

Midd-West SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

568 E Main St  
Middleburg, PA 17842  
(570)837-0046  
Superintendent: Richard Musselman  
Director of Special Education: David Fassett

## Planning Process

A team process will be used to develop the plan with input gained from individuals through team meetings, email exchanges, and the completion of the various forms located within the site. The Special Education Director will collect the necessary data and be responsible for the analysis and interpretation of all applicable portions of the Special Education Plan. This will include working with teams of teachers, parents, and other staff members to complete the necessary portions of that plan. Likewise, the Director of Curriculum and Instruction will be responsible for leading the team process and Comprehensive Plan Committee for the completion of all other components of the plan. This will include scheduling meetings and gathering data from all concerned parties including students, parents, teachers, community member, and administrators. Teachers will gather input from their respective groups through formal and informal meetings with their respective colleagues and share that input with the Comprehensive Plan Committee. Our parent representatives have numerous interactions with other parents in the district and the information gathered, combined with insights gained from parent interactions with the director and teachers will provide a parental and by extension a student perspective. All in all, it will be a total team effort!

## Mission Statement

We facilitate the intellectual, social, emotional, and physical development of all of our students so they competently contribute to society, achieve their highest potential, and engage in continuous learning... A QUALITY EDUCATION FOR ALL, FOR LIFE

## Vision Statement

The vision of the Midd-West School District can be summarized as "a thorough education, done properly, with a purpose." Our vision includes...

- a vertically and horizontally aligned curriculum that is appropriate, rigorous and relevant for each student.
- use of teaching strategies based on "what works"/ research.

- a seamless system of assessment used by teachers to design instruction.
- highly qualified teachers who focus on personal professional development to increase student achievement.
- highly qualified leaders who are future focused, proactive and consistent.
- a high level of stakeholder involvement and support.
- safe, modern and well maintained facilities with appropriate resources for students to grow academically and socially in relation to the global community.
- cutting-edge technology used to advance educational goals.

## Shared Values

### We believe:

- Our school community must nurture the intellectual, social, emotional, and physical well-being of students.
- Because all students have the capacity to learn, we must encourage their best efforts and present them with opportunities and challenges to reach their potential and experience success.
- All learners have an important contribution to make; therefore, we will provide education that is flexible to accommodate, respect and value the unique needs of each learner.
- Our schools' effective learning environments require safety, discipline, respect, organization and high expectations for all.
- We make resources available to provide all students with the opportunity to achieve their educational and career goals.
- We are accountable to the students, families and the communities we serve.
- Our greatest educational achievement is rooted in the combined commitment of students, parents, educators and the community.

## Educational Community

Mid-West School District is located in western Snyder County. This area of the county is primarily rural. Agricultural activities are engaged in by a large number of families that inhabit our school district. Most of the industry is related to the abundant natural resources in the area. For instance, several businesses take advantage of the available timber to produce lumber, wood products, cabinetry and mobile/manufactured housing. Other industries take advantage of the resources located in the surrounding countryside, For instance, sand and gravel from the region are used to produce pre-poured concrete walls, concrete block, and glass products. Many other services related jobs are available in the area to meet the needs of the local population with the Mid-West School District being the 2nd largest employer in the area.

Because of our district's reliance on agriculture, building products, and human service fields, at times our community can be impacted by economic down turns. Local businesses make contributions to the district through scholarships or directly supporting a program such as the FFA. We are blessed with a wealth of community spirit and pride. Whenever there is a need, we can count on people volunteering their services. The district recently completed two state-of-the-art buildings (Mid-West High School and Middleburg Elementary) that we would like to become community gathering places beyond the school performances and sporting events.

Our students are primarily from lower middle to middle class homes. To the best of our abilities, we try to offer our students opportunities to explore options for careers and service in the local and the larger community. Opportunities include the work/study program in which our seniors have the chance to participate. Seniors find intern (unpaid) or co-op (paid) jobs and they can earn up to three credits toward graduation while they are learning valuable job skills. Teachers act as job coaches. The program gives the school -and students - a chance of interacting with local businesses, getting a sense of the expectations of the workplace and businesses get a preview of the coming labor force. Since the inception of the program, several students have had full-time jobs waiting for them at graduation. We are also fortunate to have Parent Teacher organizations that provide our students opportunities for field trips to a variety of places to enhance the learning beyond the classroom.

## Planning Committee

Name	Role
Dane Aucker	Administrator
Jeremy Brown	Middle School Teacher - Regular Education
David Fassett	Administrator
Kelli Herbster	Parent
Stephanie Herrold	Parent
Richard Musselman	Administrator
Melissa Parker	Parent

Donna Samuelson	Administrator
Shirley Spangler	High School Teacher - Special Education
Joseph Stroup	Administrator
Jeremy Tittle	Board Member
Todd VanKirk	Administrator

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

N/A

#### Elementary Education-Intermediate Level

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

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

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

N/A

### **Middle Level**

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

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

N/A

### High School Level

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

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

N/A

### *Adaptations*

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

*No standards have been identified for this content area.*

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

*No standards have been identified for this content area.*

#### **Middle Level**

*No standards have been identified for this content area.*

#### **High School Level**

*No standards have been identified for this content area.*



Explanation for any standards checked:

N/A

## Curriculum

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

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

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

### **Middle Level**

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us familiarize ourselves, but we have not fully accomplished the curriculum characteristics listed.

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

N/A

### **High School Level**

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

Processes used to ensure Accomplishment:

As a district, we are still becoming familiar with the core standards. Developing the curriculum in line with the standards is definitely helping us become more familiar with the PA CC and helping us to develop more rigorous and robust curricula.

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

N/A

### *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.

As with aligning our instruction with the standards, as we become more familiar with the core content, we can identify ways to modify the planned instruction to accommodate ALL of our students. At this point modifications and accommodations are made on an individual basis during the IEP process.

## **Instruction**

### *Instructional Strategies*

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

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

- Administrators

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

Our building administrators have been trained for the new evaluation process, which includes both formal observations and walkthroughs. The Director of Curriculum and Instruction and the Supervisor of Special Education also conduct formal and informal observations. As a part of our implementation of RTII, there are regular (elementary, middle school, and high school) or department meetings (middle/high schools). Special education teachers participate in the meetings where the usage of differentiated instruction to effectively reach all students are discussed and schedules arranged for modeling and observation.

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

As far as the personnel reviewing lesson plans, our district is not large enough to employ building supervisors or department supervisors. Our principals review lesson plans as part of the formal evaluation process, while teachers dialogue with one another to coordinate lesson plans within and across disciplines. Department chairs serve as a resource for teachers in planning and instructional practice.

### *Responsiveness to Student Needs*

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

<b>Instructional Practices</b>	<b>Status</b>
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

N/A

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

<b>Instructional Practices</b>	<b>Status</b>
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	Implemented in 50% or more of

gifted students.	district classrooms
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If necessary, provide further explanation. (Required explanation if column selected was

N/A

### Middle Level

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

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

N/A

### High School Level

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

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

N/A

### ***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.

As the district becomes aware of a teaching position becoming open, the opportunity is "posted" on our website and it is also advertised in the local media. Candidates are screened and interviewed. After reference checks, the person who appears to be most qualified is chosen. This process still does not provide us with information about how the teacher performs in the classroom. To that end, we have started to discuss having teaching candidates plan and teach a lesson to the interview committee at a minimum - preferably we would have them teach to a classroom of our students.

### **Assessments**

#### ***Local Graduation Requirements***

<b>Course Completion</b>	<b>SY 15/16</b>	<b>SY 16/17</b>	<b>SY 17/18</b>
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

#### ***Graduation Requirement Specifics***

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

#### ***Local Assessments***

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
End of Unit Exams				X
End of Course Exams	X	X		X
PSSA	X	X	X	X
Keystone				X
Project-Based Assessments				X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
PSSA	X	X	X	X
Keystone				X
Reading Running Records	X	X		
DIBELS	X	X		
Publisher created			X	X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher created	X	X	X	X
Publisher created	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
CDTs		X	X	X
Teacher created	X	X	X	
Publisher created				X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed as part of the teacher evaluation process and through professional learning community and grade level/department meetings.

### *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.

Our independently and objectively validated local assessments are purchased through a vendor who verifies the assessments' reliability and validity.

### *Collection and Dissemination*

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

Data is collected, organized and analyzed at the district, building, classroom and individual student levels as it becomes available. Summative student performance data is organized



and reviewed by district and building level administrators and disseminated to teachers in a variety of phases and stages, most often being disseminated first to professional staff serving in the roles as department and grade level leaders and from there to all professional staff for analysis. Data analysis time is available at all building levels on a consistent basis across the school year. Formative assessment data derived from a variety of sources (CDTs, Study Island, Edmentum, teacher-made assessments, etc.) is generated and analyzed beginning at the classroom level and pushed out to a wider audience as relevant and appropriate.

### *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.

Students who have not achieved proficiency are referred to the RTII team and interventions are recommended and put into place. Interventions include small group and slower paced instruction and strategies aligned with the student's learning style. Ultimately a small percentage require one-to-one intervention. At the high school level an array of online courses and programs are utilized to identify learning gaps and provide targeted instruction and additional practice. Some course placement decisions are also based on a student's performance.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

As data becomes available, it is analyzed by grade level and department teams to determine alignment of curriculum and what strategies are working and identify areas where alternate strategies need to be explored. Struggling students are referred to the RTII process to determine practices that could be modified or adapted to better ensure student proficiency.

At the middle and secondary level, struggling students are enrolled in supplemental courses that address specific learning needs in terms of eligible content and effective instructional strategies. Professional development needs are identified through data results to ensure teachers are trained in the delivery of effective instructional strategies.

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

State assessment reporting is organized around key core eligible content in grades 3-11, however, the district adheres to a traditional K-12 report card that does not reflect student attainment of specific eligible content and skills by PA standard. An attempt in the first quarter of the 2013-14 to report out assessment results using standards based report cards at the elementary level met with frustration as neither teachers nor parents were yet familiar enough with the new core standards. The district is addressing the issue by dedicating professional development days to grade level and department meetings, allowing these teams time to gain a better understanding of the core standards. This understanding can then be shared with parents and the community through parent nights, conferences and disseminated through a variety of communication means (website, newsletters, parent letters, Sapphire Parent Portal, etc.). At the HS level, some departments have begun the process of developing "competency checklists" that outline key concepts and skills to be learned in a given subject area. This is an area where significantly more work needs to be done.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

As the results of state summative assessments become available, the individual student information is passed on to parents and teachers via letter. School and district wide results are shared at district Board of Directors meetings, which are then reported in the local

media. In the letters, reports to the board and on the district website, the public is directed to PDE and other sites for further explanations of the scores and their meaning.

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

We are currently pondering how we would incorporate the scores into planning guides, as the information is readily available in several other formats. School handbooks and calendars are posted on the district website, where access to assessment results is prominently displayed already.

## 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.

At last report, the district had no Focus or Priority schools. The high school emerged from "struggling" after successfully implementing its improvement plan as evidenced with its 2013 SPP score.

Continued growth is demonstrated by results on the statewide and local summative assessments.

### *Programs, Strategies and Actions*

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

School Wide Positive Behavior Support programs require an 80% buy-in from the staff of a building. We have succeeded in implementing a program at West Snyder Elementary and are hopeful that the data we are collecting from what we already deem as a successful program will add to the arguments already presented in support of districtwide implementation of school wide programs. Renaissance is a program that mirrors a formalized SWPB program; this program has been in place at the High School since 2009. The plan to implement the overlay between positive schoolwide behavior and RtII has been outlined in the HS improvement plan.

Given the small size of our buildings and student populations, it is believed that we can ensure school safety with our electronic entry and video surveillance systems, supported by routine and random patrolling of the buildings by staff.

### *Identifying and Programming for Gifted Students*

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

1. Students believed to possibly qualify for gifted support are referred by parents/teachers to the individual school's guidance counselor(s) for screening. Students successfully passing the screen are then referred to the school psychologist for evaluation. Results of the evaluation are shared with the parents and relevant district personnel and if the student qualifies for services, a meeting is set up to develop a Gifted Individualized Education Plan (GIEP) for the student and services outlined in the GEIP then begin.

2. Gifted support is a mix of pull-out and push-in services across building levels. Additionally, at the HS level, students are afforded the opportunity for course acceleration, elective online courses, and advanced coursework.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements -i.e.,	X	X	X	X

Immunization				
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X	X	X
Wellness/Health Appraisal	X	X	X	X
School Based Behavioral Health (SBBH)/Children's Clinical Health	X	X	X	X
Social Work services as relevant	X	X	X	X
Headstart/SUMCD classrooms at West Snyder Elementary and Midd-West High School	X			X

Explanation of developmental services:

It is our hope to use our transition coordinator to implement a career development program at the elementary level, but time is already at a premium at this point, so plans are on hold. SBBH/CCH (the program is in the midst of a name change) is a service provided in collaboration between Midd-West and Northwestern Health Services and funded by Community Cares Behavioral Health (CCBH).

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X
Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X
SBBH/CCH	X	X	X	X
Other outside agency supports as needed (Project Elect, C&Y, juvenile probation, CMSU, MHMR, etc.)				X

Explanation of diagnostic, intervention and referral services:

As developmental gaps and needs become greater at the secondary level, an array of services are afforded HS students through strong partnerships with outside agencies.

### *Consultation and Coordination Services*

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

Explanation of consultation and coordination services:

Because of its ineffectiveness, our alternative education program was abandoned five years ago, with the hope of finding a more efficacious program. More pressing issues have continued to emerge and consumed the time needed for stakeholders to get together and discuss what the new program would like like. There is mounting behavioral pressure that should move discussion for placement options to the forefront.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
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				
Student Handbook				

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar				
Student Handbook				
School Based Behavioral Health (SBBH)/Children's Clinical Health	X	X	X	X

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

Classroom teachers meet informally on almost a daily basis and formally at grade level/department/RTII meetings with special education teachers (and reading specialists in

the elementary levels). to discuss the needs of individuals and possible interventions; what's working, what's not and what else can we try? Collaboration

### *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

Most coordination with infant and toddler centers and early intervention programs is done through CSIU. We are fortunate to have Head Start/Pre-K Counts programs in two of our buildings. This allows us to be a little more "hands-on" with the direction of the program as we can model expectations of public school behavior to future students. Students come into kindergarten with fewer transitional issues. Our elementary and middle schools have a close relationship with area before-after school provideers. They are included in all school to parent announcements of scheduling and recieve all automatic calls related to delays and closings.

In January, the CSIU provides us with a list of students they are providing early intervention services for and the supervisor of special education and school psychologist meet with the parents of these students to explain the re-evaluation process for entering public school and to answer any questions the parents may have.

We provide after school tutoring in all buildings, Monday -Thursday and we work closely with the Middlecreek Area Community Center (MACC) and their tutoring program. We believe we are building what is a model work/study program at the high school. Seniors are allowed to earn up to three credits for work experieince in the community, while having the support of a job coach to act as their advocate and intermediary.

### *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.



- 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.

Most coordination with infant and toddler centers and early intervention programs is done through CSIU. In January, the CSIU provides us with a list of students they are providing early intervention services for and the supervisor of special education and school psychologist meet with the parents of these students to explain the re-evaluation process for entering public school and to answer any questions the parents may have.

We are fortunate to have Head Start/Pre-K Counts programs in two of our buildings. This allows us to be a little more "hands-on" with the direction of the program as we can model expectations of public school behavior to future students. Students come into kindergarten with fewer transitional issues.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.

Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.

Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

*This narrative is empty.*

### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.

Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

*This narrative is empty.*

### **High School Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level	Accomplished

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

Provide explanation for processes used to ensure Accomplishment.

Materials and resources are constantly monitored at the building and district level to assure that teachers and students have access to the materials and resources needed to achieve proficiency in the academic standards.

Discussion is ongoing about how to better provide the differentiation necessary to serve our diverse student population.

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

*This narrative is empty.*

### ***SAS Incorporation***

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district

	classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in

	50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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 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	Implemented in 50% or more of district classrooms

Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### **High School Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	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



	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 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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

## Professional Education

### Characteristics

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

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

appropriate data to inform decision making.				
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.

CSIU and PaTTAN offer an array of opportunities for educational leaders and teachers alike; both at their respective locations and via webinar. The district tries to the best of it's ability to secure time for staff to take advantage of training opportunities to meet the characteristics listed. CSIU is also accommodating in providing on-site trainings so larger groups may benefit from new findings in instruction and how best to provide it.

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

N/A

### *Strategies Ensuring Fidelity*

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

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

Based on data gathered from classroom, local semi-annual and statewide assessments, long range trends are determined. Areas of professional development needs are identified and scheduled to be addressed on professional development days. When the IU or PDE announce

a pertinent training, the district sends a representative to bring information back if it is unable to send the applicable cohort.

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

N/A

### *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.

The goal of the Midd-West School District Induction Program is to facilitate and provide support for teachers new to the Midd-West School District.

The objectives for the program provided are to:

provide a structure through which the inductee can objectively analyze the effectiveness of his/her teaching and have resources for self-improvement readily available

structure and implement a practical orientation program to help the inductees to have a successful initial year.

provide a formal structure for identifying and solving the problems common to beginning teachers.

provide peer support and the model of an experienced professional for the inductees.  
provide a common entry point for on-going staff development.

become aware of student needs in the educational process and how the inductees can effectively meet these needs.

provide for the study of the Code of Professional Practice and Conduct For Educators and provide for the study of the Child Protective Services Law, Act 151 of 1994 of the Domestic relations Code.

### **Competencies**

As a result of participation in the induction process, new teachers shall demonstrate the following competencies:

- Use student data to determine students' learning priorities.
- Practice self-reflection on the impact of teaching practice on student learning.
- Demonstrate curricular and content knowledge in the area of the educator's assignment or certification.
- Use a variety of appropriate assessments that are aligned to the instructional goals and partially adapted as needed for student needs.
- Maintain a classroom environment that has reasonable and clear expectations for student achievement with reasonable value placed on the quality of student work.
- Work effectively with parents and community partners.
- Demonstrate adequate knowledge of the PA Academic Standards and Assessment Anchors.
- Use appropriate interactions between teachers and students and among students.
  - Maintain clear standards of conduct and effective management of student behavior.
  - Develop effective classroom routines and procedures resulting in little or no loss of instructional time.
- Provide safe and adequate organization of physical space that provides accessibility to learning and to the use of resources, materials and technology.
- Demonstrate adequate communication of procedures and clear explanation of content.

- Use question and discussion strategies that encourage many students to participate.
- Provide adequate feedback to students on their learning.
- Adhere to school and district procedures and regulations related to attendance, punctuality, etc.
- Adhere to the Professional Code of Conduct.
- Comply with school and district requirements for maintaining accurate records and communicating with families.
- Demonstrate competency in the functional use of the district's software programs.

## Assessment Processes

### Professional Development Survey

All inductees will complete the Professional Development Survey to determine areas of specific interest and need to be addressed during the induction process. The survey will be shared with the building principal and mentor teacher to facilitate the professional growth of the inductee.

### Mentor Teacher Selection Process

#### **S elect ion Criteria**

The selection criteria for mentor teachers shall include:

Three years of satisfactory teaching experience in the Mid-West School District Certified teacher

Demonstrated competence in instruction, planning, and classroom management Positive attitude toward the teaching profession

For greater collegial support, where possible the subject area and/or grade level shall be compatible with that of the inductee

Completion of application

Upon successful completion of the induction program, inductees will receive a certificate indicating completion. A copy will also be placed in the employee's personnel file.

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

N/A

### *Needs of Inductees*

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

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

Our new teachers are virtually surrounded with support to ensure their success. We know the value of a great teacher and we want to do everything within our power to ensure we help our teachers reach that description. As with our students, our program is strength-based, finding what the teacher does well, to help them work on their needs. Frequent walkthroughs by administrators and mentors/colleagues help new teachers identify both the strengths and needs and find ways to improve.

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

N/A

### *Mentor Characteristics*

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

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

Mentor Selection

Mentor Teacher Selection Process

Selection Criteria

The selection criteria for mentor teachers

shall include:

Three years of satisfactory teaching experience in the Midd

-

West School District

Certified teacher

Demonstrated competence in instruction, planning, and classroom management

Positive attitude toward the teaching profession

For greater collegial support, where possible the subject area and/or grade level shall be compatible with

that of the inductee

Completion of application



### Selection Procedure

Candidates shall submit a completed application supplied by District Induction Committee. Applications will be kept on file until withdrawn by the applicant.

The District Induction Committee will screen applications annually with recommendations to the

superintendent or assistant superintendent for a support teacher list. The superintendent or assistant

superintendent may use the approved list when recommending mentor teachers to the Board of School

Directors but may solicit other persons deemed qualified.

The District Induction Committee reserves the right to solicit applications as may be deemed necessary.

All qualified staff members shall have the opportunity to submit a mentor teacher application at the conclusion of each school year.

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

N/A

### *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		X		
Best Instructional Practices	X	X	X	X	X	X
Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X

Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X		X		X

If necessary, provide further explanation.

All topics must be addressed in August, so the new teacher at least gets a sense of the district culture and philosophy pertaining to each. Although there is a topic for the monthly induction gatherings, with different administrators responsible for leading the session, the timeline for when topics are addressed is more individually driven.

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

Identify the procedures for monitoring and evaluating the Induction program.

### **Evaluation and Monitoring**

#### **Assessment**

Assessment of the program will be conducted by the District Induction Committee throughout the year with input from program participants and other professional staff.

A log of activities, conferences and meetings maintained by the support teacher and inductee may be reviewed at any given time by the building induction team or the district induction committee. At a minimum, the induction team shall review logs at the mid-year and end of year.

All inductees and mentor teachers shall complete an assessment of the program at the end of the year. Records pertaining to the induction program shall be kept in the District Office

### ***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: **335**

### *Identification Method*

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

In identifying students with specific learning disabilities, the first step is monitoring. Students' progress at the elementary, middle, and high school levels is monitored by teachers and guidance counselors. If a student is failing a course/subject, he/she is taught strategies to help improve his/her chances for success. Strategies could include, but are not limited to, organizational strategies, study strategies, time management strategies, reading strategies, and comprehension strategies.

This year we began implementation of Response to Instruction and Intervention (RTII) at all levels. All students in the district have time during the instructional day to work on areas, with teacher assistance, where they are struggling. Students that continue to have difficulties are discussed with grade level or content area teams and the student's parents and the result may be a referral for evaluation of a learning disability. Because a special education teacher sits on each team, they can offer ideas for interventions and strategies when a student is struggling, and help the team decide if the time has arrived to have the student evaluated.

If the interventions implemented above are not successful, a request for evaluation is completed by either the parent(s) or the student's teacher. Written permission to evaluate is obtained from the parent(s) or guardian(s) and testing is conducted within the 60 day time limit. If the student is found eligible for special education services, an Individual Education Program (IEP) is drafted and an IEP meeting is held within 30 days of the date of the initial evaluation or re-evaluation. Eligibility is determined using the significant discrepancy model. When implementing the IEP, the team always looks at the least restrictive environment - General Education classroom(s) - as the first placement option. If the child's needs cannot be appropriately addressed in regular education, the continuum of placement options is explored and an appropriate placement is selected from the continuum.

Of course, at anytime during this process, at any level, a parent may request an educational

evaluation, and promptly receive a Permission to Evaluate form, initiating the formal evaluation process.

### *Enrollment*

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

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

We did not see any significant disproportionalities when looking at our recent data.

### *Non-Resident Students Oversight*

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

1. There are no Alternative Education for Disruptive Youth (AEDY) programs within the Midd-West School district borders, so we are not a host district. Students who fit under the Section 1306 definition at Midd-West are sent to Behavioral Specialists, Inc. (BSI) locations in Williamsport and Danville and PA Treatment and Healing (PATH) in Milton. The Williamsport BSI location receives special education support from Blast IU 17; they write and implement the IEP, Midd-West personnel are invited to IEP and progress meetings, and send progress reports to the district as well as the student's parents. CSIU 16 supplies special education services to BSI's Danville campus, but holds districts responsible for writing the IEPs they then implement. PATH will only accept special education students if they have been exited from special education.

2. We ensure FAPE by keeping in contact with the AEDY programs and paying occasional visits to the program and the students.

3. There are no problems or barriers that limit our ability to meet our obligations under Section 1306, however it would be easier if there were a program closer to the district. The placements mentioned above are 45 minutes to an hour away, on a good day. Ideally, we would like to establish an alternative placement in the district, but probably not in the foreseeable future.

### *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).

There are no juvenile corrections facilities located in the Midd-West School District. The correctional facility in which Midd-West students could be placed is located within the boundaries of the Selinsgrove Area School District. Incarcerated students are ensured the right to a free appropriate public education until the age of 21. The Selinsgrove Area School District complies fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed therein. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. School districts providing special education services to incarcerated school-age individuals are required to:

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

Selinsgrove Area School District is permitted to charge Midd-West School District for the cost of the special education services, not to exceed the total cost of the special education program being provided to the individual.

We also have students that are sent to the Northwestern Academy in Shamokin. The Shamokin School District provides services at that institution following the same guidelines as above.

### ***Least Restrictive Environment***

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

1. At Mid-West School District, we are continuing to build on the philosophy of "pushing in" (delivering services within the regular education classroom). Our belief is that in each classroom, there are students who may be un-"identified" who can also benefit from the extra support special education staff provide. We strive to find ways that enable students to progress in the general education classroom by providing a wide array of supplementary services and support that allow students to learn with their grade and age appropriate peers in a variety of school and community settings.

Learning support teachers and paraprofessionals facilitate student progress within the general curriculum at the elementary level. At the present time, all of our "in-district" emotional support students are being served on an itinerant basis in their regular education classrooms, with minimal "pull-out". Our life skills students and students on the autism spectrum also participate in the regular education classroom to the extent that they can, on an individual basis.

At the middle school level, life skills, emotional and learning support teachers, along with paraprofessionals, spend time in regular classes, supporting students. Working with the regular education teachers, they find ways to accommodate and adapt the instruction and curriculum to help students (all students, not just the identified) experience more success. The special educators play an important role in the grade level middle school teams.

High school students receive adaptations within regular classes, study support from learning support teachers, and assistance from paraprofessionals. An emotional support teacher and paraprofessionals are also available to support students with emotional and behavioral needs in the general curriculum. Life skills students have access to community-based training and vocational experiences along with opportunities for inclusion in regular education classes. Special education students who attend SUN Area Career and Technology Center may receive individual assistance as determined by IEP teams.

Special education students at all levels have access to an array of extra and non-curricular opportunities. They participate in field trips and other school activities. The district provides wheelchair transportation and support staff which enable students with mobility and medical challenges full access to school programs.

After a complete review of a student's present levels of educational performance, educational strengths and needs, goals, and specially designed instructional strategies, the IEP team must determine in what setting the IEP can be implemented most successfully. The team looks at the type and degree of supplemental services that are necessary for the child to be successful. The first goal is to look at what services are necessary to implement the child's IEP in the general education classroom. All members of the IEP team, including parents, participate in the decision-making process to strive for a placement with appropriate educational services designed to provide educational benefit to the student in the least restrictive environment.

If the student's educational needs are so significant that the supplemental supports and services of the regular class environment are not sufficient, the IEP team then discusses more intense levels of intervention. Although the IEP team may assign a student a special education classroom for some or all core curriculum subjects, members also focus on inclusion opportunities in areas such as art, music, physical education, library, homeroom,

study skills, and extra-curricular activities.

2. We are fortunate in Midd-West to be working with the Special Education staff at the Central Susquehanna Intermediate Unit (CSIU). They are always ready to come to the district and work with the entire staff - last August CSIU staff spent the morning working with the middle school staff and all the paraprofessionals in the district to develop a better understanding of students with Autism Spectrum Disorder - or on a more individual basis - the CSIU works with our special education and general education staff to develop functional behavior analysis (FBAs) and positive behavior support plans (PBSPs). To the best of our ability, the district tries to take advantage of the free development opportunities provided by the IU and PaTTAN. Unfortunately, budget cuts and a substitute shortage limit our abilities to send people to trainings during the school day, when most opportunities are provided. Fortunately, we are blessed with teachers dedicated to life-long learning and they have given up their own time and fuel to take advantage of after hours and week-end trainings.

Our special education teachers also participate in the program trainings provided to the regular education educators, most recently Writer's and Reader's Workshop. They have taken the lead in establishing a School Wide Positive Behavior Support Program at West Snyder Elementary and have been pivotal in our move to implement Response to Intervention and Instruction (RTII). Special education teachers work with general education teachers, administrators and paraeducators to continually find ways to support students with supplementary aides and services. For example we have scheduled time for co-planning and team meetings, instructional arrangements that support collaboration, coaching and guided support for team members in the use of assistive technology for individual students and scheduled opportunities for parental collaboration.

We try to develop and deliver instruction that addresses diverse learning need. This means we may modify curricular goals and/or test delivery. Teachers work to provide alternate ways learning can be demonstrated or changing the method of presentation as well as seeking research-based alternate/supplemental materials and instructional adaptations. Adaptations and modifications to the physical environment are considered; we look at furniture arrangement in environments as well as specific seating arrangements and individualized desk, chair needs and the need for adaptive equipment. Adjustments to sensory input (e.g., light, sound), environmental aids (e.g., classroom acoustics, heating, ventilation), and structural aids (e.g., wheelchair accessibility, trays, grab bars) are all considered when trying to address diverse learning needs.

The staff at Midd-West are continually trying to add to our repertoire of supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. As needs are determined by the team, we provide social skills instruction, and counseling supports - we are working on a peer support plan at the high school we are excited about. As the need arises we do develop individualized behavior support plans and discuss the possibilities of modification of rules/expectations and cooperative learning strategies. In addition, by the end of July 2014 almost all of the paraeducators in the district, administrators and a slowly growing number of teachers will be certified in Safety Care de-escalation and behavioral support tactics.

More specifically, using the format found in PaTTAN's Supplementary Aids and Services (SaS), the district provides support in four domains

Collaborative -

- Scheduled time for coplanning and team meetings - These meetings have become part of every building schedule.
- Instructional arrangements that support collaboration - At this time this is provided through teacher and/or paraprofessional support in the classroom.
- Professional development related to collaboration - To the extent time allows, given all the other initiatives we need PD time for, we do our best.
- Coaching and guided support for team members in the use of assistive technology for an individual student - This is where we turn to CSIU for support. They have been very willing to come to the district and work with anyone who needs the training.
- Scheduled opportunities for parental collaboration - Parents are invited to come into the schools and observe, and follow-up on ideas. The district also provides opportunities for parents to get-together in the evening to discuss issues. Unfortunately these are not well attended.
- All pertinent school personnel collaborate in the development and delivery of SaS.

Instructional -

- Providing modified curricular goals - Not all students can reach the same bench mark and teams get together to discuss goals we can set to help students feel successful.
- Providing alternate ways for students to demonstrate learning - This may include oral testing, use of assistive technology, or any other method the team believes will give us access to what the student knows.
- Providing test modification -To the extent possible general ed. and special ed. teachers collaborate to modify the test while still being able to use it to determine what the student has learned
- Providing alternate materials and/or assistive technology - As mentioned above, the district works with CSIU and other theapists to determine what a student may need to be more successful and then we find it and if necessary provide the student teachers and parents in the proper usage.
- Providing instruction on functional skills in the context of the typical routines in the general classroom - Students who need extra practice to be successful in the general classroom are provided with opportunities during "pull-out" times, often in combination with instructional materials they are working on.
- Changing method of presentation - With the implementation of our One-to-One computer project, teachers have really gotten onboard with finding interesting ways to present instruction
- Using reader services - We generally use text-to-speech software and companies like BookShare.
- Providing research-based supplementary materials - to the extent the budget can afford it. Fortunately there are a growing numbe of materials available for free.
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples) - Provided on a daily basis.



Physical -

- Furniture arrangement in environments - Furniture is arranged to promote easiest accessibility for all students, given room limitations.
- Specific seating arrangements - Seating is designed to place students where they are most likely to be successful (away from distractions is our biggest concern)
- Individualized desk, chair, etc. - If students aren't comfortable or their needs are not met, there will not be much learning going on. Teams always keep that in mind when looking at needs.
- Adaptive equipment - Supplied as the team determines the needs.
- Adjustments to sensory input (e.g., light, sound) - Again, as the team determines the needs
- Environmental Aids (e.g., classroom acoustics, heating, ventilation) - As needed -
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars) - as needed

Social-Behavioral

- Social skills instruction - At the high school there are formalized classes. At the elementaries and middle school instruction is more small group or individualized.
- Counseling supports - The district supplies a social worker who travels to all the buildings to aid school counselors. We also have a partnership with Northwestern Health Systems to provide School

Based Behavioral Health (SBBH - recently changes to CCH or Children's Clinical Health) services.

- Peer supports (e.g., facilitating friendships) - Put into place as time and availability can be found
- Individualized behavior support plans - We generally like to get these into place before there are major issues. We are working with teachers to help them be more comfortable with the Functional Behavioral Analysis so we can be more certain that the plan will address the targeted behaviors.
- Modification of rules and expectations - within limits
- Cooperative learning strategies - We are making progress.

3. Based on the latest Special Education Data Report (2011-12 school year), the district percentage of students inside the regular class more than 80% of the day (67.8 %) exceeded the state average (62.2%) and the State Performance Plan (SPP =65.0%). This is due largely to the collaboration between our special educators and the general education staff in finding ways to "include" more students in regular classes. In the category of students in regular class less than 40% of the day, our percentage of 8.8% is under the state average of 9.2% and in range of the SPP target of 8.0%. This again is the result of our inclusion program and is indicative of the need to continue exploring ways to include students with more pressing issues with their less challenged peers.

At the time of the latest report, the district had almost double the percentage of special education students in served in other settings (6.4%) than the SPP target of 3.3% and higher than the state average of (4.5%). Since the report, we have successfully brought all of our students with multiple disabilities (MDS) back to be served within the district. Our

challenge lies with our students needing more support in working with emotional and behavioral issues. From time to time there have been discussions of the need to build a more intense emotional support program, but because of budget constraints, there has been no move toward establishing a program to serve these students "in-district". The need is building and some believe that the current data points to the need to seriously look at a home district option (50% of referrals for evaluation were for behavior as of February 2014) and as other districts face the same problem, space at out of district programs becomes limited or unavailable by mid-winter.

At this point, our services for our students placed out of district is primarily for behavioral issues. For out of district behavioral support we currently use the 5 Star program provided by CSIU, Behavioral Specialists, Inc, (BSI) provides services for a few our students (both identified and unidentified) at their Williamsport and Danville campuses. Due to the end of the year issue, we have a student also attending SafetyNet services in Mt. Carmel.

### *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.

As mentioned in the previous section, this is probably our greatest area of need. We have Emotional Support (ES) programs at each level (elementary, middle and high school) but the staffing of these programs and the other demands on their time severely limits our being able to work with our needier students. Our district social worker averages 65 students on her caseload as well as addressing needs as they arise with students she may not see on a regular basis. Guidance counselors help to alleviate the load, but they also have other duties that limit their time and availability.

Because our instructional assistants are usually the first to spot potential problems, they receive training in the de-escalation techniques developed by Safety Care. This training was held March 28th of this year. Special education teachers and assistants who work with students identified as needing support receive full Safety Care training. This training has been open to all staff on a voluntary basis and as a result we have had several "regular ed." teachers take part in the training. All of our building administrators are certified in Safety Care and participate in re-certification each year.

We have been fortunate to work with Northwestern Health Services (NHS) since we were part of the pilot of School-Based Behavioral Health (SBBH) services -now called Children's Clinical Health (CCH). This crew of dedicated professionals usually carries about 10 more students on their load than the proposed case load and are frequently called upon for their expertise as we try to figure out how best to support a struggling child. It is generally agreed that getting onboard with these folks was one of the better moves we have made in the last years.

At West Snyder Elementary we are just completing Year 1 of a School-Wide Positive Behavior Support Program, and we are very encourage by the results. Spearheaded by our social worker and our autism support teacher, and pushed forward with unwavering support of the principal, it has been encouraging to see the rest of the staff embrace the ideals and move the program forward. An unexpected plus has been the effect on the pre-school - Head Start and Pre-K Counts - population housed at West Snyder. Their desire to "be like the big kids" leads them to emulate the behavior and kindergarten teachers at both of our elementary schools will benefit in coming years. Because of what is viewed as an overload of initiatives by some educators, we are having trouble getting any traction for "buy-in" to School-Wide in the other buildings. We are hopeful as the West Snyder program matures and the benefits are shown to be long-term, others will want to get on board.

### *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.

As mentioned above, one of our concerns is with our support of students with emotional and behavioral issues. We do employ a methodology of gradually increasing support, including social skills classes, work with guidance counselors, social worker and CCH who provide support directly with the student and provide ideas and guidance to classroom teachers to work better with their "problem" children. When it becomes obvious that we cannot be successful within the district, outside placements are contacted, based on the needs of the student and unfortunately the openings in the outside programs. It is hoped that the mounting pressures from a growing population in need will drive the district exploration into establishing a more intensive ES program in-house.

Equally or possibly more pressing, depending on who you ask, are two groups of what people in the district refer to as "tweeners", because their level of need falls between those needing more support and those needing less. Of primary concern are the students mainly identified as learning support (LS) or other health impaired (OHI) who are higher functioning than our life skills program serves, but they struggle to keep up in the regular classes because of processing and working memory issues. The other group are the students who do not qualify for our gifted program, but are working at a level higher than their peers in the regular classroom.

Because of the expectations of the state and our own desire to challenge our students, Most OHI and LS students spend their day in regular classes. Although they have accommodations, particularly the universal "extra time", this "time" is generally for test-

taking and finishing assignments. Where they need extra time is in the processing of the information when it is delivered. This need has been discussed from time to time, but as with the emotional support program, we believe that the mounting pressure of data will move discussions to planning for action. There is growing evidence that not supporting these students appropriately leads to the student's frustration and may be leading to the increase in undesired student behaviors pressuring our evaluation process and our emotional support program.

On the other side of the Gaussian Curve are the students who did not qualify for gifted services, but who function higher, at least in some subjects, than their classmates. If not challenged, these students may become bored and this again leads to behavior issues. At the elementary level, we have devised a way to schedule these students to participate in part of the gifted programming, but this has been on an "as needed" basis and schedule flexibility is more restricted in the middle and high schools.

At the time of this writing, discussions among administrators and special education staff about the learning support/OHI need are already scheduled. A core group has also exploring the emotional support program and how we can economically bring a more intensive program to the district. The need is not so great on the gifted side of the continuum, but perhaps as we solve the learning support gap, we will also devise a plan to be more supportive of our higher achieving students.

### *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.

Through the process of completing this plan, we have tried to point out (or at least alluded to) our strengths and highlights, so we will only provide only a recap of those here. We have implemented School-Wide Behavior Support at one of our elementary schools and seeing some remarkable outcomes. It is most striking because you can compare the one elementary, and the behaviors therein, with the other. Efforts to implement the program at Middleburg Elementary have been thwarted to this point by the perception that it is just "one more thing" in teachers already hectic schedule. To be fair, West Snyder only passed the 80% teacher buy-in threshold by .2%, and Middleburg has almost twice the population.

Our partnership with NHS in the SBBH, now CCH program is definitely a highlight we share with anyone who will listen and are glad we could get in on the ground floor. The money for new programs no longer exists so schools wanting CCH now are being disappointed. Children's Clinical Health, because of the family/home component, allows us insights we may not have been privy to previously and also to build consistency in expectations across the two places where students spend most of their time.

Our autistic support program at the elementary level has blossomed since it's inception four years ago. We have gone from looking to others to provide models to being the model, if reactions from parents, inquiries from other districts and most importantly, the progress of our students are any gauge. This is directly attributable to our teacher and her staff

combined with the visible support of the building administrator and the rest of the faculty. You ought to see West Snyder during Autism Awareness Month!

One of the highlights that we haven't mentioned to this point is our secondary transition program; more specifically our work/study program. Qualifying seniors (they are interviewed and screened for better chances of success and there is pre-requisite course work) find co-op and intern opportunities and our transition coordinator and Ameri-Corps volunteer then transport (if needed) the students to their 1/2 day work assignments and act as job coaches and intermediaries to help students gain vital job skills. The program has been so successful that students are frequently offered jobs full-time upon graduation.

And, despite lamenting the lack of a more intensive emotional support program and the need to more successfully address the "tweener" support, our greatest strength at Mid-West is the staff, most of whom realize that "what's best for the student" is likely going to mean more work for them; but also know that student success rewards that work! They model the "out of the box" thinking that it is going to be required of our students in fast changing job market.

Because of limited time, resources and the need for special education staff to be current in the curriculum to better assist their students, "Special Education" trainings for teachers occur more in small groups on professional development days or on as needed basis; either by the state, as in the secondary transition training our secondary teachers have been participating in, or by the district - Safety Care certification for example. Paraprofessional participate in group trainings such as the Safety Care de-escalation training or take advantage of training videos and exercises offered though PaTTAN, CSIU and Infinitec.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- 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
New Story - Selinsgrove	Approved Private Schools	Behavioral/Autistic support	4
5 Star	Other	CSIU - Behavioral Support	6
Oaklyn Elementary	Neighboring School Districts	Autistic support	1
Behavioral Specialist, Inc. (BSI)	Approved Private Schools	Behavioral support	2
Scranton School for the Deaf and Hard of Hearing	Approved Private Schools	Deaf/Hard-of-Hearing	1
Safety Net	Approved Private Schools	Behavioral support	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	20	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	10	1

### Program Position #3

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	15	1

**Program Position #4***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	5 to 12	12	1

Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.

**Program Position #5 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Class**Implementation Date: August 19, 2014**Average square feet in regular classrooms: 900 sq. ft.**Square footage of this classroom: 690 sq. ft. (30 feet long x 23 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 12	6	1

Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.

**Program Position #6***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 8	16	0.8
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Learning Support	8 to 11	4	0.2

		operated					
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**Program Position #7***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 11	9	1

Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.

**Program Position #8***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 11	7	1

Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.

**Program Position #9***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	13	1

**Program Position #10***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	14	1

**Program Position #11***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	13	1

**Program Position #12***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	17	1

**Program Position #13***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 17	17	1

**Program Position #14***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	1

**Program Position #15***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	15	1

**Program Position #16***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 21	8	1

**Program Position #17***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	9	1

**Program Position #18***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	16	1

**Program Position #19***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West 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	13 to 17	8	1

**Program Position #20***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West 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	18 to 21	5	1

**Program Position #21***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 21	7	0.33
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.							
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	8	0.33
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.							
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 13	8	0.33

**Program Position #22***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Middleburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	20	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.							

**Program Position #23***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
West Snyder Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	18	1
Justification: Students are included in a grouping which is not within the permitted age range, for valid educational reasons. The IEP teams have agreed that this is the appropriate location for these students.							

**Program Position #24***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School	A building in which General	Itinerant	Deaf and Hearing	12 to 13	1	0.1

	Building	Education programs are operated		Impaired Support			
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**Program Position #25***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mid-West Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 13	1	0.1

**Special Education Support Services**

Support Service	Location	Teacher FTE
Special Education Supervisor	District - all buildings	1
School Psychologist	District - all buildings	1
Social Worker	District - all buildings	1
Special Education Secretary	District Office	1
Paraprofessional -	Middleburg Elementary	10
Paraprofessional -	West Snyder Elementary	7
Paraprofessional -	Mid-West Middle School	9
Paraprofessional -	Mid-West High School	8

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Autistic and behavioral support	Intermediate Unit	4 Hours

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

Across the district we do run into the challenge of how to better include our students needing extra support in the general education classroom. We need to find ways to help teachers understand the need to differentiate their instruction. At this point, we do not believe it has reached the point of systemic.

## District Accomplishments

### Accomplishment #1:

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School Performance Profile scores rose in three of four buildings in the school district from the 2012-13 school year to the 2013-14 school year. The buildings with improved SPP scores included Middleburg Elementary School, West Snyder Elementary School, and Midd-West Middle School.

### Accomplishment #2:

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Midd-West Middle School has shown achievement data and growth scores that are higher than the state average for their 6th and 7th grade students. Their SPP is the highest in the district and one of the higher scores in the area.

### Accomplishment #3:

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Both West Snyder and Middleburg Elementary Schools are implementing a School Wide Positive Behavioral Support system as an intervention system to help generate a safe and positive school climate.

### Accomplishment #4:

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Select sub-groups at both Middleburg Elementary School and West Snyder Elementary School are showing positive growth and appearing to close the achievement gap at specific grade levels.

### Accomplishment #5:

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Mid-West High School has seen its Keystone Exam Literature scores dramatically increase over the last three years to the point they are exceeding the state average in terms of the percent of students scoring at the proficient level on that exam.

#### **Accomplishment #6:**

Mid-West High School is performing above the state average in terms of the percentage of students who are performing at the proficient level on the Biology Keystone.

#### **Accomplishment #7:**

All four buildings in the district have added team planning time where grade level or department level teachers can meet as teams to discuss student or curricular issues and address them in a cyclical regular nature.

#### **Accomplishment #8:**

Mid-West Middle School had 88.9% of its 7th grade math students proficient on the PSSA Math Assessment. Additionally, over 50% of these students scored at the advanced level.

## **District Concerns**

#### **Concern #1:**

The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

#### **Concern #2:**

The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

#### **Concern #3:**

The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.



## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

The district must ensure that a system for collecting and analyzing school and district level data is implemented K-12, so that district, building, and individual student decisions can be based upon the data collected.

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The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

**Systemic Challenge #2** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

The district must ensure that a system for identifying and remediating instructional concerns for students based upon data is established in an attempt to have students performing standards expected of their grade level. Remediation must be based upon adding instructional time and interventions to ensure the achievement gap closes.

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The district must ensure that a system is developed that allows the building principal to be an instructional leader in the area of academic performance and work with the staff, community, and parents to use data and district resources to improve upon instructional strategies and, ultimately, achievement results.

**Systemic Challenge #3** (*System #0*) Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

# District Level Plan

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## Action Plans

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

### Related Challenges:

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

### Indicators of Effectiveness:

Type: Interim

Data Source: 95% of all students in grade kindergarten through both grade will participate in a standards aligned benchmark assessment system on an annual basis.

Specific Targets: Student scores will increase on PSSA, Keystone, and local benchmark assessments as students that are struggling will be identified earlier and strategies that include the use of additional time and targeted interventions will be used to remediate these student's weaknesses.

### 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/ddd\\_m\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/ddd_m_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.\)](#)

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

**SAS Alignment:** Assessment, Instruction

### **Implementation Steps:**

#### *Data Systems*

**Description:**

Systems for collecting data will be investigated, piloted, and then implemented at grade levels. The data collected will be analyzed and checked for usefulness and decisions will be made as to whether to continue with this data source or search for an improved source of data.

**Start Date:** 11/12/2014    **End Date:** 7/1/2015

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

**Supported Strategies:** None selected

#### *Assessment System*

**Description:**

Students in Kindergarten through 10th grade will be participating in a regular benchmark assessment occurring three to four times a year in PSSA and Keystone tested subject areas. The district will research, discuss, and then implement a regular assessment system designed to provide data as to where students are functioning in relation to the standads.

**Start Date:** 10/31/2014    **End Date:** 9/1/2015

**Program Area(s):** Special Education, Student Services, Educational Technology

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

**Goal #2:** 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.

### **Related Challenges:**

- Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

### **Indicators of Effectiveness:**

Type: Interim

Data Source: 100% of our schools will have strategies in place that allow for students who are performing below benchmark to get extended opportunities.

Specific Targets: Test results on PSSA, Keystone, and local assessments will increase as interventions will be provided to students who are performing below benchmark.

### **Strategies:**

#### *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

### *Reading Across the Curriculum*

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

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

**SAS Alignment:** Instruction

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

#### *Intervention Programs*

**Description:**

Buildings will design schedules to allow for more time for students that are struggling to spend in the curricular area in which they are struggling. In addition, the district will research intervention programs and attempt to align teachers with proven strengths in an intervention system to deliver the instruction within a setting.

**Start Date:** 8/24/2015    **End Date:** 6/15/2016

**Program Area(s):**

**Supported Strategies:**

- Increased Quality Instructional Time
- Reading Across the Curriculum

**Goal #3:** Establish a system that enables the building level administrators to become instructional leaders where data is used to generate building level plans and changes to increase student achievement.

**Indicators of Effectiveness:**

Type: Interim

Data Source: 100% of building leaders will be able to provide documentation of data team meetings and School Improvement Plans being generated from these meetings.

Specific Targets: Test scores on PSSA, Keystone, and local assessments will increase as building leaders use data and committees to drive changes within their educational system.

**Strategies:*****Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing***

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

**Implementation Steps:*****Data Teams*****Description:**

Data Teams will be used to review data on student progress, to assign additional instructional opportunities for those in need, and to generate building level achievement improvement plans.

**Start Date:** 1/20/2015    **End Date:** 2/22/2016

**Program Area(s):****Supported Strategies:**

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

