have been involved during school level planning. The planning list will indicate as such. We will recognize parents and business community members that were involved during the historical data for reference, they were involved in the review and revision of the district mission, vision and values which is the basis for district and school level planning.

During the 2015-2106 school year, the following is the process that each school level team accomplished:

High School Comprehensive Planning:

On October 18, 2015, the district dedicated a staff development day for all high school teachers, working through their Professional Learning Communities, provided feedback on the guiding questions. A Comprehensive Team comprised of learning support teachers, core teachers, and elective teachers worked together to review the data, identify strengths and concerns, and develop an action plan to improve the target areas. The Comprehensive Team met on February 3, February 23, and May 4th. The Team presented the plan to fellow staff members on June 2, 2016.

Middle School Planning:

On October 18, 2015, the district dedicated a staff development day for all middle school teachers, working through their Professional Learning Communities, provided feedback on the guiding questions. A Comprehensive Team comprised of learning support teachers, core teachers, and elective teachers worked together to review the data, identify strengths and concerns, and develop an action plan to improve the target areas. The Comprehensive Team met on February 9, February 22, and May 4th. The Team presented the plan to fellow staff members on June 1, 2016.

Elementary Planning:

Throughout the 2015 - 2016 school year primary (grades k-2) and intermediate (grades 3-5) groups of faculty met 6 times to review comprehensive plan data. These groups included all teachers, reading specialists, general education teachers, special area teachers, special education teachers and administration. Faculty reviewed data, answered questions and provided input through the comprehensive plan process. Action steps were also developed through this process.

District Planning:

Throughout September, the district leadership team reviewed the school level data, utilized the school accomplishments, concerns and systemic challenges to research trends throughout the

district to establish the systemic challenges in order to prioritize the challenges, leading to action plans and district strategies for implementation.

The board reviewed the plan during the October 2016 board meeting. The plan was put on public display at the district office and public library available for public review and input prior to final board approval during the November board meeting.

Historical comprehensive planning (2013)

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 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.

Summary of our local process:

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 Administration 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

CORE FOUNDATIONS

Teams will meet weekly for six 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, six areas and two subcommittees (professional development and special education)

- Each school level will need to complete the surveys under each core foundation heading:

Examples:

- Standards:

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

- Curriculum:

- 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

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 the District and identified our systemic challenges; from there we established our action plan.

The following is the list of parents that were involved with the establishment of the district mission, vision and values during the 2013 review:

- Peter Rothstein

- Ada Hawbaker-Claar

- Julie Garman

- Erin McCool

- Thaddeus Haffey

- Maria Payne

- Stacey Phillips

- Pat Marker

- Pam Prosser

- Nicole McClure

- Kathy Kurtz

- Julie Sliver

- Steve Sliver

- Stacey Reed

- Adam Clampet

- Susan Wentzel

- Ann Millar

- Margie Kemp

- Michele Weyandt

- Kristin Buonaccorsi

- Jason Montoro

- Dawn Lynn

- Kim Roth

- Amy Mathur

- Joie Escuadro

- Ellen Sloan

The following is the list of community representatives that were involved with the establishment of the district mission, vision and values during the 2013 review:

- Sandy Carowick

- Rob Yelnosky

- Marissa Gracey

The following is the list of business representatives that were involved with the establishment of the district mission, vision and values during the 2013 review:

- Kathy Jones

- Catherine Briggs

- Kathryn Westcott

- Shanna Leonard

In accordance with 22 PA Code Chapter 49, we recognize we did not meet the requirement for the Professional Education subcommittee by including the requirements for parents, local business or community representatives. However, we did identify the following goal:

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

We have an active professional development committee. Involving stakeholders to meet this requirement will be discussed with the professional development committee and steps will be accomplished to improve stakeholder input.

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 840 elementary students (K-5), *422* Middle School Students (6-8), and *645* High School Students (9-12).   Our student population is comprised of 3.32% gifted, 18% special education and 47% economically disadvantaged.

With educational programs to meet the needs and goals of all students, the schools offer a range of services from 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 and Pennsylvania Highlands Community College 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, PTOs, booster clubs, and volunteers enhance the efforts of the district staff.

Planning Committee

Name	Role
Fred Foster	Administrator : Professional Education
Margaret McNitt	Administrator
Nicholas Payne	Administrator : Professional Education
Sean Powers	Administrator : Professional Education
Kim Rieffannacht	Administrator : Professional Education
Cynthia Ritchey	Administrator : Special Education
Andrew Socie	Administrator
Patricia Wargo	Administrator : Professional Education
Lucinda Dell	Board Member
Apryl Hawn	Board Member
Janice Metzgar	Board Member : Professional Education
Carolyn Payne	Board Member
Richard Scialabba	Board Member
Danyle Shea	Board Member : Professional Education
Not Applicable	Business Representative : Professional Education
Not Applicable	Business Representative : Professional Education
Not Applicable	Community Representative : Professional Education
Not Applicable	Community Representative : Professional Education
Staci Young	Ed Specialist - Other : Professional Education
Linda Miller	Ed Specialist - School Counselor : Professional Education
Melanie Snare	Ed Specialist - School Counselor : Professional Education
Heather Border	Elementary School Teacher - Regular Education : Special Education
Elana Clapper	Elementary School Teacher - Regular Education : Professional Education
Flo Corbin	Elementary School Teacher - Regular Education : Professional Education
Jennifer Cunningham	Elementary School Teacher - Regular Education
Lisa Estep	Elementary School Teacher - Regular Education : Special Education
Robert Palguta	Elementary School Teacher - Regular Education
Jodie Shoemaker	Elementary School Teacher - Regular Education
Neil Simpson	Elementary School Teacher - Regular Education

Kari Tiejens	Elementary School Teacher - Regular Education : Professional Education
Gaie Wilt	Elementary School Teacher - Regular Education
Heather Hand	Elementary School Teacher - Special Education
Cindy Younker	Elementary School Teacher - Special Education : Special Education
Lorrie Bolton	High School Teacher - Regular Education : Special Education
Paul Elder	High School Teacher - Regular Education : Professional Education
Stacey McMath	High School Teacher - Regular Education : Professional Education
Karolee Coffman	High School Teacher - Special Education : Special Education
David Myers	Instructional Technology Director/Specialist : Professional Education
Daniel Berger	Intermediate Unit Staff Member : Professional Education
Sandi Dinardi	Intermediate Unit Staff Member : Special Education
Vickie Schneider	Middle School Teacher - Regular Education : Special Education
Tim Snare	Middle School Teacher - Special Education : Professional Education
Wendy Gibbs	Middle School Teacher - Special Education : Special Education
Not Applicable	Parent : Professional Education
Not Applicable	Parent : Professional Education
Christy Clark	Parent : Special Education
Robin Whitsel	Student Services Director/Specialist : Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler Second Grade	Accomplished	Accomplished
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Our English Language Arts Curriculum has been mapped and developed as well as our Mathematics to align with PA Core Standards.
Science is currently participating in the alignment and mapping our curriculum. We have implemented a new curriculum framework across the District that includes big ideas,

essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.

Huntingdon Area School District just completed a K-12 School Counseling Plan as part of Chapter 339.

Economics is an area that has been identified in our career and work readiness standards as a need. The counseling department has been working to align our career readiness standards.

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 according to their proficiency levels. During the 2016-2017 school year, the ESL teacher will align the English Language Proficiency Standards in the English Language Arts curriculum and Mathematic curriculum where applicable to the PA Core Standards.

Alternate Academic Content Standards for Math and Reading were introduced during the 2015-2016 school year. During the 2016-2017 school year, the teachers of those with severe cognitive disabilities will align the Alternate Academic Content Standards for Math and Reading where applicable to the specific areas of instruction, according to each student's Individualized Education Plan.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Needs Improvement	Needs Improvement
PA Core Standards: English Language Arts	Accomplished	Accomplished
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	Accomplished
Economics	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	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for	Developing	Developing

Students		
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

Our English Language Arts Curriculum has been mapped and developed as well as our Mathematics to align with PA Core Standards.
Science is currently participating in alignment and mapping our curriculum. We have implemented a new curriculum framework across the District that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.
Huntingdon Area School District just completed a K-12 School Counseling Plan as part of Chapter 339.
Economics is an area that has been identified in the career and readiness standards as a need. The counseling department has been working to align our career readiness standards.
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.
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 according to their proficiency levels. During the 2016-2017 school year, the ESL teacher will align the English Language Proficiency Standards in the English Language Arts curriculum and Mathematic curriculum where applicable to the PA Core Standards.
Alternate Academic Content Standards for Math and Reading were introduced during the 2015-2016 school year. During the 2016-2017 school year, the teachers of those with severe cognitive disabilities will align the Alternate Academic Content Standards for Math and Reading where applicable to the specific areas of instruction, according to each student's Individualized Education Plan.

Middle Level

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

Health, Safety and Physical Education	Developing	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	Developing	Developing
School Climate	Developing	Developing
World Language	Non Existent	Non Existent

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

Huntingdon 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 have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.
Huntingdon Area School District just completed a K-12 School Counseling Plan as part of Chapter 339.
We currently do not offer Family Consumer Science or World Languages to our 6th-8th grade students. We do offer electives in the following areas: library science, art, music, physical education, and STEM.
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 according to their proficiency levels. During the 2016-2017 school year, the ESL teacher will align the English Language Proficiency Standards, including standards and descriptors, in the English Language Arts curriculum where applicable to the PA Core Standards.
Alternate Academic Content Standards for Math and Reading were introduced during the 2015-2016 school year. During the 2016-2017 school year, the teachers of those with severe cognitive disabilities will align the Alternate Academic Content Standards for Math and Reading where applicable to the specific areas of instruction, according to each student's Individualized Education Plan.

High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social	Developing	Developing

Studies, Science and Technical Subjects		
PA Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Needs Improvement	Needs Improvement
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	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Huntingdon Area High School is currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.

The ESL teacher will align the English Language Proficiency Standards, including standards and descriptors, in the English Language Arts curriculum where applicable to the PA Core Standards.

Huntingdon Area School District just completed an K-12 School Counseling Plan as part of Chapter 339.

We are reviewing the STEM elective and course offerings to our students at HAHS. With the STEM program at the middle school, we need to review what the STEM continuum will look like at the high school level.

The related art courses/elective classes are working on their curriculum to embrace the literacy initiatives, along with the PA Core standards for technical subjects. We are expanding the course offerings in the Physical Education Department and reviewing creative options for additional World Language offerings.

Alternate Academic Content Standards for Math and Reading were introduced during the 2015-2016 school year. During the 2016-2017 school year, the teachers of those with severe cognitive disabilities will align the Alternate Academic Content Standards for Math and Reading where applicable to the specific areas of instruction, according to each student's Individualized Education Plan.

Adaptations

Elementary Education-Primary Level

- PA Core Standards: English Language Arts

Elementary Education-Intermediate Level

- PA 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
- PA 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.

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 department is currently rewriting curriculum to align with PA Core. Our math department is also rewriting curriculum to align with PA 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	Developing

identified for each subject area.	
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 completed the process of aligning and creating curriculum in all the ELA and math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

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 completed the process of aligning and creating curriculum in ELA and Math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

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 and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.

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	Developing

identified.	

Processes used to ensure Accomplishment:

Huntingdon Area High School is currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources.
We are currently developing online education courses that are aligned to PA Core Standards and are engaging.

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 individual learners. For students with needs that go beyond those that can be met through the Response to Instruction and Intervention program, students are evaluated, according to the Chapter 14 guidelines, to determine eligibility for special education services. Students that are determined eligible for special education services, receive support through an Individualized Education Program (IEP).
At the middle level there are various co-taught classes that provide both regular education students and special education students with the support they need to be successful within the regular education curriculum that is aligned to the standards. Students that are determined eligible for special education services receive support through an Individualized Education Program (IEP). The type of support a student receives is based on the student's needs and is individualized to ensure the student receives an appropriate education. Modifications and accommodations could include, but are not limited to: Co-taught classes, resource time with a support teacher, research based direct instruction, modified assessments, modified assignments, verbal cues, adapted instructions, extended timelines, and other adaptations and accommodations as deemed necessary by the IEP team.
At the high school level, various math, English, and science courses are co-taught with both special education teachers and regular education teachers providing instruction in the regular classrooms in order to facilitate learning and address the needs of all students in

those classes . In addition to co-taught classes, students determined eligible for special education services may receive other modifications and accommodations according to their Individualized Education Programs (IEPs).

The district has a gifted program that enables gifted students to be accelerated, enriched, and/or both as deemed appropriate according to their Gifted Individualized Education Programs (GIEPs).

Instruction

Instructional Strategies

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

Regular Lesson Plan Review
- Administrators
- Instructional Coaches

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. Teachers who have a history of satisfactory clinical evaluations and are tenured have the opportunity to choose differentiated supervision models for their annual evaluation.

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 currently have an instructional technology coach as well as a literacy coach, which is allowing for progress in this direction.

Responsiveness to Student Needs

Elementary Education-Primary Level

Instructional Practices	Status

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 less than 50% of district classrooms

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

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

This is a known area of weakness for our middle level program. The need for professional development, resources, and accountability in these areas is being developed.
During the building level plan process, instructional practices was an area of concern identified. The Comprehensive Team recommended differentiation as a need for professional development. During the 2016-2107 school year, teachers received professional development on differentiation. Teachers have been required to turn in daily lesson plans that include identifying instructional strategies being implemented during class to meet the needs of students. The administration is completing walkthroughs to gather data on the frequency of teachers using purposeful grouping during instruction, level of task students are assigned to complete, and instructional strategy being utilized. Differentiation will continue to be an area to focus on as the teachers use multiple resources, both online and in print, to increase their knowledge and ability to differentiated in class.

High School Level

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

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

During the building level plan process, the area of instructional practices was identified as a concern. The comprehensive team recommended differentiation as a need for professional development. During the 2016-2107 school year, teachers received professional development on differentiation. Teachers have been required to turn in daily lesson plans that include identifying instructional strategies being implemented during class to meet the needs of students. The administration is completing walkthroughs to gather data on the frequency of teachers using purposeful grouping during instruction, level of task students are assigned to complete, and instructional strategy being utilized. Differentiation will continue to be an area to focus on as the teachers use multiple resources, both online and in print, to increase their knowledge and ability to differentiated in class.

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. Administratively 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 graduating 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 online 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 17/18	SY 18/19	SY 19/20
Total Courses	32.00	32.00	32.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00

Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	4.00	4.00	4.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:*No graduation requirement specifics have been identified.*

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
PA Core Standards: English Language Arts		X			X	X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA 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

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		X	X	X
DIBELS	X			

Formative Assessments

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

Diagnostic Assessments

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

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review	X	X	X	X
Instructional Coach Review	X	X		
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 at the elementary level.
The HAHS teachers have created midterm exams and final exams that are reviewed among

the PLC members and administration for quality of assessment with type of questions, level of DOK used in the questions, and analysis of the students' results. The teachers are working within their learning communities to create more common assessments to measure student learning.

The HAMS teachers are meeting daily within their professional learning communities (content-based) to work on common instructional practices and begin to look at formative and summative assessments.

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, CDT We disseminate the necessary information through our faculty meetings, Response to Intervention and Instruction 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. The teachers have begun to complete the CDT cycle by conferencing with the students about their results and to set goals for the students. Teachers review the data within their student-team meetings and their PLC meetings. The teacher collaboration focuses on the type of question, level of question, and the rubrics that are used for open-ended responses. The entire building is informed of the building data at faculty meetings and PC meetings. Teachers have been encouraged to complete lesson studies to further expand upon the commonalities among common assessments.

The high school staff uses data from a variety of sources, such as PVAAS, emetric, local assessments and diagnostic tools. The teachers have begun to complete the CDT cycle by conferencing with the students about their results and to set goals for the students. Teachers review the data within their PLC meetings. The teacher collaboration focuses on the type of question, level of question, and the rubrics that are used for open-ended responses. The entire building is informed of the building data at faculty meetings and PLC meetings. Teachers have been encouraged to complete lesson studies to further expand upon the commonalities among common assessments.

Data Informed Instruction

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

Teachers at the elementary school use data from DIBELS, running records, CDTs and classroom assessments to develop instruction, group for interventions and provide feedback to students and families. Teachers collaborate regarding the data during Response to Intervention and Instruction Meetings, Professional Learning Communities, Child Study Team Meeting and Grade Level Team Meetings.

Teachers at the middle school use the data from PSSAs and CDTs to plan for their student groupings and for instructional practices to ensure the students' needs are being met. In addition, teachers are meeting with students for their CDT conference to explain the importance of the data, what areas are a strength for the student, and what areas the student needs to focus on in the upcoming unit.

Teachers at the high school use the data from Keystones and CDTs to plan for their student groupings and for instructional practices to ensure the students' needs are being met. In addition, teachers are meeting with students for their CDT conference to explain the importance of the data, what areas are a strength for the student, and what areas the student needs to focus on in the upcoming unit. In addition, the teachers assigned to provide supplemental instruction will review the assessment data to be sure the lessons are purposeful in the areas the student is underperforming.

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		

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 instruction to meet the needs of all students. Again, looking at the results from assessments to identify best instructional practices to enhance student

learning along with working collaboratively to adapt instructional practices to work towards student mastery.

The high school staff would benefit from additional professional development on how to use assessments to drive instruction and the ability to reflect on what instructional strategies are the best to improve student results and student comprehension. Teachers need to identify best instructional practices that led to positive student results.

Learning Support teachers use PSSA/Keystone data to set goals for students and to identify areas of deficiency that need to be 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	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	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				

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, abundant information is made available to parents and community members. PSSA results for individual students are mailed to families. Aggregate results, by school, are shared with the school community in the annual Title I parent meeting (either at Open House or Bingo for Books events). This is part of the annual goal-setting process under Title I. This information is also shared with the board annually both as achievement and growth data, along with the overall School Performance Profile Score. We also distribute curriculum-based summative data that is primarily shared through quarterly report cards with families. In addition, special education teachers provide regular progress monitoring to parents based on individual student needs.

The middle school teaching teams and administration have used technology to share information with parents about the standardized assessments and the importance of the results. The administration has held parent nights where student information on past assessments (CDT, Keystones, PSSAs) are made available to the parent to see and

understand the data their child provides through the different assessments. There are more evening programs scheduled for this year to provide additional information about the different assessments and their educational value in the classroom and to parents.
The high school teachers and administration have used technology to share information with parents about the standardized assessments and the importance of the results. The administration has held parent nights where student information on past assessments (CDT, Keystones, PSSAs) is made available to the parent to see and understand the data their child provides through the different assessments. There are more evening programs scheduled for this year to provide additional information about the different assessments and their educational value in the classroom and to parents.

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.

We currently take advantage of school wide Title I funds and programming to bridge the achievement gap at the elementary level. Our focus has been on reading instruction. Additionally at the elementary, we realigned our math curriculum and are currently working on STEM and science alignment of curriculum. We have a CARE team that uses all available resources to meet the needs of students who are struggling due to barriers they face outside of the school environment. All of our buildings, elementary, middle, and high school, currently utilize a School Wide Positive Behavior Support Plan.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management			X	X

Peer Helper Programs	X	X		
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

At the elementary level, peer tutoring programs are in place for students needing academic support in core content areas.
Peer Helper programs have been in place at the middle level in previous years, but due to the increased instructional commitment it has not been implemented as effectively as possible. This is certainly an area that can be investigated and possibly implemented again. The District has implemented and has plans in place for School Wide Positive Behavior. We have a district school resource officer that is housed at the high school. The middle school counselor does significant in-class training with students on anti-bullying.
Cameras are installed at our schools for safety reasons.

Screening, Evaluating and Programming for Gifted Students

Describe your entity's awareness activities conducted annually to inform the public of the gifted education services and programs offered (newspaper, student handbooks, school website, etc.)

The updated Annual Public Notice of Special Education Services and Programs, Services for Gifted Students, and Services for Protected Handicapped Students is published in the local newspaper, printed in the student handbook, and displayed on the school website. A summarization of gifted services is also printed in the school handbooks. The HASD Gifted Support Programs are also displayed on the school website.

Describe your entity's process for locating students who are thought to be gifted and may be in need of specially designed instruction (screening).

The Universal screener (CoGAT) is administered to all second grade students at the start of the school year and is used as the preliminary screening assessment for gifted referrals. Students who perform at the 92nd percentile or above will be scheduled for a Child Study Team (CST) meeting to discuss the results with parents, review current student data, and determine the need to refer the student for a full evaluation. A description of the Child Study Team is provided below.
At all grade levels, beginning with kindergarten, various student data (benchmark scores,

standardized assessment scores (PSSAs, Keystones, CDTs), PSAT/SAT scores, and CBA) is reviewed by classroom teachers to help them screen students for potential giftedness. Teachers should contact building administration for students who perform above grade level/advanced and/or 90th percentile or above in math or language arts. Once the students have been identified through data review, a valid standardized individual screener test of general intelligence would be administered and scored, if not previously administered through second grade screening and only after parental consent is obtained. A Child Study Team (CST) meeting would be scheduled to discuss the results with parents and determine the need to refer the student for a full evaluation.

Parents may request an evaluation at any time with a limit of one request per school term. Our district ensures that the screening process does not serve as a bar to the right of the parent to request an evaluation.

Describe your entity's procedures for determining eligibility (through multiple criteria) and need (based on academic strength) for potentially mentally gifted students (evaluation).

The term mentally gifted includes a person who has an IQ of 130 or higher or other factors that indicate gifted ability. Gifted ability cannot be based on an IQ score alone. If the IQ score is lower than 130, a child may be identified as gifted through multiple criteria and/or other conditions that strongly indicate gifted ability. The other factors to be considered may include: Achievement test scores that are a year or more above level; observed or measure acquisition/retention rates that reflect gifted ability; achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment; higher level thinking skills; and documented evidence that intervening factors are masking gifted ability.

Prior to conducting an initial Gifted Multidisciplinary evaluation, the Huntingdon Area School District complies with the notice and consent requirements.

The procedural rights will be made available to protect the student and parent, in language, which is clear and fully explains all rights.

A Gifted Multidisciplinary Evaluation (GMDE) is a process to gather the information that will be used to determine if a child qualifies for gifted education. Part of the process includes an evaluation by a certified school psychologist.

The Gifted Multi-Disciplinary Team (GMDT) includes a certified school psychologist, administration representation, the classroom teacher(s), the parent(s) or guardian(s), persons familiar with the student's educational experience, performance, and cultural background, and school counselor. A single member of the GMDT may meet two or more of the qualifications specified. The GMDT will conduct an evaluation that is sufficient in scope to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths, rates of acquisition and retention, and intervening factors that may mask the student's giftedness and educational needs. At any point, the parent(s) or guardian(s) can rescind the permission to evaluate and this must be done in writing by the parent(s) or guardian(s).

Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. Written requests should be forwarded to the building principal or to the Director of Pupil Services. Contact will be made with the parent and a Permission to Evaluate form will be provided. If a request is made orally to any professional employee or administrator of the school district, (that individual shall provide) a copy of the Permission to Evaluate form within 10 calendar days of the oral request.

All multidisciplinary evaluations are completed within regulatory timelines. Timelines

include: 60 calendar days after the district receives written parental consent for evaluation or receives an order of a court or hearing officer to conduct a multidisciplinary evaluation, except that the calendar days from the day after the last day of the spring school term up to and including the day before the subsequent fall school term may not be counted. A written report, based on the outcome of the Gifted Multidisciplinary Evaluation, is then compiled. The GMDT written report states information and findings from the evaluation or reevaluation concerning the student's educational needs and strengths. The report must make recommendations as to whether the student is gifted and in need of specially designed instruction, indicate the basis for those recommendations, include recommendations for the student's programming and indicate the names and positions of the members of the GMDT.

If the student is identified as a gifted student, the Gifted Written Report is used by the team to develop a Gifted Individualized Education Plan (GIEP). The GIEP will contain the following information: A statement of the student's present levels of educational performance, a statement of annual goals and short-term learning outcomes which are responsive to the learning needs identified in the evaluation report, a statement of the specially designed instruction and support services to be provided to the student, projection dates for initiation, anticipated frequency, location and anticipated duration of gifted education, appropriate objective criteria, assessment procedures and timelines for determining on at least an annual basis, whether the goals and learning outcomes are being achieved, and the names and positions of GIEP team participants and the date of the meeting.

Implementation of the GIEP is a shared responsibility between the gifted education teacher, regular education teachers, and administration. The gifted student's progress is monitored to ensure that the needs of the gifted student are being met. Students that are identified as dually eligible for services under Chapters 14 and 16 have a single individualized educational program (IEP) with essential elements of the GIEP included within that plan. The GIEP must be completed within 30 calendar days after the GMDT issues its written report (GWR).

Upon completion of the GIEP, the parent/guardian will receive a Notice of Recommended Assignment (NORA). The NORA will indicate the educational placement for the student and requires the parent/guardian approval before our district will begin implementation of the GIEP.

The GIEP must be put into action no more than 10 school days after it is completed.

Describe the gifted programs* being offered that provide opportunities for acceleration, enrichment or both. *The word "programs" refers to the continuum of services, not one particular option.

The gifted program offered to a student identified as gifted is individualized with the instruction matched specifically to the student's achievement, abilities, and interests. The Huntingdon Area School District provides opportunities for students to participate in enrichment, acceleration, or both, as deemed appropriate by the GIEP Team. The curriculum may be compacted with flexible pacing and/or an independent study may be designed based on the gifted student's long-term interests and expertise in a given area. Gifted students may be enriched, with curricula being differentiated, by the gifted teacher either in the regular classroom or in the gifted classroom. Gifted students may be provided opportunities to work with their gifted peers in the gifted resource room to broaden and deepen their knowledge. Acceleration may occur either with same age peers or older peers, depending on the achievement, ability, and needs of the gifted student. Other options that may be provided and are based on the student's individualized achievement, abilities, and

interest could include: distance learning, online courses, advanced placement and honors courses with earlier-than-normal access, and independent learning contracts.

ELEMENTARY PROGRAM:

At each building, one gifted support teacher works with administration, and classroom teachers to provide gifted programming for students as deemed appropriate by the GIEP Team. The gifted support teacher acts as a catalyst to help facilitate differentiated education in a variety of different grade level subjects. Additionally, the gifted support teacher provides classroom teachers with resource materials and ideas for class enrichment and acceleration.

The elementary gifted program services students both inside and outside of the classroom as deemed appropriate according to the student's GIEP. Gifted students are provided with a flexible schedule that allows them to move in and out of the classroom/grade levels/buildings to ensure that studies are academically appropriate and meeting the student's needs. Placement is determined by reviewing leveled math, reading, and writing assessments administered throughout the school year.

Students in the elementary gifted support program engage in complex reading, writing, vocabulary, science, technology, and current events exploration. Additionally, the curriculum allows students to delve into real-world and futuristic problem-solving, address global concerns, develop statistic and accounting skills, investigate career options, discover the arts, and hone critical thinking and reasoning skills.

Students receiving gifted support services complete enrichment activities and projects base on individual strengths and interests. Personal interest projects are a collaborative effort between student and teacher and are scored according to guidelines and rubrics established and agreed upon by both parties. Projects vary depending on student interests and may include, but are not limited to the following: Writing or producing a play, implementing a community project, developing an invention, creating a model, designing a board game, teaching a skill to other students, presenting a personal hobby or interest, sharing a talent, filming a documentary, or delivering a presentation that addresses world or personal concerns. These projects are typically shared with peers, parents, and/or the community. Some extra-curricular activities could include: K-Nex Competition with IU #11, STEM learning projects, and Odyssey of the Mind competitions.

MIDDLE SCHOOL PROGRAM:

At the middle school level, students identified as gifted and demonstrate a need, receive comprehensive literacy instruction at an accelerated rate. This allows time for a higher level of development than the regular curriculum. In addition this acceleration provides time for enrichment opportunities both at the group and individual levels. A focus is placed upon taking the information acquired through language analysis and utilizing it to create more effective and refined means of communicating that are unique to each student's style. Students who require advanced coursework in other areas will be accelerated and/or receive enrichment according to their individualized needs in those area(s). The need for acceleration in math is accommodated by assigning students to higher level math classes, coordinating this with the high school math program when necessary and appropriate. Students also are encouraged to participate in various competitions and to seek publication of their writing. Other middle school extra-curricular activities that provide outlets for students with special interests and talents include middle school band, high school marching ban, jazz band, and student council.

HIGH SCHOOL PROGRAM:

The main goal of the high school gifted program is to ensure that students are learning material at a level that coincides with their academic needs. Some of the options at the high school include: students register for advanced level classes or select college classes through dual enrollment offerings, courses can be completed through acceleration or compaction, credit by examination, course exemption, individualized in-class or out-of-class assignments and differentiated instruction in the regular classroom. Students identified as gifted may have resource room support with the gifted teacher to discuss and complete their individualized goals. They may also engage in an independent study, research, or project on a topic that is not introduced in regular education. In other cases, some scholars become interested in a topic that was included in a scheduled class and want to explore more in-depth. These options as well as more individualized plans may be considered, with the specifics determined at the GIEP meeting.

The enrichment options include opportunities for students to engage in activities that will add dimension to their academic needs and desires. Students select from a wide range of short-term and long-term activities that are not offered in the regular curricula. Enrichment can provide extra challenges and stimulate interest in new areas. The choice usually requires some time out of the student's regular education courses in order to complete the activities. Time out of class is alternated so that students are not consistently missing the same class. Activities fall into several categories. Many are prestigious nationally recognized competitions, thereby enhancing the student's high school record. Some enrichment options include: ASMA, AMC, Great Writers Series, creative writing competitions, essay writing competitions, Voice of Democracy, Shakespeare Competition, Rosetta Stone languages, Future Problem Solving, History Day, Model United Nations and guest speakers.

The district utilizes software (Skyward, IEP Writer, and Prosoft) to manage gifted students' data, personnel, and the financial record keeping of the district's gifted program. The district's PIMS coordinator works with building level PIMS representatives and the Director of Pupil Services and Assistant Pupil Services to ensure accurate reporting to the state and compliance.

Huntingdon Area School District Child Study Team

The Child Study Team is comprised of a regular education, special education, and/or gifted teacher, a school psychologist, guidance counselor, building principal or assistant principal, Director of Pupil Services and/or Assistant Director of Pupil Services. These individuals provide a variety of services to the staff, parents, and students. Services may include intervention, monitoring, consultation, identification, assessment, program planning educational placement, enrichment plans, individual building plans, and agency referrals. In addition to the basic CST members, licensed psychiatrists, physicians, neurologists, speech language specialists, occupational therapists, and other administration are consulted when necessary.

The mission of the Child Study Team is to maximize individual student success in the regular education classroom and to also serve as a screening mechanism for students who may be in need of specialized services. The team works in collaboration with students, teachers, and parents to make school an academically successful and pleasant experience for all children. The team has a special concern for the whole child (socially, emotionally, and academically). The primary goal is to provide appropriate services and specially

designed programs, or both, to better meet each individuals needs.

If parents are concerned about their child's progress or school program, they should feel free to discuss such issues with their child's teacher, guidance counselor, and/or principal. In addition parents have the option of making a referral to the Child Study Team to discuss plans and/or interventions to assist their children in school.

A referral to the Child Study Team may be made by a parent or a teacher. If you would like to make an appointment for a CST meeting, you may contact either your building principal or the Office of Pupil Services at 814-641-2104.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
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.

Regarding behavior management, the District has in place a k-12 School Wide Positive Behavior Support program.

During the 2015-2016 school year, counselors started 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 are implementing a positive school wide program at the high school to ensure all students understand the expectations for acting responsibly, caring about each other, and

being respectful toward one another. This completes the k-12 positive school wide program.

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	X		X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education			X	X
Case and Care Management			X	
Community Liaison			X	X
Community Services Coordination (Internal or External)			X	X
Coordinate Plans				
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X

Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

At the Elementary Level we have several events throughout the year that involve parents: Kindergarten Orientation, Kindergarten Readiness Evenings (Pre-K students and families), Open House, Parent/Teacher Conference Evenings, Winter and Spring Musical Concerts, Veteran's Day Program, Bearcat Days (Parent volunteers welcome), Writer's Celebrations throughout the year, Turkey Luncheon, Parent Teacher Group Meetings (PTG), Bingo For Books, Book Fair Family nights, Spring Fling, Fundraiser Events and Fifth Grade Graduation. We include parents individual processes related to their child's needs throughout the year with the distribution of report cards, attendance letters and progress reports. Other communications include classroom level newsletters, building level health newsletters and information related to building activities. We share information regarding our School Wide Positive Behavior Support Program and Title I goals at our parent events. The PTG works hard to support field trips, events and staff at each elementary school building. In addition, each year we discuss parent involvement with staff as part of our Title I funding responsibilities.

The Secondary Division has worked to improve the opportunities to include parents in our educational setting, along with strengthening the relationships among parents, staff, and administration. For both the high school and middle school we have Open Houses, an event where parents hear the class expectations for their son or daughter. We also offer parents monthly nights to gather more information about different topics relevant to the middle and high school students. Topics this year include, but are not limited to the following: Financial Aid Night- What does it all Mean?, Financial Aid Night II- When do you begin planning for college and beyond?, Standardized Assessments- Keystone, PSSAs, and CDTs- How can parents help with the standardized testing?, Chapter 339 Presentation with Positive School Wide Information, Teenage Suicide- do you know the signs? and Cyberbulling and Internet Safety- Are you aware of everything your kid can see? and other topics. In addition, we have Parent and Student Orientations for student transitioning to the high school and middle school.

The high school and middle school administration is also offering two book studies this year to increase the communication and build the relationship between staff, parents, and administration. The book studies include: Inevitable: Mass Customized Learning and Sparks We are looking forward to increasing the opportunities we have for parents to visit the school, understand our system, offer suggestions for improvements.

The District offers trainings to parents of students identified in need of special education as outlined in the special education comprehensive plan. The district also provides trainings to parents of gifted students annually, which includes an overview of the Chapter 16 Regulations.

The district administration participates in Child and Adolescent Service System Program (CASSP) meetings for our students to ensure students are receiving services that enable them to benefit educationally. CASSP promotes a partnership among families, human service agencies, and community members so that children and adolescents with emotional and behavioral disorders are better served.

Communication of Educational Opportunities

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

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Monthly

High School Level

- Monthly

Collaboration for Interventions

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

High School/Middle 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 specialists 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. The elementary level also has Student Assistance Program (SAP) which focuses largely on emotional needs.

The district arranges Child Study Team meetings for students who are not responding to interventions for either academics and/or behaviors. The Child Study Team is comprised of a regular education, special education, and/or gifted teacher, a school psychologist, guidance counselor, building principal or assistant principal, Director of Pupil Services and/or Assistant Director of Pupil Services. During these meetings it is determined if further interventions should be implemented or if the student should be referred for an evaluation according to the Chapter 14 and Chapter 15 regulations.

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 district.   At the middle level we work closely with area agencies and Big Brothers 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 Kindergarten teachers work cooperatively with area pre-school providers to identify children for Kindergarten. 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 which includes the parents, the district student services administration, district building level administration, and early intervention staff in order to communicate the student's needs and to enable the parents and district to prepare for a seamless transition from early intervention services to school-age services. In addition we provide two Kick Off to Kindergarten evenings where incoming students are given the opportunity to acquire knowledge about school and skills needed for success.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

We are currently in the process of reviewing our curriculum and resources in order to be in alignment with a rigorous application of PA 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	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.

We are currently in the process of reviewing our curriculum and resources in order to be in alignment with a rigorous application of PA 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 re-evaluation. Some content areas believe that they have a robust supply that is easily accessible and aligned to the needs of the students through the curriculum. Technology material is an area we are currently working on expanding. With re-vamping the curriculum, all content areas are to be looking at their resources and materials.

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 Core Standards, we will assess the materials 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 curriculum that is totally aligned to PA Core Standards.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Technical Subjects	less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in 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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in less than 50% of district classrooms

Environment and Ecology	Implemented in 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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	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
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	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.

Professional Education

Characteristics

District's Professional Education Characteristics	EEP	EEI	ML	HS
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for struggling students.	X	X	X	X
Increases the educator's teaching skills based on effective practice research, with attention given to interventions for gifted students.	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	X	X	X	X

parents and community partners.				

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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, and results from our professional development committee's needs assessment. Graduate level tuition reimbursement is also available for our staff up to 12 credits per year for those interested in furthering their education. We are reviewing options on how to move toward Personalized Professional Development. We have reviewed Eduplanet and will create a plan on how to personalize professional development for individual teacher needs along with their administrators.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/20/2014 The training was provided by TIU#11
The LEA plans to conduct the required training on approximately:
8/16/2017 Part of our PD options

10/20/2017 Staff Development day
3/21/2018 Act 80 training option

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

Questions
The LEA has conducted the training on:
6/1/2016 K-12 completed the Act 71 training through http://www.payspi.org
The LEA plans to conduct the training on approximately:
8/15/2019 Part of our PD options
10/25/2019 Staff Development day
3/18/2020 Act 80 day

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

Questions
The LEA has conducted the training on:
6/1/2016 This training was completed online. We use an outside resource to teach our curriculum
The LEA plans to conduct the training on approximately:
3/18/2020 Act 80 day

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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

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

We utilize data from all available resources, PSSA/PVAAS/EMETRIC/KEYSTONES and we break this down into subgroups and individual student learning. We progress monitor at the elementary, middle, and high school level. 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. We also have implemented 2 Instructional Coaches K-12.

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

With each initiative, we need to better track where teachers are in their growth and what additional support they need regarding implementation. We do believe that the teacher effectiveness model will continue to help us with this strategy. This will also connect with being able to evaluate professional education and its 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 be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

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

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

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

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

Our induction plan is a detailed plan that includes the following: philosophy of induction, district and school level team information, goals and qualifications, suggested activities, a month by month checklist provided for guidance, a mid year and final year survey and a self assessment. In addition to meetings with their mentors, monthly meetings are held throughout the year either district wide or at the building level to help assist and provide professional development.

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

This narrative is empty.

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 following: philosophy of induction, district and school level team information, goals and qualifications, suggested activities, a month by month checklist provided for guidance, a mid year and final year survey and a self assessment. In addition to meetings with their mentors, monthly meetings are held throughout the year either district wide or at the building level to help assist and provide professional development.

Provide a brief explanation for strategies not selected and your 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 teacher effectiveness model, this is a recommended practice. To address the instructional and student assessment data, our plan is to have a balanced approach from the administration and peers in the area of curriculum, instruction and assessment. Utilizing the SAS model as a guiding tool, our six areas to focus on will be molded around a six year plan. All areas are important to ensure student achievement.

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 encouraged 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 additional training and guidance to our mentors to ensure the success of the inductee. A day of training will be recommended and discussed 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.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

We receive 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 was updated in 2013 and 2014. 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 Executive Officer on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **378**

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. Our district ensures that we address whether the child does not achieve adequately for the child's age or meet state approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and/or mathematics problem solving.

Our process examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily as the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, or limited English proficiency).

The Huntingdon Area School District ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Repeated assessments of achievement were also conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Our district ensures that screening or early intervening activities do not serve as a bar to the right of parents to request an evaluation, at any time, including prior to or during the conduct of early intervening activities.

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:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

According to the 2013-2014 Special Education Data Report, the percent of LEA students with Emotional Disturbance (ED) has decreased since the last special education plan was written. The LEA currently exceeds the state percent by 7.1% and previously exceeded 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. Also 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 are already involved in some sort of outside counseling and intensive therapy in addition to the emotional support services that the school provides.

The Pupil Services Department continues to work with the Child and Adolescent System Services Programs (CASSP) team and regularly attends 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 Pupil Services Department to prevent significant disproportionalities.

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?

The Huntingdon Area School District currently does not have any facilities that operate under Section 1306 guidelines. In the event that a facility would locate within the district, our district would fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under Section 1306 of the Public School Code as outline in the BEC: Educational Programs for Students in Non-Educational Placements 22 Pa. Code Section 14.102. Any barriers would be addressed through continued collaborative efforts between our district and 1306 facilities to ensure child find and provision of Free Appropriate Public Education (FAPE) for students with disabilities.

Our district remains involved with the FAPE 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, the Huntingdon Area School District would support the host district in completing the evaluation and determining if special education services are necessary.

When biological families hold educational rights, contact is made with the family to ensure that their rights are secured. The 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 Child and Adolescent System Services Programs (CASSP) meetings to ensure that all the individual needs of the student are being addressed and appropriate agency services are utilized.

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 takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within the Huntingdon County Jail. Specifically, our district complies with Child Find obligations of IDEA; utilizes appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates; implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible student in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and provide FAPE in conformity with the IEP.

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 2013-2014 Special Education Data Report, the Huntingdon Area School District utilizes special education classrooms less than the SPP/APR Targets. The IEP team,

with consideration of appropriate supplementary aides and services, remains the vehicle that guides our team members in developing least restrictive educational placements for all children with disabilities. The removal of a student with a disability from the regular education environment only occurs when education in that setting cannot be achieved satisfactorily with the full range of supplementary aides and services (including collaborative, instructional, physical, and social-behavioral); or if the student is unable to make meaningful progress on the goals included in his/her IEP. A student with a disability is not removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum or because of the nature or severity of the student's disability. An appropriate placement is determined only after considering the full continuum of special education programs and services, along with documentation and progress monitoring data, that a more restrictive educational placement is determined appropriate by the IEP team (i.e. special classes, special schools, home instruction, or instruction in hospitals and institutions).   We have implemented 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 environment.

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 district administration, as well as, the Tuscarora Intermediate Unit 11 (TIU 11). The district administration is also currently participating in the Co-Teaching PLC grant through PaTTAN in order to improve the district's co-teaching model. 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. Our district also provides programs/services for the education to students for which there is a low incidence disability (complex health issues, and severe cognitive impairments, and autism). Our services provide students with evidence-based instruction and interventions within appropriate educational settings with peers.

 Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options; and are made in conformity with the LRE provisions. Our district works collaboratively with TIU 11 staff to ensure that students utilize appropriate assistive technology devices so that they can make adequate progress in their least restrictive environments.

The Huntingdon School District currently contracts with a part-time Behavioral Analyst to assist with Verbal Behavior (VB) curriculum and instruction, provide support to the district's special education staff regarding students' behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs). During the 2016-2017 school year, the district is planning to hire a full-time psychologist/behavioral coach, instead of contracting outside the district, with the objective to provide support on a more consistent basis.

As an outcome of compliance monitoring during the 2014-2015 school year, the district is on an improvement plan for students educated in other settings. With this in mind, our district met the SPP/APR Targets in all areas according to the 2013-2014 Special Education Data Report and will continue to monitor data to ensure continued compliance.

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.

Our district is aligned with all provisions of IDEA 2004 and Pa 22 School Code § 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques. Our district provides training in both CPI Nonviolent Crisis Intervention and Safety Care.
If Alternative Education for Disruptive Youth (AEDY) placements are discussed, the district utilizes criteria for referral that is not just due to behavioral or disciplinary problems, as AEDY programs are designed for seriously and persistently disruptive students. By law, our district may refer students to AEDY programs only if they demonstrate, to a marked degree, any of the 7 conditions. The programs considered enable all students to make normal academic progress and meet the requirement for graduation in our district. Placement in an AEDY program is only considered after all other options for improving behavior have been exhausted. This includes the use of our school's Student Assistance Program (SAP). School wide positive behavior supports (SWPBS) are currently implemented at Southside Elementary School, Standing Stone Elementary School, and the Huntingdon Area Middle School and will be implemented at the Huntingdon Area High School during the 2016-2017 school year.

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.

The Huntingdon Area School District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with supplementary aids/services cannot be achieved satisfactorily.

Currently, our district is not experiencing difficulty 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 disabilities, which are not able to be appropriately addressed within the regular school setting.

Placements are based upon the district's continuum of special education services that supports the access to a full continuum to meet the needs of children with disabilities. Special classes, separate schooling, or other removals from the regular educational environment occur only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily; or is unable to make meaningful progress on the goals included in the student's IEP.

We do have a process in place that addresses hard to place students. First, the IEP team meets to identify the needs of the student and determine that all district's program options have been considered. Then the district will 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 for whom it has been difficult to provide FAPE. Ongoing CASSP meetings are held on a regular basis to discuss transitional services in hopes that each student placed will be able to return to the home school.

Currently the district contracts a part-time behavioral analyst to ensure students' social and emotional needs are being addressed and to assist with increasing students' appropriate behaviors.

During the 2016-2017 school year, the district is planning to expand the part-time psychologist position to a full-time position of psychologist/behavioral coach rather than contracting for a behavioral analyst. The goal is to better address students' behavioral needs by having a staff member within the district consistently, to better ensure students' social and emotional needs are being addressed and to assist with increasing students' appropriate behaviors.

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.

Our district takes pride 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 enable students to be educated in the least restrictive environment with their non-disabled peers in the regular education classrooms to the maximum extent appropriate.

Our special education department has a strong co-teaching partnership throughout our district at each level to ensure that our students are educated in the least restrictive environment. According to the Special Education Data Report, approximately 69.1% of our students receive their education fully included within the regular classroom environment. This is compared to the state average of 61% and the State Performance Plan Target of 65%. Ongoing training/support for co-teaching is available through the district administration and the Tuscarora Intermediate Unit 11 (TIU 11) staff. The district administration is currently participating in the Co-teaching PLC grant through PaTTAN in order to improve our co-teaching delivery and instruction.

Our district reviews our research based direct instruction programs to make sure that all are aligned to the PA Core Standards and meeting the needs of our students with disabilities.

Our district encourages professional development for our special education staff through monthly special education faculty meetings, Act 80 Day trainings, Professional Development days, viewing of webinars, attendance at networking meetings, attendance at conferences, and enrollment in college courses.

Our district utilizes a district wide progress monitoring program that enables the special education staff to effectively monitor students' progress on their goals in a time efficient manner.

The district provides services to students with low incidence disabilities throughout the district, ages 5-21.

The Huntingdon School District currently contracts a part-time behavioral analyst to be a VB curriculum coach, provide support to the district's special education staff regarding student behaviors, including assisting staff with Functional Behavioral Assessments (FBAs) and the development of Positive Behavioral Support Plans (PBSPs). During the 2016-2017 school year, the district is planning to expand the district's part-time psychologist position to a full-time psychologist/behavioral coach position in order to provide behavioral services more consistently.

The district annually provides the staff training in Nonviolent Crisis Intervention (CPI) training and Safety Care. 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 provides 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, the Director of Pupil Services and/or Assistant 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 strengths is 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 disabilities. 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, take a tour, and 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 case managers meet with next year's case managers to exchange information regarding each individual student.

Our district also includes a full continuum of support options for students including: learning support, autistic support, emotional support, life skills support, blind and visually impaired support, deaf or hearing impaired support, multiple disabilities support, physical support, and/or speech and language support.

Our district also has worked to establish a strong community-based education and work experience (ex: Juniata College, Westminster Woods, Meals on Wheels, and the Special Needs Athletic Association of Huntingdon County). Students regularly volunteer at community businesses. Other community-based instruction occurs in stores, restaurants, and during participation in leisure activities which are provided by the district. Transition

aged students with disabilities that, upon graduation, are preparing to be employed through agencies, such as SKILLS of Central Pennsylvania, may be granted a period of time during their senior year to work at the facility so that a seamless transition can be made. Our district also works with the Office of Vocational Rehabilitation (OVR) and Service Access Management (SAM) to schedule meetings with parents and students so that they are able to obtain agency support and funding upon graduation.

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 update this transition portfolio at least annually.

The school district's Assistant Director of Pupil Services attends Transition Coordinating Council (TCC) meetings to receive updated information/resources related to transition services and disseminates it to special education faculty.

The district also has an Ameri-Corps worker who works directly with the students completing transition activities, services, surveys, assessments, post-secondary education research, graduation requirements, and/or 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-Corps member is key in communicating with parents, students, and agencies in transition activities.

Our staff consists of twenty-five certified and highly qualified special education teachers, two full-time speech therapists, one full-time occupational therapist, and one part-time physical therapist. Our district also utilizes Tuscarora Intermediate Unit services for a part-time speech therapist, part-time teacher of visually impaired, and a part-time teacher of deaf/hearing impaired. In addition to the Director and Assistant Director, the district has one full-time administrative assistant to assist in data management, compliance reporting, and Access coordination. Our district also has 36 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 district plans to continue to offer parent trainings each year based on parent need as determined through the parent survey posted on the website. Training topics could include transition, behavior support, postsecondary options for students with learning disabilities, autism, reading, mathematics, 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 (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Western PA School for the Blind Children	Approved Private Schools	Education for Blind Children	*
NHS School	Other	Autistic Support/Emotional Support	*
Soaring Heights School	Other	Autistic Support	*
Pathways Adolescent Center	Other	Residential Treatment Facility	*
Bradley Center	Other	Residential Treatment Facility	*
Silver Springs Martin Luther School	Other	Residential Treatment Facility	*
Adelphoi Ketterer Charter School	Other	Residential Treatment Facility	*
Diversified Treatment Alternatives Educational Program (DTA)	Other	Residential Treatment Facility	*
Huntingdon County Career and Technology Center	Other	Career and Technical Education	29

* There are less than 11 students in group/subgroup; therefore, data is not publicly displayed to protect student confidentiality.

Special Education Program Profile

Program Position #1 - Proposed Program

> *Operator:* School District

> **PROPOSED PROGRAM INFORMATION**

>> *Type:* Position

>> *Implementation Date:* July 1, 2016

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

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

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

> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southside	An	A building in	Itinerant	Learning	6 to 9	12	0.35

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
	Elementary School Building	which General Education programs are operated		Support			
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 9	5	0.65
Justification: Grouping of students complies with age range requirements.							

Program Position #2 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* July 1, 2016
> > *Average square feet in regular classrooms:* sq. ft.
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	14	0.4
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 12	3	0.6

Program Position #3 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
> > *Type:* Position
> > *Implementation Date:* July 1, 2016
> > *Average square feet in regular classrooms:* sq. ft.
> > *Square footage of this classroom:* sq. ft. (feet long x feet wide)
> > *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
> **PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southside	An	A building in	Itinerant	Emotional	5 to	8	0.5

	Elementary School Building	which General Education programs are operated		Support	11		

Justification: Grouping of students complies with age range requirements

Southside	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 11	4	0.5

Justification: Grouping of students complies with age range requirements

Program Position #4 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 12	43	0.75

Justification: Grouping of students complies with age range requirements

Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	8	0.25

Justification: Grouping of students complies with age range requirements

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE

| Standing Stone | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 6 to 9 | 10 | 0.35 |
| 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 | 5 | 0.65 |

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	11	0.35
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	4	0.65

Program Position #7 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Standing Stone	An Elementary	A building in which	Supplemental (Less Than 80%	Life Skills	5 to 9	5	1

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
School Building	General Education programs are operated	but More Than 20%)	Support				

Justification: Age range exception determined appropriate by the IEP team and justified in the IEP.

Program Position #8 - Proposed Program
 Operator: School District
 PROPOSED PROGRAM INFORMATION
  Type: Position
  Implementation Date: July 1, 2016
  Average square feet in regular classrooms: sq. ft.
  Square footage of this classroom: sq. ft. (feet long x feet wide)
  Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	7 to 10	5	1

Program Position #9 - Proposed Program
 Operator: School District
 PROPOSED PROGRAM INFORMATION
  Type: Position
  Implementation Date: July 1, 2016
  Average square feet in regular classrooms: sq. ft.
  Square footage of this classroom: sq. ft. (feet long x feet wide)
  Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.
 PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	6	0.75
Justification: Grouping of students complies with age range requirements							
Standing Stone	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 11	5	0.25
Justification: Grouping of students complies with age range requirements							

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southside Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	0.5
Justification: Grouping of students complies with age range requirements							
Standing Stone Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 11	6	0.5
Justification: Grouping of students complies with age range requirements							

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	56	1
Justification: Grouping of students complies with age range requirements							

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: July 1, 2016

Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	10 to 14	8	1

Program Position #13 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* July 1, 2016
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	9	0.3
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 10	1	0.7

Program Position #14 - Proposed Program

> *Operator:* School District
> **PROPOSED PROGRAM INFORMATION**
>> *Type:* Position
>> *Implementation Date:* July 1, 2016
>> *Average square feet in regular classrooms:* sq. ft.
>> *Square footage of this classroom:* sq. ft. (feet long x feet wide)
>> *Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 14	15	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 13	2	0.5

Program Position #15 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	12	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 13	3	0.5

Program Position #16 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	19	1

Program Position #17 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	14 to 18	10	1

Program Position #18 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 18	18	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 17	3	0.5

Program Position #19 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	15	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 14	2	0.5

Program Position #20 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: July 1, 2016
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 16	2	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 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: July 1, 2016
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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	14	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	16 to 16	1	0.5

Program Position #22 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 16	2	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 17	8	0.5

Program Position #23 - Proposed Program

     Operator: School District

     PROPOSED PROGRAM INFORMATION

          Type: Position

          Implementation Date: July 1, 2016

          Average square feet in regular classrooms: sq. ft.

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

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

     PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Huntingdon Area	A Senior	A building in	Itinerant	Learning	17 to	18	1

High School	High School Building	which General Education programs are operated		Support	19		

Program Position #24 - Proposed Program

  Operator: School District

  PROPOSED PROGRAM INFORMATION

   Type: Position

   Implementation Date: July 1, 2016

   Average square feet in regular classrooms: sq. ft.

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

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

  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 17	9	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 16	3	0.5

Program Position #25 - Proposed Program

  Operator: Intermediate Unit

  PROPOSED PROGRAM INFORMATION

   Type: Position

   Implementation Date: July 1, 2016

   Average square feet in regular classrooms: sq. ft.

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

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

  PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southside	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 13	3	0.06

Program Position #26 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: July 1, 2016

            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	Type of Support	Level of Support	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%)	Emotional Support	7 to 12	4	0.5
Justification: Grouping of students complies with age range requirements.							
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 11	5	0.5
Justification: Grouping of students complies with age range requirements							

Program Position #27 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: Position

            Implementation Date: July 1, 2016

            Average square feet in regular classrooms: sq. ft.

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

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

      PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 13	2	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 14	11	0.75

Program Position #28 - Proposed Program

      Operator: School District

      PROPOSED PROGRAM INFORMATION

            Type: Position

Implementation Date: July 1, 2016
Average square feet in regular classrooms: sq. ft.
Square footage of this classroom: sq. ft. (feet long x feet wide)
Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	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 12	10	1

Program Position #29 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: July 21, 2016
Average square feet in regular classrooms: 576 sq. ft.
Square footage of this classroom: 506 sq. ft. (23 feet long x 22 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Huntingdon Area Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	29	0.45
Justification: Grouping of students complies with age range requirements							
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	15 to 18	4	0.07

Program Position #30 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position
Implementation Date: July 1, 2016
Average square feet in regular classrooms: 144 sq. ft.
Square footage of this classroom: 81 sq. ft. (9 feet long x 9 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Huntingdon Area High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.02

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services	District Wide	1
Psychologist	District Wide	1
Occupational Therapist	District wide support	1
Paraeducator	Southside Elementary	2
LPN/Paraeducator	Southside Elementary	0.71
Paraeducator	Standing Stone Elementary	17
LPN/Paraeducator	Standing Stone Elementary	1
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
Paraeducator	NHS State College	1
Assistant Director of Pupil Services	District Wide	1
Psychologist/Behavioral Coach	District Wide	1
Administrative Assistant for Pupil Services Department	District Wide	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavioral Analyst	Outside Contractor	2 Days
Hearing Therapy	Intermediate Unit	5 Minutes
Vision Support Services	Intermediate Unit	1.5 Hours
Speech and Language Therapist	Intermediate Unit	2 Days
Orientation and Mobility	Intermediate Unit	25 Minutes
PCA at out of district LRE	Outside Contractor	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
The main focus of the school district will be based on the systemic challenges that were identified during our comprehensive planning review. Of the 7 areas identified, the focus will be on a standards aligned curriculum for all schools and all students, a consistent implementation of effective research based instructional practices, professional development that focused, comprehensive and meets the needs of every individual in the school system (teachers, para educators, custodians, maintenance, cafeteria, secretaries, technicians, substitutes), community promotion and enhancement of a shared vision, positive school climate and student participation, and finally ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

District Accomplishments

Accomplishment #1:

Technology -

- Very strong and reliable wired and wireless network, recently upgraded to support additional student devices

- Recent addition of the IPAD/Chromebook carts has increased technology availability

- High use of available technologies.

- Programs and systems in place to house and analyze data and information (i.e. RTII form & IEP Writer)

Accomplishment #2:

Emetric Data reflects from the 2015 Assessment:

Grades 3

exceeded the state average:

- on the ELA & Mathematics PSSA.

- in Vocabulary & Literature Text on the ELA PSSA.

- in Numbers and Operations in Base Ten and Measurement and Data on the Mathematics PSSA.

Grade 5 exceeded:

- the district average on the ELA PSSA.

- the state average in Vocabulary, Types of Writing, & Language on the ELA PSSA.

- the state average in Geometry on the Mathematics PSSA.

Southside Elementary

- Science performance exceeded the state average by more than 11%. This reflects a 6% increase over 2014.

- ELA performance was within 1% of the state average.

- Math performance was within 1/2% of the state average in Mathematics.

- Students performed higher on the Keystone Exams when currently enrolled in the course.

High School Specific Data:

Spring 2015 -

- 9th graders- 100% proficient or advanced (Students enrolled)

- 10th graders- 58.5% proficient or advanced (Students enrolled)

- 11th graders - 10% proficient or advanced (Students not enrolled in the course)

Accomplishment #3:

PVAAS based on the 2015 Data:

- Grade 4 in Reading/ELA illustrated that 3/5 of the group showed evidence what the school met the standard for PA Academic Growth.

- Grade 5 showed evidence that the entire group met the standard for PA Academic Growth.

- The Grade 5 three-year rolling average for growth in Mathematics and Reading ELA showed significant evidence that the school exceeded the standard for PA Academic Growth.

Middle School

According to the PVAAS data for 2015, all performance levels (below basic, basic, proficient, and advanced) showed growth on the SCIENCE and Reading PSSAs.

Accomplishment #4:

PA AYP/NCLB report card indicates:

Subgroups improvements:

- 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 #5:

According to the Special Data Report

- our students with IEP achieve a 94% graduation rate compared to the state graduation rate of 93%.

Middle School:

- The LEA has a higher percentage for the number of students who spend 80% or more of their time inside a regular class than the state average.

Accomplishment #6:

According to the SPP Report:

- Huntingdon Area High School has a higher SPP, 71.6, than any other Huntingdon County Schools (Mt. Union, Juniata Valley, and Southern Huntingdon).

District Concerns

Concern #1:

Technology report:

Lack of technological devices and accessibility to students and staff is low at the High School.

Instruction for both teachers and students in digital citizenship is low at Southside Elementary.

Standing Stone Elementary report:

- Handling BYOD devices in a secure manner

- Teacher/student training on newer software

- Lack of technology based curriculum focusing on PA Business, Computer, & Information Technology Standards.

Concern #2:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3

- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.

- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

- Grade 4 three-year average of growth in all areas, Mathematics, ELA and Science, shows significant evidence that the school did not meet the standard for PA Academic Growth.

- Grade 4 2015 growth data indicated significant evidence that the school did not meet the standard for PA Academic Growth in areas of Science and Mathematics, with moderate evidence in Reading that the school did not meet the standard for PA Academic Growth.

- Grade 5 growth data indicates that the lowest achievement group in mathematics shows significant evidence that the school did not meet the standard for PA Academic Growth.

Concern #3:

2015 Emetric Data Review:

Middle School

- Economically Disadvantage and IEP students have a large population of below basic and a small to none population of advanced.

Southside Elementary:

- Third grade (56.1) did not meet or exceed the state average (62.0) in ELA.

- Fifth grade (58.0) did not meet or exceed the state average (61.8) in ELA.

- Third grade (31.6) did not meet or exceed the state average (48.5) in Math.

- Fifth grade (28.0) did not meet or exceed the state average (42.8) in Math.

- Historically underperforming students performed below both school and state averages in Math, ELA and Science.

- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, Geometry, and Measurement & Data.

- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

Disparity from subjects and groups there were concerns in the following areas:

- The following subgroups performed lower than the school average on the ELA PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, male and multiracial students.

- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

Concern #4:

Attendance at school-sponsored academic trainings or events by parents is low.

Prioritized Systemic Challenges

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

    Aligned Concerns:

    2015 PVAAS data:

    2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3
- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.
- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

- Grade 4 three-year average of growth in all areas, Mathematics, ELA and Science, shows significant evidence that the school did not meet the standard for PA Academic Growth.
- Grade 4 2015 growth data indicated significant evidence that the school did not meet the standard for PA Academic Growth in areas of Science and Mathematics, with moderate evidence in Reading that the school did not meet the standard for PA Academic Growth.

- Grade 5 growth data indicates that the lowest achievement group in mathematics shows significant evidence that the school did not meet the standard for PA Academic Growth.

2015 Emetric Data Review:

Middle School

- Economically Disadvantage and IEP students have a large population of below basic and a small to none population of advanced.

Southside Elementary:

- Third grade (56.1) did not meet or exceed the state average (62.0) in ELA.
- Fifth grade (58.0) did not meet or exceed the state average (61.8) in ELA.
- Third grade (31.6) did not meet or exceed the state average (48.5) in Math.
- Fifth grade (28.0) did not meet or exceed the state average (42.8) in Math.
- Historically underperforming students performed below both school and state averages in Math, ELA and Science.
- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.
- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.
- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.
- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, Geometry, and Measurement & Data.

- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

Disparity from subjects and groups there were concerns in the following areas:

- The following subgroups performed lower than the school average on the ELA PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, male and multiracial students.

- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

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

Aligned Concerns:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3

- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.

- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

- Grade 4 three-year average of growth in all areas, Mathematics, ELA and Science, shows significant evidence that the school did not meet the standard for PA Academic Growth.

- Grade 4 2015 growth data indicated significant evidence that the school did not meet the standard for PA Academic Growth in areas of Science and Mathematics, with moderate evidence in Reading that the school did not meet the standard for PA Academic Growth.

- Grade 5 growth data indicates that the lowest achievement group in mathematics shows significant evidence that the school did not meet the standard for PA Academic Growth.

2015 Emetric Data Review:

Middle School

- Economically Disadvantage and IEP students have a large population of below basic and a small to none population of advanced.

Southside Elementary:

- Third grade (56.1) did not meet or exceed the state average (62.0) in ELA.

- Fifth grade (58.0) did not meet or exceed the state average (61.8) in ELA.

- Third grade (31.6) did not meet or exceed the state average (48.5) in Math.

- Fifth grade (28.0) did not meet or exceed the state average (42.8) in Math.

- Historically underperforming students performed below both school and state averages in Math, ELA and Science.

- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, Geometry, and Measurement & Data.

- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

Disparity from subjects and groups there were concerns in the following areas:

- The following subgroups performed lower than the school average on the ELA PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, male and multiracial students.

- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

Technology report:

Lack of technological devices and accessibility to students and staff is low at the High School.

Instruction for both teachers and students in digital citizenship is low at Southside Elementary.

Standing Stone Elementary report:

- Handling BYOD devices in a secure manner
- Teacher/student training on newer software
- Lack of technology based curriculum focusing on PA Business, Computer, & Information Technology Standards.

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

Aligned Concerns:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3
- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.
- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

- Grade 4 three-year average of growth in all areas, Mathematics, ELA and Science, shows significant evidence that the school did not meet the standard for PA Academic Growth.

- Grade 4 2015 growth data indicated significant evidence that the school did not meet the standard for PA Academic Growth in areas of Science and Mathematics, with moderate evidence in Reading that the school did not meet the standard for PA Academic Growth.

- Grade 5 growth data indicates that the lowest achievement group in mathematics shows significant evidence that the school did not meet the standard for PA Academic Growth.

2015 Emetric Data Review:

Middle School

- Economically Disadvantage and IEP students have a large population of below basic and a small to none population of advanced.

Southside Elementary:

- Third grade (56.1) did not meet or exceed the state average (62.0) in ELA.

- Fifth grade (58.0) did not meet or exceed the state average (61.8) in ELA.

- Third grade (31.6) did not meet or exceed the state average (48.5) in Math.

- Fifth grade (28.0) did not meet or exceed the state average (42.8) in Math.

- Historically underperforming students performed below both school and state averages in Math, ELA and Science.

- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, Geometry, and Measurement & Data.

- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

Disparity from subjects and groups there were concerns in the following areas:

- The following subgroups performed lower than the school average on the ELA PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, male and multiracial students.

- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

Technology report:

Lack of technological devices and accessibility to students and staff is low at the High School.

Instruction for both teachers and students in digital citizenship is low at Southside Elementary.

Standing Stone Elementary report:

- Handling BYOD devices in a secure manner
- Teacher/student training on newer software
- Lack of technology based curriculum focusing on PA Business, Computer, & Information Technology Standards.

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

Aligned Concerns:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3
- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.
- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

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- Grade 5 growth data indicates that the lowest achievement group in mathematics shows significant evidence that the school did not meet the standard for PA Academic Growth.

Systemic Challenge #5 *(Guiding Question #3)* Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3

- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.

- While all Fifth Grade quintile met or exceeded growth standards in ELA, most students did not meet this standard in Math. Overall, there is significant evidence that this group did not meet the standard for growth.

Standing Stone Elementary

- Grade 4 three-year average of growth in all areas, Mathematics, ELA and Science, shows significant evidence that the school did not meet the standard for PA Academic Growth.

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2015 Emetric Data Review:

Middle School

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Southside Elementary:

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- Fifth grade (58.0) did not meet or exceed the state average (61.8) in ELA.
- Third grade (31.6) did not meet or exceed the state average (48.5) in Math.
- Fifth grade (28.0) did not meet or exceed the state average (42.8) in Math.
- Historically underperforming students performed below both school and state averages in Math, ELA and Science.
- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.
- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.
- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.
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- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

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- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

Systemic Challenge #6 *(Guiding Question #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:

2015 PVAAS data:

2015 Keystones Exams reflected Algebra and Literature scores have negative growth and negative achievement.

- Literature- Moderate evidence that the district did not meet the standard for PA Academic Growth -3.3

- Algebra - Moderate evidence that the school did not meet the standard for PA Academic Growth -3.3

Middle School Data:

- Math PSSA scores did show not growth or achievement.

Southside Elementary

- While Fourth Grade students overall performed at or above the standard for growth, the lowest two quintile did not meet this standard in Science.

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Middle School

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Southside Elementary:

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- Historically underperforming students performed below both school and state averages in Math, ELA and Science.

- In ELA and Math, the only subgroup that was not below the state average was females.

Standing Stone Elementary

Third grade:

- ELA results in the following reporting categories did not meet the state average: Craft & Structure/Integration of Knowledge and Ideas, Types of Writing, Language and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Operations & Algebraic Thinking & Geometry.

Fourth grade:

- ELA, Mathematics & Science results did not meet the district or state averages.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Vocabulary Acquisition and Use, Types of Writing, Language, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, Geometry, and Measurement & Data.

- Science results in the following reporting categories did not meet the state average: The Nature of Science, Biological Sciences, Physical Sciences, and Earth & Space Sciences.

Fifth grade:

- ELA & Mathematics results did not meet the state average.

- ELA results in the following reporting categories did not meet the state average: Key Ideas & Details, Craft & Structure/Integration of Knowledge and Ideas, Text-Dependent Analysis, Literature Text, and Informational Text.

- Mathematics results in the following reporting categories did not meet the state average: Numbers & Operations in Base Ten, Numbers & Operations-Fractions, Operations & Algebraic Thinking, and Measurement & Data.

Disparity from subjects and groups there were concerns in the following areas:

- The following subgroups performed lower than the school average on the ELA PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, male and multiracial students.

- The following subgroups performed lower than the school average on the Mathematics PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged, female, Hispanic, and multiracial students.

- The following subgroups performed lower than the school average on the 4th Grade Science PSSA: Historically Underperforming, IEP, ELL, Economically Disadvantaged and male.

Systemic Challenge #7 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Attendance at school-sponsored academic trainings or events by parents is low.

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: Interim

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.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

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) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

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://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

SAS Alignment: Standards, Materials & Resources

Implementation Steps:

Align Curriculum K - 12 to PA Core Standards

Description:

Huntingdon Area Elementary Schools have completed the process of aligning and creating curriculum in ELA (Reading & Writing) and Math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

Huntingdon Area Middle School and High School are currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and leaning activities, assessments, and resources.

Huntingdon Area Middle School completed a STEM curriculum plan that was Board approved in September, 2016.

We completed the K-12 School Counseling Plan and created an action plan through Ch. 339 which will be submitted for Board approval in November, 2016.

Instructional practice is an area of concern for our Middle and High School. The need for professional development, resources and accountability in these areas are being developed. Differentiation was recommended as a need for professional development. For the 2016-2017 school year, teachers received professional development on differentiation. Teachers have been required to turn in daily lesson plans that include identifying instructional strategies being implemented during class to meet the needs of students. The administration is completing walkthroughs to gather data on the frequency of teachers using purposeful grouping during instruction, level of task students are assigned to complete, and instructional strategy begin utilized. Differentiation will continue to be an area to focus on as the teachers use multiple resources, both online and in print, to increase their knowledge and ability to differentiate in class.

Review and align our Online Education Program to PA Core Standards. After reviewing programs and options, teacher will align their Online Education courses to the curriculum which will include engaging instructional strategies and assessments.

We are reviewing the STEM elective and course offerings to our students at Huntingdon Area High School. We need to review what the STEM continuum will look like at the high school level.

Start Date: 8/29/2016   **End Date:** 7/1/2020

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

Supported Strategies:

- Curriculum Mapping

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

Related Challenges:

- Establish a district system that fully ensures 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.

Indicators of Effectiveness:

Type: Interim

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/Teac
her_Moderation.pdf and Common Assessments: Mike Schmoker. (2006)
Results Now: How We Can Achieve Unprecedented Improvements in
Teaching and Learning. Alexandria, Va.: ASCD.) Resource:
http://effectivestrategies.wiki.caiu.org/Assessment

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)
Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

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_stu
dent_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 ;
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

Implementation Steps:

Highly effective instructional strategies

Description:

Training will be provided throughout the 2016-2017 school year on topics
to include Differentiated Instruction strategies and the Danielson model

for teacher effectiveness for new teachers. Professional development is embedded through our K-12 instructional coaches.

Start Date: 8/1/2016   **End Date:** 6/28/2019

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, we need to train staff on the most effective instructional strategies to engage students and maximize their individual level of growth as we move toward personalized learning for students. We have implemented an Instructional Coach to support our teachers on the use of technology in the classrooms. We are beginning the stages of learning about Mass Customized Learning in our District.

Start Date: 10/3/2016   **End Date:** 6/1/2020

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 Core Standards

Description:

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We are reviewing the STEM elective and course offerings to our students at Huntingdon Area High School. We need to review what the STEM continuum will look like at the high school level.

Start Date: 8/29/2016   **End Date:** 7/1/2020

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

Supported Strategies:

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

Reading NCLB #1

Description:

Reading-using scientific research-based instructional programs such a Reading Mastery, Corrective Reading, Wilson Reading, and Flex Literacy. All new special education teachers who teach direct instruction reading will be trained to implement the programs effectively and with fidelity in order to increase students decoding, fluency, and comprehension skills. Refresher training will be offered annually to special education teachers that have been previously trained in direct instruction reading.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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: Annual

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.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

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)
Resource:
http://effectivestrategies.wiki.caiu.org/Professional+Development

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 ; 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

Implementation Steps:

Align Curriculum K - 12 to PA Core Standards

Description:

Huntingdon Area Elementary Schools have completed the process of aligning and creating curriculum in ELA (Reading & Writing) and Math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

Huntingdon Area Middle School and High School are currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and leaning activities, assessments, and resources.

Huntingdon Area Middle School completed a STEM curriculum plan that was Board approved in September, 2016.

We completed the K-12 School Counseling Plan and created an action plan through Ch. 339 which will be submitted for Board approval in November, 2016.

Instructional practice is an area of concern for our Middle and High School. The need for professional development, resources and accountability in these areas are being developed. Differentiation was recommended as a need for professional development. For the 2016-2017 school year,

teachers received professional development on differentiation. Teachers have been required to turn in daily lesson plans that include identifying instructional strategies being implemented during class to meet the needs of students. The administration is completing walkthroughs to gather data on the frequency of teachers using purposeful grouping during instruction, level of task students are assigned to complete, and instructional strategy begin utilized. Differentiation will continue to be an area to focus on as the teachers use multiple resources, both online and in print, to increase their knowledge and ability to differentiate in class.

Review and align our Online Education Program to PA Core Standards. After reviewing programs and options, teacher will align their Online Education courses to the curriculum which will include engaging instructional strategies and assessments.

We are reviewing the STEM elective and course offerings to our students at Huntingdon Area High School. We need to review what the STEM continuum will look like at the high school level.

Start Date: 8/29/2016   **End Date:** 7/1/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Dual Enrollment Opportunities

Highly effective instructional strategies

Description:

Training will be provided throughout the 2016-2017 school year on topics to include Differentiated Instruction strategies and the Danielson model for teacher effectiveness for new teachers. Professional development is embedded through our K-12 instructional coaches.

Start Date: 8/1/2016   **End Date:** 6/28/2019

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, we need to train staff on the most effective instructional strategies to engage students and maximize their individual level of growth as we move toward personalized learning for students. We have implemented an Instructional Coach to support our teachers on the use of technology in the classrooms. We are beginning the stages of learning about Mass Customized Learning in our District.

Start Date: 10/3/2016   **End Date:** 6/1/2020

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.

Indicators of Effectiveness:

Type: Annual

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 Behavioral Interventions and Supports

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)The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Behavior Support

Description:

De-escalation techniques (on-going CPI or Safety Care Training): The district annually provides training in Nonviolent Crisis Intervention (CPI) and Safety Care to teachers and paraprofessional who work with students with behaviors, especially those students who routinely exhibit physically aggressive behaviors. The training provides staff with de-escalation techniques and ways to safely restrain students if necessary. The training requires recertification on an annual basis.

The district also has School Wide Positive Behavior Supports implemented at Southside Elementary, Standing Stone Elementary, the Huntingdon Area Middle School, and will be implementing it in the Huntingdon Area High School during the 2016-2017 school year. Training and ongoing support is provided annually to the district faculty and staff through the Huntingdon Area School District.

The district will annually provide behavior support training to parents. The district also works with community agencies and parents to improve students' behaviors.

Start Date: 7/1/2016   **End Date:** 6/30/2019

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

Supported Strategies:

- Positive Behavioral Interventions and Supports

Align Curriculum K - 12 to PA Core Standards

Description:

Huntingdon Area Elementary Schools have completed the process of aligning and creating curriculum in ELA (Reading & Writing) and Math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

Huntingdon Area Middle School and High School are currently participating in a district-wide effort to align and map our curriculum. The process began with reviewing gaps with the PA Core Standards and aligning the course content. We have begun to write curriculum across all the content areas. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and leaning activities, assessments, and resources.

Huntingdon Area Middle School completed a STEM curriculum plan that was Board approved in September, 2016.

We completed the K-12 School Counseling Plan and created an action plan through Ch. 339 which will be submitted for Board approval in November, 2016.

Instructional practice is an area of concern for our Middle and High School. The need for professional development, resources and accountability in these areas are being developed. Differentiation was recommended as a need for professional development. For the 2016-2017 school year, teachers received professional development on differentiation. Teachers have been required to turn in daily lesson plans that include identifying instructional strategies being implemented during class to meet the needs of students. The administration is completing walkthroughs to gather data on the frequency of teachers using purposeful grouping during instruction, level of task students are assigned to complete, and instructional strategy begin utilized. Differentiation will continue to be an area to focus on as the teachers use multiple resources, both online and in print, to increase their knowledge and ability to differentiate in class.

Review and align our Online Education Program to PA Core Standards. After reviewing programs and options, teacher will align their Online

Education courses to the curriculum which will include engaging instructional strategies and assessments.

We are reviewing the STEM elective and course offerings to our students at Huntingdon Area High School. We need to review what the STEM continuum will look like at the high school level.

Start Date: 8/29/2016   **End Date:** 7/1/2020

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

Supported Strategies:

- Positive Behavioral Interventions and Supports

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.

Indicators of Effectiveness:

Type: Interim

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: Annual

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) Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development

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

Implementation Steps:

Highly effective instructional strategies

Description:

Training will be provided throughout the 2016-2017 school year on topics to include Differentiated Instruction strategies and the Danielson model for teacher effectiveness for new teachers. Professional development is embedded through our K-12 instructional coaches.

Start Date: 8/1/2016   **End Date:** 6/28/2019

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, we need to train staff on the most effective instructional strategies to engage students and maximize their individual level of growth as we move toward personalized learning for students. We have implemented an Instructional Coach to support our teachers on the use of technology in the classrooms. We are beginning the stages of learning about Mass Customized Learning in our District.

Start Date: 10/3/2016   **End Date:** 6/1/2020

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 Core Standards

Description:

Huntingdon Area Elementary Schools have completed the process of aligning and creating curriculum in ELA (Reading & Writing) and Math content areas. The science curriculum will be addressed and aligned in the 2016-2017 school year. We have implemented a new curriculum framework that includes big ideas, essential questions, standards/eligible content, essential vocabulary, instructional strategies and learning activities, assessments, and resources. Social Studies will follow this same framework.

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Start Date: 8/29/2016   **End Date:** 7/1/2020

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

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, Career and College Ready Standards, 21st Century Skills, Technology 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: 8/30/2016　　**End Date:** 6/1/2020

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.