Bald Eagle Area SD

District Level Plan

07/01/2020 - 06/30/2023

District Profile

Demographics

751 S Eagle Valley Rd
Wingate, PA 16823-4740
814-355-4860
Superintendent: Jeffrey Miles
Director of Special Education: Melissa Butterworth

Planning Process

The Bald Eagle Area School District involved various school and community individuals in developing the 2020-2023 Comprehensive Plan. Stakeholders at all levels were able to focus on areas of interest providing input, feedback, and review of the components of the plan. These groups included Administration from the District and schools, school board members, school level teachers and parent advisory groups, and community members collaborated to create the Comprehensive Plan. Due to the complexity of the plan, additional District members: attendance, school counselors, school nurses, etc. contributed to various pieces of the plan.

Using our Bald Eagle Area website, www.beasd.org, the planning process was described and all community members were invited to participate in the Comprehensive Plan process. All volunteers were accepted and joined their committee interest group. The process is designed to establish goals and action plans to attain these goals. Ultimately, we want to improve and move our schools forward, attaining higher levels of student excellence, creating a blueprint to guide and direct the Bald Eagle Area School District.

As the District Level Comprehensive Plan moved along in the 2018-2019 school year, teams at each school were formed to analyze the data and set academic goals based on their own date, while identifying their individual strengths, needs, and opportunities. Teams included both curriculum leaders as well as grade level teachers. Using the guiding questions embedded within the Comprehensive Planning Tool, along with the State and District assessment data, this became the foundation of their work. This information was then shared with multiple organizations and groups within our community.

Teams of administration and board members were invited to chair each of the areas determined to be a barrier to student academic achievement during the previous comprehensive planning effort. The following teams were formed and chaired by volunteers from the District.

- Career & College Ready - Mary Beth Crago

- Family & School Community Engagement - Terri Kenny & Danielle Heverly

- Multi-Tiered System of Support (MTSS) - Nevin "Skip" Pighetti & Melissa Butterworth

- School Climate - Jim Orichosky

- School Safety - Jack Tobias & Craig Livergood

- Technology & STEM - Tracy Boone

These committee leaders met with the entire comprehensive planning committee on March 25, 2019 and April 29, 2019 in the LGI of the Bald Eagle Area High School. During these meetings, shared community and school concerns and goals to address these concerns were developed to create the foundation of our Comprehensive Plan.

As Spring became Summer in 2019, school administration and district members comprised of the Superintendent, Director of Curriculum and Instruction, Building Principals, Safety and Prevention Coordinator, and School Counselors met with multiple staff members to complete the Student Security Plan, Professional Education, Induction, Special Education, and Gifted parts of the Plan. These components helped to provide information for completing the District guiding questions embedded in the Comprehensive Plan Tools. These activities enabled the District to identify and prioritize, and align the challenges with existing District goals. From this, action plans with strategies and implementation processes were included.

In October 2019, the Bald Eagle Area School District Comprehensive Plan was made available for public inspection and full school board review. Changes to the plan were made as a result of feedback and in November 2019, the Comprehensive Plan for the Bald Eagle Area School District was officially submitted to the BEASD School Board for approval. The Plan was approved and submitted to the Pennsylvania Department of Education.

Mission Statement

The mission of the Bald Eagle Area School District is to provide all students with academically challenging educational experiences and opportunities to grow into responsible lifelong learners and productive contributors to our global society.

Vision Statement

- Develop respectful students whose lives demonstrate integrity.

- Graduate students who are sought after by schools and employers by enabling our students to acquire and transfer 21st Century knowledge skills to the real world.

- Include interventions and innovative styles of teaching to meet all student needs.

- Involve and communicate with our community.

- Be the "School of Choice" for all stakeholders within our community.

Shared Values

We believe that:

- Students are our priority.

- All people have worth and should be treated equally with dignity and respect.

- A successful educational experience is the responsibility of the school, student, family, and community.

- Our school facilities should provide a safe, supportive, and welcoming environment.

- Our school district is an integral part of the community and contributes to its success.

Educational Community

The Bald Eagle Area School District is small enough to offer our students a personal, nurturing educational experience, under the direction of a dedicated Board of Education, administration, and professional and support staff. The schools are basically the hub of community activities, with the schools being utilized daily for extra-curricular sports and activities, and the District has a wonderful relationship with the communities that we serve. An example of this would be the district-wide recognition of area veterans, which is very well received by our community. The District is proud to offer an academically-challenging educational experience that will prepare BEA students for any career they may wish to pursue.

The Bald Eagle Area School District is located in the northern portion of Centre County, extending north to the western branch of the Susquehanna River. Formed in 1952, the district is the largest, geographically, of the four school districts located entirely in Centre County. The District is a

Pennsylvania Class 3 District (Rural) located in Central Intermediate Unit 10. The District is comprised of the boroughs of Howard, Milesburg, Port Matilda, Snow Shoe, and Unionville, and the townships of Boggs, Burnside, Howard, Huston, Snow Shoe, Union, and Worth and encompasses 342.6 square miles of majestic hills, rolling farmlands, and surrounds 80 thousand acres of state forest. The district serves a population of 12,882 residents, who occupy approximately 5,606 housing units. Because of our large, rural area, 98 percent of our students are bused to our Middle/High School and four elementary schools – Howard Elementary, Port Matilda Elementary, Mountaintop Area Elementary, and Wingate Elementary.

We serve 656 students at our elementary schools (Grades K-5) and 877 students at our Middle/High School (Grades 6-12).

Mountaintop Elementary, Port Matilda Elementary, Howard Elementary, and Wingate Elementary all house preschool programs through a partnership with Cen-Clear Child Services, Inc.

Because of our close proximity to the Pennsylvania State University, many of our community members are employed there. Penn State is the largest employer in Centre County. Other large employers of Bald Eagle Area community members are the Mount Nittany Health System, and State, local, and Federal governmental agencies. Many of the manufacturing facilities that employed our Bald Eagle Area community members have now closed. These closings have caused a hardship for many families within our district, as they have throughout the entire State of Pennsylvania.

Our communities offer 4-H programs, Boys and Girls Scouting programs, church groups, elementary boys and girls soccer programs, elementary softball programs, and baseball programs from T-Ball up to Adult programs. Bald Eagle Area reinstated our Agricultural Science Program in 2011, acquiring an FFA Charter. These Ag students are able to showcase their abilities at the nearby Grange Fair in Centre Hall, which offers an annual week-long array of agricultural and animal husbandry experiences.

BEA continues to use *Everyday Mathematics* in grades K-6, with an upgraded Common Core version implemented in 2016. The District also provides Full Option Science System (FOSS**)** Next Generation kits and the professional staff development necessary to implement an inquiry-based science program in our K-5 elementary classrooms.

In 2017, the Bald Eagle Area School District continued it's use of the K-6 reading program, *Reading Wonders*, which was the first reading program designed specifically for the Common Core State Standards. The District's goal was to find a Language Arts program that was consistent and able to be integrated into other discipline areas. The Reading Wonders program combines strong research-based instruction to meet today's educational challenges and uses both print and digital media to engage students. BEA staff and administrators received implementation training and subsequent professional development on writing, text dependent analysis, and intervention supports for struggling readers.

The Bald Eagle Area School District continues to use an elementary master schedule, which is used by all four elementary schools. This new master schedule has reduced the need to arrange, and rearrange, teacher's daily schedules to accommodate student interventions, enrichment, and specials like art, music, and physical education. Teachers are able to implement district curriculum on the first day of school and not have to wait to see what time certain students will be scheduled for support services, etc.

During the 2018-19 school year, the Bald Eagle Area School District received a $310,813 K-12 Ready to Learn Grant through the State Department of Education that was used to purchase technology-based products to improve the District's science, technology, engineering, and math programs. Items purchased included Chromebooks to complete the K-12, 1-1 District initiative; scientific graphing calculators for math classrooms; and Promethean Boards for Elementary, Middle and High School Classrooms. This additional technology allows teachers to provide enhanced and differentiated learning opportunities for all students. Students are now able to engage in integrated instructional opportunities using technology in language arts, mathematics, science, and encore classes by accessing District educational curriculum and resources online. Remaining funds were used to purchase Live It!, a College and Career Ready online program for students in Grades K-12. This program provides career planning, career exploration, and houses student porfolios following the District's 339 Plan.

Since 2017, the District has increased the Internet Bandwidth and network switches were upgraded at all Bald Eagle Area Schools. Google Apps for Education has been implemented in all schools, and the District currently has over 1700 Chromebooks available for students, staff, and in classrooms. Technology infrasructure fully supports the additonal technologies so there is no limitation on the number of students or teachers accessing online resources at the same time.

BEA continues to utilize an On-Site Environmental Center, erected during the 2009-10 school year. The center was built near a two-thirds acre pond located at the rear of the Middle/High School. With the help of community and district volunteers, and through grant funding, BEA constructed an outdoor classroom and a docking area at the pond for elementary and secondary research and for activities in environmental studies at this location. The Environmental Center is used by students in Grades K-12. The District just received notice of grant funding, in partnership with Penn State University, to make improvements to the Environmental Center. These improvements will include: updating curriculum, improving heating and lighting, and making the Center accessible year round by students, staff and the community.

In 2015 the District instituted the Collins Writing Program, district-wide in Grades K-12. This program allows teachers from all content domains to incorporate writing into their daily lessons. On-going professional development continues in this area with teacher training in Focus Correction Areas, Text Dependent Analysis, and aligned writing expectations across grade levels.

The District has recently implemented the following additional educational programs for intervention and support: Differentiated Instruction; Number Worlds; WonderWorks, ConnectEd; Co-Teaching Model for Mathematics Instruction; PowerTeaching; Study Island; Read 180; School-

wide Positive Behavior Support Program; and Multi-Tiered Systems of Support/Response to Intervention and Instruction.

Upkeep and renovation of the District has focused on the exterior grounds and facilities since the updating of the main buildings in 2014. The District owns approximately 500 acres at the Wingate/Middle/High School complex. These exterior renovations included: upgrades to the baseball field including new sod and a new pressbox; the football/soccer stadium has received a new pressbox, resurfaced track, and new turf on the soccer/football field; and an irrigation system is being added to all practice fields. The School District continues to be a major hub for community activities and a source of great pride to our families.

Geothermal heating and cooling systems were installed at Mountaintop Elementary, Port Matilda Elementary, and the Wingate Complex (Wingate Elementary, Middle/High School) in 2010 and are in excellent working order to continue providing economical heating and cooling savings for the district. Additionally Wingate Elementary and the Middle/High School utilize solar energy with approximatley 2000 panels generating electricty for the district through an agreement with SEC BESD Solar One LLC, allowing BEA to purchase solar-generated electricity at a lower rate for 20 years.

In 2014 the Bald Eagle Area School District installed safety and security items at all school buildings, including visitor management software programs, the installation of window safety film at each of its schools, and flashing caution lights at the front entrances of Wingate Elementary and the Middle/High School. The School Gate Guardian System requires all visitors to present a valid driver's license or other state-issued identification upon arrival at the school entrance. The ID is scanned and checked against the sexual offender database. In the past 3 years the following security and safety measures have been implemented: additional security/safety cameras have been added to all school buildings; all school buses are equiped with a seven-camera system; Safe School Helpline; Safe2Say; hired a school police officer; and an internal email monitoring system for abuse, bullying, suicide, threats, and inappropriate dialogue.

BEA uses a student data management system (Sapphire), OnHand Schools for student data warehousing, and uses the One Call Now Phone Notification System to alert parents about school delays or important school events. The District has implemented the Project Lead the Way Engineering Courses; participates in Dual Enrollment with Clarion University and California University of Pennsylvania; works constantly to improve communications with our public; began an Alumni Foundation; opened an Independent Living Facility for Special Education students in 2011; established the BEA Cyber Academy in 2007; included the sixth grade students in a Middle School experience beginning with the 2011-12 school year; and began an elementary Spanish program in 2010.

At BEA, we believe that keeping students engaged in extra-curricular activities is an excellent way to keep students, who are less than enthusiastic about school, involved in the educational process. Junior high soccer and track and field programs were initiated in 2008, as well as the addition of a co-educational Power Lifting team and Golf. Other recently established clubs are the Mathletes,

History Club, Gay-Straight Alliances, Hats for Hope, Ski Club, Debate Team, Iron Works Club, and a Board Game Club. The following afterschool activities have been recently added for elementary students: Soap Box Derby, Discovery Space, and a STEM Camp. The District funds a late bus, which runs after each school day, to transport students home from afterschool practices and club participation.

BEA's Science, Math, Writing, and Reading initiatives, Elementary Foreign Language Program, Bald Eagle Area Cyber Academy, Environmental Center, our synthetic turf field and six-lane track upgrades at Alumni Stadium, along with our newly renovated baseball and softball fields, demonstrate that the Bald Eagle Area School District practices wise fiscal management of its resources, yet continually updates and improves its facilities and services.

Planning Committee

Name	Role
Tracy Boone	Administrator : Professional Education
Melissa Butterworth	Administrator : Professional Education Special Education Schoolwide Plan
Terri Kenny	Administrator
Craig Livergood	Administrator
Jeffrey Miles	Administrator
James Orichosky	Administrator : Professional Education
Nevin Pighetti	Administrator : Special Education
Jack Tobias	Administrator : Professional Education
Tina Greene	Board Member
Tawna Smith	Board Member
Mary Beth Crago	Building Principal
Jason Penland	Business Representative : Professional Education
Harry Shaw	Business Representative : Professional Education
David Beede	Community Representative
Neil Haagen	Community Representative : Professional Education
Rose Hoover	Community Representative
Robin Shaw	Community Representative
Chad Spackman	Community Representative : Professional Education
Melissa Cichello	Ed Specialist - School Psychologist : Professional Education
Anne Webb	Ed Specialist - School Psychologist : Professional

	Education
Sarah Stere	Elementary School Teacher - Regular Education : Professional Education
Barbara Young	Elementary School Teacher - Special Education : Professional Education
Diane Lucas	High School Teacher - Regular Education : Professional Education
Jennifer Todd	High School Teacher - Regular Education : Professional Education
Kristen Bennett	Middle School Teacher - Regular Education : Professional Education
Jesse Nagle	Middle School Teacher - Regular Education : Professional Education
Alesha Drapcho-Gavlock	Parent : Professional Education
Susan Haagen	Parent : Professional Education
Ron Hoover	Parent
Brad Crestani	Student

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	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	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
Early Childhood Education: Infant-Toddler→Second Grade	Developing	Developing
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Accomplished	Accomplished

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

This narrative is empty.

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

Standards	Mapping	Alignment
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	Accomplished
Alternate Academic Content Standards for Reading	Developing	Accomplished
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Developing	Accomplished
Interpersonal Skills	Developing	Accomplished
School Climate	Accomplished	Accomplished

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

Checked answers

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

- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

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

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

The Bald Eagle Area School District is addressing all of the Pennsylvania academic standards in some fashion throughout our students' K-12 educational experience.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Bald Eagle Area School District's reading instruction is based upon PA Standards, Common Core Standards, and the Reading Wonders Curriculum. We have established grade appropriate/research-based assessments for each grade level.   The assessments are reported to the District three times per year beginning with the baseline data in

September.   Data is then reported at MId-Year and then End-of-Year.   (January and June)
Below are the components of the English Language Arts Program.
Read Aloud/Shared Reading/Paired Reads
Guided Reading/Literature Circle
Independent Reading
Word Wall/Word Study
Shared Writing/Interactive Writing
Guided Writing (Writer's Workshop includes spelling)/ Independent Writing using John
Collins Instructional methods
Grammar, Writing Conventions, and Vocabulary
Heggerty
ECRI (Enhanced Core Reading Instruction)

Our reading program is also supported by our use of the Reading Counts Program. This
program identifies a student's reading range. Kindergarten students beginning reading
skills are supported by the Reading Wonders Program (online and print). Teachers have
access to numerous 6-packs of leveled text to support guided reading groups.Teachers and
students also have accounts with Reading Wonders to supplement additional leveled text.
Students in grades K-2 who are in the lowest 10% of their class are offered Tier 2 and Tier
3 interventions as part of MTSS (Multi Tiered Systems of Support) by a trained Reading
Interventionist at each of the four elementary schools.   Title I reading funds are also used
to supplement the reading instruction to our struggling readers in grades K-2.
Ensuring Accomplishment:

A Tier 2 and/or Tier 3 student typically spends 6-8 weeks in a Reading intervention. The
progress of the student is documented regularly and the student may exit from the program
when he/she reaches grade level or is no longer in the lower 10% at the next benchmark
testing cycle.
At the end of each marking period teachers submit data to the Director of Curriculum and
Instruction, Building Principal, and Reading Interventionist staff. Data is examined and
discussed at building level data team meetings on a regular basis (sooner if needed). If a
student has shown progress and is no longer in need of Title I or Tiered instruction then the
child may exit the program.
Additional Programs are Health, FOSS Science, Social Studies, Second Step, Spanish, and
Everyday Mathematics.
Curricular Explanation for Primary Level:

Active curriculum committees meet throughout the school year to review the curriculum in
regard to content materials or tools needed to teach the curriculum, evaluate and review
activities, create instructional timelines, assessment reviews and data interpretation of the
assessment data which all are devoted to achieving the identified academic standards in
Reading, Writing, Mathematics, Science, Health and Social Studies.
The planned primary curriculum has the big ideas clearly defined, and goals, objectives and
unit activities are defined for student success.
Procedures for assessing the curriculum and student performance have been identified in
each content area.
The relationship between the primary curriculum and the academic standards have been
identified and revised as needed.

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

The School District has addressed each of the standards areas.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The Bald Eagle Area School District's reading instruction is based upon PA Standards, Common Core Standards, and the Reading Wonders Curriculum. We have established grade appropriate/research-based assessments for each grade level.   The assessments are reported to the District three times per year beginning with the baseline data in September.   Data is then reported at MId-Year and then End-of-Year.   (January and June)
Below are the components of the English Language Arts Program.
Read Aloud/Shared Reading/Paired Reads
Guided Reading/Literature Circle
Independent Reading
Word Wall/Word Study
Shared Writing/Interactive Writing/TDA (Text Dependent Analysis)
Guided Writing (Writer's Workshop includes spelling)/ Independent Writing using John Collins Instructional methods
Grammar, Writing Conventions, and Vocabulary

The District's reading program is also supported by the use of the Reading Counts Program.   The program helps identify the student's reading range and checks for the student's comprehension of a book through questions on a computer-based program.
 Teachers have access to numerous 6-packs of leveled text to support guided reading groups.   Teachers and students also have accounts with Reading Wonders to access supplemental leveled reading materials.
The Title I supplemental program is offered to students who qualify as needing additional help.
Process to Ensure Accomplishments:

At the end of each marking period teachers submit data to the Director of Curriculum and Instruction, Principal and Reading Interventionist staff.   Data is examined and discussed at the building level data team meetings on a regular basis (sooner if needed).   If a student has shown progress and is no longer in need of the Title I or Tiered Instruction, he/she can exit the program.
In Grades 3-5, the School District uses CDT Testing to identify students who need additional

support or students that have scored well enough that they no longer are in need of interventions such as Title I or other interventions for math/reading.

Curricular Explanation for Intermediate:

Active curriculum committees meet during the school year to take a pulse on the curricular areas in regard to content, materials or tools needed for the teacher to reteach the curriculum, evaluation of the curriculum data, make curriculum revisions to content, activities and assessments.   They also work on the creation of the instructional timeline, assessment review, data interpretation of assessment data, and creation of action plans for committees, teachers and principals.   The goal is to achieve the identified academic standards in Reading, Writing, Science, Mathematics, Health, Social Studies and other curricular areas.

The planned intermediate level curriculum has the big ideas clearly defined, and goals, objectives and unit activities are defined for student success.   The teachers use Grade Level Meetings to share ideas and to continue to refine the curriculum.

The administration and teachers have worked to set up procedures for mastery of the content in each content area, including assessment guides instruction and instructional practices.   The intermediate curriculum focuses on the academic standards and revisions are made to the curriculum when the standards are modified.

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

The School District has addressed each of the standards areas.

Middle Level

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

Processes used to ensure Accomplishment:

The Bald Eagle Area School District's reading instruction is based upon PA Standards and the Common Core Standards. The Reading Wonders Curriculum is used in Grade 6. We have established grade appropriate/research-based assessments for each grade level. Below are the components of the English Language Arts Program.

*Shared Reading, Guided Reading, Independent Reading, Word Wall and/or Vocabulary, Grammar, Writing (including Text Dependent Analysis), and Research

The District's reading program is also supported by the use of the Reading Counts Program.   The program helps identify the student's reading range and checks for the student's comprehension of a book through questions on a computer-based program.

The Title I supplemental program is offered to students who qualify as needing additional help.   Teachers in Grades K-12 also have an online subscription to Newsela for supplemental leveled reading materials.

Process to Ensure Accomplishments:

At the end of each marking period teachers submit data to the Director of Curriculum and Instruction, Principal and Reading Interventionist staff.   Data is examined and discussed at the building level data team meetings on a monthly basis.   If a student has shown progress and is no longer in need of the Title I or Tiered Instruction, he/she can exit the intervention program.

In Grades 3-8, the School District uses CDT Testing to identify students who need additional support or students that have scored well enough that they no longer are in need of interventions such as Title I or other interventions for math/reading.

Curricular Explanation for Middle Level:

Active District Teachers and appropriate support staff meet during the school year to take a pulse on the curricular areas in regard to content, materials or tools needed for the teacher to reteach the curriculum, evaluation of the curriculum data, make curriculum revisions to content, activities and assessments.   They also work on the creation of the instructional timeline, assessment review, data interpretation of assessment data, and creation of action plans for committees, teachers and principals.   The goal is to achieve the identified academic standards in Reading, Writing, Science, Mathematics, Health, Social Studies and other curricular areas.

The planned middle school level curriculum has the big ideas clearly defined, and goals, objectives and unit activities are defined for student success.   The teachers use Department Meetings, Professional Development days, and In-service days to share ideas and to continue to refine the curriculum.

The administration and teachers have worked to set up procedures for mastery of the content in each content area, including assessment guides instruction and instructional practices.   The middle level curriculum focuses on the academic standards and revisions are made to the curriculum when the standards are modified.

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

The School District has addressed each of the standards areas.

High School Level

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

course, instructional unit or interdisciplinary studies are identified.	

Processes used to ensure Accomplishment:

The Bald Eagle Area School District's reading instruction is based upon PA Standards and the Common Core Standards. The Reading Wonders Curriculum is used in Grade 6. We have established grade appropriate/research-based assessments for each grade level. Below are the components of the English Language Arts Program.
Shared Reading, Guided Reading, Independent Reading, Word Wall and/or Vocabulary, Grammar, Writing (Text Dependent Anlaysis) and Research
The District's reading program is also supported by the use of the Reading Counts Program.   The program helps identify the student's reading range and checks for the student's comprehension of a book through questions on a computer-based program.
The Title I supplemental program is offered to students who qualify as needing additional help.   Teachers in Grades K-12 also have an online subscription to Newsela for supplemental leveled reading materials.
Process to Ensure Accomplishments:

At the end of each marking period teachers submit data to the Director of Curriculum and Instruction, Principal and Reading Interventionist staff.   Data is examined and discussed at the building level data team meetings on a monthly basis.   If a student has shown progress and is no longer in need of the Title I or Tiered instruction, he/she can exit the program.
In Grades 3-8 and students enrolled in Algebra I, Biology & Literature, the School District uses CDT Testing to identify students who need additional support or students that have scored well enough that they no longer are in need of interventions such as Title I or other interventions for math/reading/science.
Curricular Explanation for Middle Level:

Active District Teachers and appropriate support staff meet on a monthly basis during the school year to take a pulse on the curricular areas in regard to content, materials or tools needed for the teacher to reteach the curriculum, evaluation of the curriculum data, make curriculum revisions to content, activities and assessments.   They also work on the creation of the instructional timeline, assessment review, data interpretation of assessment data, and creation of action plans for committees, teachers and principals.   The goal is to achieve the identified academic standards in Reading, Writing, Science, Mathematics, Health, Social Studies and other curricular areas.
The planned high school level curriculum has the big ideas clearly defined, and goals, objectives and unit activities are defined for student success. The teachers use Department Meetings, Professional Development days, and In-service days to share ideas and to continue to refine the curriculum.
The administration and teachers have worked to set up procedures for mastery of the content in each content area, including assessment guides instruction and instructional practices.   The high school level curriculum focuses on the academic standards and revisions are made to the curriculum when the standards are modified.

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

The School District has addressed each of the standards areas.

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.

Teachers of the Bald Eagle Area School District begin with the assumption that students within their classroom represent a heterogenous grouping, which implies students are functioning at various instructional levels and have a wide range of learning capacities and abilities. Teachers are required to plan for effective instruction, which meets the individual needs of their students. At the same time, teachers maintain an eye on rigorous standards of their curriculum. This is the essence of teaching. Planning effective instruction requires teachers to know and recognize the learning characteristics of their students. This may be accomplished through classroom assessments and observations of students. Planning effective instruction requires teachers to appropriately adapt and modify the curriculum, learning objectives, and instruction. For exceptional students, IEPs, GIEPs or 504 plans, under the area of specially designed instruction, specifies the necessary accommodations and modifications required for the student to be successful. Of course, specially designed instruction really applies to all students. What do we mean by specially designed instruction? For example, the teacher may determine the most important learning goals in a curriculum area enabling students with disabilities to progress in a rigorous standards based curriculum. Sometimes less is more. The teacher may also establish higher level learning goals by enriching and accelerating the curriculum to meet any student's instructional needs.

Specially designed instruction also includes appropriate and necessary methodology (the practice of teaching) to enable their students to learn. Examples of methodology include: compacting curriculum goals, utilizing formative and summative assessments to drive instruction, the use of graphic organizers, cognitive behavior modification (modeling and shaping appropriate learning response), such as "I do, We do, You do." Teacher are adept at adapting and modifying the delivery of instruction in which they may implement scaffolding methods such as, determining pre-requisites for learning and then gradually building upon student's competencies.

All district curriculum represents a resource for the teachers by describing curriculum and instructional modifications and adaptations. Teachers are required to address these teaching practices in their lesson plans.

All teachers who are hired by the Bald Eagle Area School District go through a certification screening to ensure that all District teachers are highly qualified in accordance with NCLB requirements. In addition, the District promotes and invests in targeted professional development programs to keep professional staff qualifications and strategies on the cutting edge of what is available to promote student success at all mental and physical ability levels. Teachers are expected to respond to all students' needs by providing differentiated content, instruction, resources, grouping, and assessment and the District has maintained small class sizes to enable instructional staff to address the individual needs of all students.

At the elementary level, there is an extensive Reading and Mathematics tiered intervention support program. Using benchmarking data collected during the fall, winter, and spring, classroom teachers and interventionists can determine whether students are in need of extra support in either academic area. If students are deemed as needing this support, they are able to receive Tier 2 or Tier 3 academic evidenced-

based interventions throughout their school day to target areas of need. All elementary schools are also beginning to implement a tiered support system with regard to behavior, social, and emotional needs of students during the 2019-2020 school year. In addition, counseling services are available at all buildings and identified students, as either gifted or having special education needs, are provided additional staffing and instructional material to meet their individual needs and to assist them in meeting the Pennsylvania Academic Standards for Achievement.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

   Checked Answers
- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

   Unchecked Answers
- Not Reviewed

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

Primary Annual Instructional Evaluation:
District assessments are gathered 3 times during the school year to evaluate the instructional strategies being used. Formal classroom observations are focused on instruction and are done by principals and district office personnel including the Director of Curriculum & Instruction, and the Special Education Director to ensure fidelity in the reading, mathematics and science programs. Instructional coaching is provided by the Director of Curriuculum and Instruction, MTSS Coordinator, Title I, and Reading/Math Interventionists. Regular meetings between the Title I/Interventionist staff and the classroom teachers also occur for coaching opportunities. The primary and elementary walk-throughs target instruction and are done on a weekly basis to ensure lesson plans are being followed and that instruction supports the District initiatives.

Intermediate Annual Instructional Evaluation:
District assessments are gathered 3 times during the school year to evaluate the instructional strategies being used by the staff. The District also uses PSSA State Testing. (Supervision, Evaluation and Professional Growth Plan) Formal classroom observations are focused on instruction and are done by the principals and the Directors of Special Education

and Curriculum & Instruction to ensure fidelity in reading and other programs. Formal observations utilize an Observation Form from the Supervision, Evaluation and Professional Growth Plan. Instructional coaching is provided by the Director of Curriuculum and Instruction, MTSS Coordinator, Title I, and Reading/Math Interventionists. Regular meetings between the Title I/Interventionist staff and the classroom teachers also occur for coaching opportunities. Walk-throughs are targeted on instruction to ensure lesson plans are being followed and instruction supports the initiatives of the District. Coaching opportunities are also available from peers on the following topics: "The Daily 5", Power Teaching, and Reading Apprenticeship. Our classroom teachers engage in Grade Level Meetings district-wide and common planning times. within the four school buildings with the Title I/Interventionist staff.   These in-house meetings provide the forum for sharing ideas, materials and planning activities or strategies to meet the needs of the students. Peer collaboration is a component of the Supervision, Evaluation and Professional Growth Plan. Bald Eagle Area is supporting teachers in writing by providing Professional Development opportunities with John Collins Writing.

Bald Eagle Area Administration continues to utilize Differentiated Instruction, John Collins Writing, and the MTSS Framework. The District has been using walk-throughs to focus on writing instruction and linking to professional development being offered for the teachers at Bald Eagle.

Elementary Intermediate Level Education:
The Intermediate level evaluations are based on the Pennsylvania Department of Education frameworks. Evaluations are based on a formal process, which always involves pre and post observation conferencing with teachers. A minimum of one formal observation made of tenured teacher instruction unless a teacher is in a Differentiated Supervision Year (Years 2, 3, or 4 of the 4-year evaluation cycle). A minimum of two formal observations are conducted of new and non-tenured instructors. Administrators also conduct informal walk-through observations, which are used to know the day-to-day operations of a classroom and are also used in the formal process. We also have a new teacher induction program that incorporates all aspects of the Pennsylvania Department of Education framework. The District's Supervision, Evaluation and Professional Growth Plan drives all observation and evaluation processes. Lesson plans are reviewed at this level on a weekly basis. Grade level meetings also give teachers time to collaborate on the evaluation and observation process.

Middle and High School Level Education:
The Middle and High School Level evaluations are based on the Pennsylvania Department of Education frameworks. Evaluations are based on a formal process, which always involves pre and post observation conferencing with teachers. A minimum of one formal observation made of tenured teacher instruction unless a teacher is in a Differentiated Supervision Year (Years 2, 3, or 4 of the 4-year evaluation cycle). A minimum of two formal observations are conducted of new and non-tenured instructors. Administrators also conduct informal walk-through observations, which are used to know the day-to-day operations of a classroom and are also used in the formal process. We also have a new teacher induction program that incorporates all aspects of the Pennsylvania Department of Education framework. The District's Supervision, Evaluation and Professional Growth Plan drives all observation and evaluation processes. Lesson plans are reviewed at this level on a weekly basis. Department Area meetings also give teachers time to collaborate on the evaluation and observation process.

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

All strategies were selected.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

Elementary schools in the Bald Eagle Area School District are now following a master schedule, which reduces the need to arrange, and rearrange, teacher's daily schedules to accommodate student interventions, enrichment, and specials like art, music, and physical education. The schedule allows for a daily period of interventions and/or enrichment in Math and Language Arts, to meet the student needs. The Bald Eagle Area School District has implemented MTSS in the areas of Reading & Math, following a Tiered intervention approach for students not meeting grade level expectations.

Elementary Education-Intermediate Level

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

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

Elementary schools in the Bald Eagle Area School District are now following a master schedule, which reduces the need to arrange, and rearrange, teacher's daily schedules to accommodate student interventions, enrichment, and specials like art, music, and physical education. The schedule allows for a daily period of interventions and/or enrichment in Math and Language Arts, to meet the student needs. The Bald Eagle Area School District has implemented MTSS in the areas of Reading & Math, following a Tiered intervention approach for students not meeting grade level expectations.

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.	Full Implementation

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

The Bald Eagle Area School District has implemented Interventions in the areas of Reading (Grades 6-8) & Math (Grade 6), for students not meeting grade level expectations.

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.	Full Implementation

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

This narrative is empty.

Recruitment

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

All vacancies are advertised internally, initially, and then externally when it is not likely that an internal candidate could measure up to the needs of students who are presently working below grade level. The Bald Eagle Area School District tries to recruit teachers who have already had successful teaching experiences with at-risk students. When it is not possible to find a teacher with a requisite training or experience, the District then provides both leadership and supervision, as well as intense professional development, to equip teachers with the tools that will enable them to get the job done. In addition, the District provides full reimbursement for all expenses for post-secondary courses identified as "focus courses."   This listing of professional development courses is updated annually to reflect the needs of staff members to facilitate student proficiency in Grades K-12.
Teacher assignments are reviewed annually in an attempt to select the most-qualified teachers with the necessary patience, and skills, to work with our students who are below proficiency or are at risk of not graduating.

Assessments

Local Graduation Requirements

Course Completion	SY 20/21	SY 21/22	SY 22/23
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
Science	4.00	4.00	4.00
Physical Education	0.50	0.50	0.50
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit	60.00	60.00	60.00

(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:*Checked answers*

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

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

    I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

    II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

    III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

    IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		X				
PA Core Standards: English Language Arts		X		X		X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X		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				
History		X				
Science and Technology and Engineering Education		X				X
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Local (Curriculum-Based) and State Assessments (PSSA and Keystone)	X	X	X	X
End of the Year Reading and Writing Benchmarks for Local Assessments	X			
End of the Year Reading and Writing Benchmarks for Local Assessments and PSSA Assessments		X	X	
Science Unit Summative Assessments, PSSA Grade 4	X	X	X	X
Mathematics End of the Year Assessments	X	X	X	X
Social Studies Unit Summative Assessments	X	X	X	X
CDT Testing		X	X	X
AIMSWEB	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Local (Curriculum-Based) Benchmark Assessments (ELA and Math)	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-Designed Assessments To Drive Instruction	X	X	X	X
Local Reading and Writing Assessments, Daily Language Reviews, Vocabulary Assessments	X	X	X	X
Science Notebooks K-6	X	X	X	

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools		X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The development and implementation of multiple and varied standards-aligned assessments of student learning is reviewed at the department and grade level by peers who work together designing such assessments of student learning under the supervision of the Director of Curriculum and Instruction. Building Principals, Director of Curriculum and Instruction, Director of Special Educaton, MTSS Coordinator, and the Federal Programs Coordinator serve as resource persons for the design and implementation of these assessments.

Primary and Intermediate:

Each of the four elementary schools has a principal who is responsible for the daily operations of the school. The primary responsibility of the building administrator is student success so this person holds regularly scheduled data team meetings, Child Study Team Meetings, and other meetings to support the needs of each student. The principals also are responsible for building management functions including the supervision of discipline, submitting budgets, planning and attending family/parent meetings and events.
Faculty Meetings are held on the second Tuesday of each month for Elementary and the first Wednesday of the month at the Middle/High School. Principals share information about new developments in the curriculum and best instructional practices that should be used in the curricular areas.
District Administrators include the Director of Curriculum, Directors of Elementary and Seconday Education, Principals, Federal Programs Coordinator, and Director of Special Education. These persons lead the District in the curriculum direction for the primary, intermediate, and secondary levels of instruction. They are responsible for data collection, assessment development and review, and establishing the list of best practices in their content areas.

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.

Primary and Intermediate
:
Primary and Intermediate Local Assessments are based upon research-based assessments. Diagnostic Assessments for Letter ID, Early, Vowel Assessments, Sounds and High Frequency Words etc. are taken from the Reading Wonders Core Curricular Program. Reading Records for Grades K-2 also come from the Reading Wonders program and are aligned with Fountas & Pinnell Benchmarks. AIMSWeb benchmarks and ratings for Letter Naming Fluency, Phoneme Segmentation Fluency, Non-sense Word Fluency and Oral Reading Fluency are used in Grades K-5. Reading level scores are based on the Reading Counts Program scoring guidelines. The assessments are reviewed by the Elementary Curriculum Committee and the Director of Curriculum and Insruction on a yearly basis. Local Assessments are developed by the curricular committees and reviewed on a yearly basis. Rubrics are designed to encourage universal scoring of student work.

Collection and Dissemination

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

The Bald Eagle Area School District utilizes a variety of sources to collect, analyze, and disseminate data for use by District leaders and Instructional teams. The District uses the data obtained by Data Recognition Corporation (DRC), the maker and repository of the PSSA exam and the collected data. The data collected by DRC is delivered to the district to be analyzed by District data teams and Administrators. This information is used to determine the anchor areas of need that must be remediated in order for the student to be successful on future PSSA tests.

The District uses the Pennsylvania Value Added Assessment System (PVAAS) which is used to determine the growth of students in cohort groupings as opposed to individual student performance. The information gathered from PVAAS is used to determine areas of strength in subject areas not only by grade but by building. This information is a starting point for discussion of what is working and what is not working.

The District subscribes to a data warehouse, OnHandSchools powered by EdInsight. OnHandSchools acts a repository of data not only from previous years but current demographic, metric, and attendance data as the system articulates with the District Student Information System, Sapphire. All teachers and administrators have access to OnHandSchools and use the data to make informed decisions for their students and to inform parents in meetings. The system can generate a variety of reports not only on standardized tests such as the PSSA but also local assessments like AIMSWeb and Study Island. The information housed in this fashion permits a better and more efficient means of disseminating the data as a cohesive package.

Primary and Intermediate:

Assessment dates and data collection dates are set for Language Arts and Mathematics by the administrators prior to the start of the school year. Teachers are given an assessment calendar outlining collection dates and when data will be available for viewing on the OnHandSchools website. Currently, Language Arts assessments are reported on an Excel spread sheet that is set up so that when teachers input a score in one column, the next column automatically indicates if a student's scores put them in a "low," "some," or "at risk" rating. Teachers can analyze their data by the color coding. ("At risk" scores are in red, "Some" scores are in yellow, and "Low" scores are in green.)   Principals hold regularly scheduled data team meetings (also noted on the assessment calendar) within their buildings during common planning times. The data team consists of the principal, grade level teachers, guidance counselor, MTSS Coordinator, and Interventionists (Reading and/or Math). At the meetings, data and student performance are discussed for areas of strength and areas of concern. Ideas are shared and supports or interventions are created or adjusted to meet student needs. The discussion focuses on Reading and Math, but all curricular areas are covered including writing and social/emotional/behavioral. Teachers and Administrators analyze formative and summative classroom data, intervention

progress monitoring data, and other assessments (e.g. CDT's, PSSA Scores, Keystone exams results, etc.) when appropriate. This data is used to drive classroom instruction and to improve students learning, thinking, reasoning, and achievement. Monitoring of student success/failure is also used to provide instruction for all students at an appropriate level for each child.

Middle Level and High School:

Teachers and Administrators analyze formative and summative classroom data along with other assessments (e.g. CDT's, PSSA Scores, Keystone exams results, etc.) when appropriate. School District and other assessment data for Middle and High School students is housed on the OnHandSchools website. This data is used to drive classroom instruction and to improve student learning, thinking, reasoning, and achievement. Monitoring of student success/failure is also used to provide instruction for all students at an appropriate level for each child.

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.

At the elementary school level, data meetings occur on a regularly scheduled basis with the principal, grade level classroom teachers, MTSS Coordinator, Interventionists (Reading and Math) and the guidance counselor. "At risk" students are identified.   Interventions and staff supports are discussed for Title Reading, WonderWorks, and the Number Worlds programs. Sometimes Intervention teachers can make themselves available during non- primary instructional times in order to "push-in" to the classrooms, providing assistance needed. At the middle and high school level, data is reviewed from Grade 6, 7, 8 PSSA scores, Keystone Exam scores, Classroom Diagnostic Tests, as well as local assessments. Areas of deficiency are located and identified students will be placed in one or more of the following options: remedial core classes; applied level classes (most with two subject-certified teachers); assigned to tutoring (during the day or after school); Special Subjects Study Halls. Students remain in these special classes until they either pass the PSSA or PSSA make-up tests, or receive a satisfactory grade for the year in the remedial course covering the PSSA requirements. A similar remedial program will address the needs of the students who do not pass the Keystone Exams.

Assessment Data Uses

Assessment Data Uses	EEP	EEI	ML	HS
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to	X	X	X	X

student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.				
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.

Primary:

Data teams are used at all levels to gather and report out assessment results by assessment anchor and standard. Teams recommend instructional practices to teachers based upon assessment and intervention progress monitoring results. Benchmark and diagnostic assessments are used to modify instruction to support academic growth toward student mastery.
Standards aligned learning objectives are being utilized. Primary teachers are given an Eligible Content Checklist on which they must document when they are teaching the content to students. Standards are listed on their lesson plans.
K-2 teachers use profiles to help assess students on the local assessments.These provide a quick visual check of which students need to have additional instruction or adapted instruction to fill in the missing skills/concepts that they need to be successful. Teachers also use guided reading instruction to work on individual or small goup skill development.
Bald Eagle Area School District teachers participate in Grade Level Meetings during the school year where each curricular area is discussed. It is a time to identify areas of strengths or needs District-wide. It is also a time when teachers collaborate and share ideas to help improve instruction and learning across the District.
Intermediate:

Data teams are used at all levels to gather and report out assessment results by assessment anchor and standard. Teams recommend instructional practices to teachers based upon assessment and intervention progress monitoring results. Benchmark and diagnostic assessments are used to modify instruction to support academic growth toward student mastery.
The PSSA Exams are reported out by assessment standards/anchors.
Intermediate teachers are knowledgeable of grade level Standard/Anchors/Eligible Content on which they base their instructional decisions and teaching. Standards are listed in their lesson plans.
Teachers are able to access student PSSA results and identify the students and their areas of need/concern. They are able to select literacy circle books and use follow up activities addressing the areas of missing skills/concepts required to be successful with identified areas of need.
Bald Eagle Area School District teachers participate in Grade Level and/or Curriculum Team Meetings several times per year. During thse meetings each curricular area is discussed and strength and/or need areas are identified district-wide. It is also a time when teachers can

collaborate and share ideas to help improve instruction and learning across the entire district.

Middle and High School:

Data teams are used at all levels to gather and report out assessment results by assessment anchor and standard. Benchmark and diagnostic assessments are used to modify instruction to support academic growth toward student mastery.

Sixth, Seventh, Eighth, and Eleventh Grade PSSA results are reviewed and made available to the academic discipline areas and individual teachers. They are also reviewed by the Director of Curriculum & Instruction, the Director of Special Education and building Principals. In meetings with both the Middle/High School Steering Committee and Department/Area Coordinator meetings, areas of common deficiencies, as well as strengths, are identified. In addition, Area Coordinators meet with their team to review the common standards and ensure alignment with curriculum. Presently both Math and English are being reviewed to ensure alignment with the expectations of the Keystone Exam requirements. This alignment review will be conducted for Grades 6-12 to ensure vertical articulation and successful scaffolding of subject matter in academic benchmarks to pave avenues of success for all students. Students who are identified as not attaining satisifactory academic progress will be provided with remedial programs, encompassing both additional classes and guided study time.

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

All strategies were selected.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
District Newsletter/Building Newsletters	X	X	X	X
K-5 Title I Nights	X	X		
Title I Newsletter	X	X		

Provide brief explanation of the process for incorporating selected strategies.

Assessment information is included in all pertinent course descriptions and curriculum guides. The District website provides assessment information to the public and is linked to PDE, ESSA, and Future Ready PA Index websites. The information is discussed at parent-teacher conferences for individual students and presented to groups of students prior to assessments. A letter is mailed to all parents regarding upcoming assessments and is followed up with an automated call to all parents of students being assessed. The *Eagle Pride* newsletter is used to disseminate information to the entire school community, and administrators make presentations to the School Board regarding assessments throughout the school year. Information is released to the media through print and electronic outlets regarding assessment schedules and results. The dates of assessments are included on school calendars and handbooks distributed to students and parents.

Primary/Intermediate:

Bald Eagle Area has specific written curricula for all subjects.
The District Website is used to notify the public of any school public event.
Individual meetings are held as needed.
Letters from PDE are given out to parents at the Back-To-School Night or sent home with the students.
Bald Eagle Area uses mass phone calls for emergency and for event use.
The Back-To-School Nights, Science Nights, Title I Nights, and the Mindfulness Series are public events where the community is invited.
Newsletters (e.g., Building, Title I, District)
Press Releases are used to promote events and to highlight student, building, program, and teacher successes.
District Level School Calendar and monthly Building Calendars.
Student Handbooks address what assessments the elementary programs offer and/or use, but do not report data.

Middle/High School:

Student and Faculty Handbooks are updated and distributed annually. Notification of upcoming assessments is provided in a monthly newsletter and by separate correspondence to the parents of the students who are being assessed. The District Website is updated daily, including a daily student announcement reflecting assessment schedules. *Eagle Pride*, the school district newsletter, is mailed twice a year to all homes in the Bald Eagle Area Community. Summative test results, such as PSSA performance, are mailed to students' parents when all scores have been received and authenticated.
Bald Eagle Area has specific written curricula for all subjects.
The District Website is used to notify the public of any school public event.
Individual meetings are held as needed.
Letters from PDE are sent home with the students.
Bald Eagle Area uses mass phone calls for emergency and for event use.
The Back-To-School Nights, Science Nights, and the Mindfulness Series are events where the community is invited.
Newsletters (e.g., Building, District)
Press Releases are used to promote events and to highlight student, building, program, and teacher successes.
District Level School Calendar and monthly Building Calendar.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District demonstrates continued growth in student achievement by focusing on continuing to align both the written and taught curriculum to the present Pennsylvania Core Standards along with the Common Core Standards and National Standards as they pertain to Pennsylvania. Each year, student data is assimilated and areas requiring additional instructional focus are identified. Teachers collect this data themselves during Tiered Support Meetings, Grade Level Meetings, Area/Department Meetings, and In-Service Days, as well as during regularly scheduled building meetings at the end of the school day.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	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	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of	X	X	X	X

Student Discipline				

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

The District addresses all strategies.

Screening, Evaluating and Programming for Gifted Students

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

The District and the IU send out an Annual Notice to notify parents of the opportunity to evaluate a child for gifted. The district also outlines information regarding gifted education services on the school website. Referral for gifted multidisciplinary evaluation is made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment) and one or more of the following apply: A request for evaluation has been made by the student's parents; the student is thought to be gifted because the school District's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom; and/or a hearing officer or judicial decision orders a gifted multidisciplinary evaluation.
Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. Bald Eagle Area makes the Permission to Evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school district, that individual provides a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.

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

The District and the IU send out an Annual Notice to notify parents the opportunity to evaluate a child for gifted. The parent may request to have the child evaluated, in which case the District will send a permission within 10 days. Each school also has Data Teams who evaluate the local and state assessments to determine if a child is demonstrating a need for enrichment in the general education curriculum. Also, a teacher that sees a child accelerating in the general education curriculum can make a recommendation for the Data Team to consider evaluating the student.

The Data Team may collect additional information by completing a brief intelligence test given parent permission. Results from the brief cognitive measure, along other academic performance data helps the Data Team to determine an appropriate recommendation of whether to pursue a full gifted evaluation with the student or continue providing differentiated instruction within the general education curriculum without gifted education support.

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

Multidisciplinary evaluations are conducted by a team comprised of the student's parents, a certified school psychologist, persons familiar with the student's educational experience and performance, and one or more of the student's current teachers. After the initial evaluation is completed, a copy of the evaluation reports is presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation.

When evaluating a student for potential giftedness, multiple factors are considered, in accordance with Chapter 16 regulations in the PA Code. The first factor considered is intellectual ability; if a student demonstrates Superior intellectual ability, earning a standard score of 120 or greater on a standardized intellectual ability assessment, additional factors are considered to determine their eligibility for giftedness. Reading/writing and mathematics achievement is considered, as measured through standardized testing and results of curriculum based assessment or course grades. Additional areas considered include acquisition and retention of information, creativity, leadership, artistic talent, and other factors that may be potentially masking giftedness, such as ADHD or other medical conditions. A student's current course performance and results of state standardized testing results (e.g., PSSA scores) are considered when determining whether the student evidences a need for enrichment services.

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

Differentiation of instruction in the regular classroom is an important philosophy for inclusion of gifted services in every classroom. Teachers are expected to respond to all students' needs by providing differentiated content, instruction, resources, grouping, and assessment. It is important to remember that gifted education is a service, not a place; a plan, not a program. Specially designed instruction includes cluster grouping of gifted students in mixed ability classrooms. The gifted support teacher consults and collaborates with regular classroom teachers and identifies resources, materials, and teaching strategies to meet the unique needs of gifted learners. At the elementary and middle school level, the gifted support teacher meets directly with students to provide enrichment and acceleration correlated with regular education curriculum and based on student GIEP goals. The district's Reading Counts program provides opportunity for the students to read above grade level. Embedded in the Everyday Math Program, the Reading Wonders Program and the FOSS Science Curriculum are opportunities for problem solving, enrichment and acceleration. Students are given the option to enter contests and competitions that correlate with their interests. The high school gifted students have the opportunity, and are encouraged, to take advanced level classes, honors courses, dual enrollment courses, and post-secondary courses at a variety of Universities. The students may take extra high school credits, correspondence courses, or online courses. The gifted teacher provides guidance to the students on course selections and advanced opportunities.

Developmental Services

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
In-House Cyber Academy Providing Personal One-on-One Mentoring (if necessary) to assist at-risk students			X	X

Explanation of developmental services:

The District has continued to evolve in the MTSS/RtII process. During the 2018-2019 school year the district was approved for MTSS in Reading for SLD Determination. The MTSS application for SLD Determination in Math will be submitted for approval in the 19-20 school year. The District created a new position, MTSS Coordinator, to lead, monitor and guide the MTSS process in all buildings. We continue to monitor and improve the Core curriculum and interventions provided in Reading and Math and added Tier 3 instruction to the Enrichment and Intervention Elementary Master Schedule. Currently, the distict has aligned the interventions, designed progress monitoring systems, and holds regularly organized data team meetings. The district is also implementing MTSS for behavior and social-emotional concerns.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	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

Explanation of diagnostic, intervention and referral services:

All listed diagnostic, intervention and referral services are integrated into all levels of our educational program.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	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

Explanation of consultation and coordination services:

All listed consultation and coordination services are integrated into all levels of our educational program.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Messages sent via the District's SIS Phone Notification System (Sapphire) regarding upcoming immunizations provided by the District, etc.	X	X	X	X
Personal Phone Calls	X	X	X	X
Health Flyers	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

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.

The District provides push-in and pull-out support for students identified with special needs. The Director of Special Education deploys her staff to provide maximum support, in the least-restrictive location possible, for students in need of intervention. Support teachers, as well as para-professionals, work directly and plan interventions with the regular classroom teacher. Special programs, such as Number Worlds and Read 180, are provided to all at-risk students without regard to being identified with a special needs label. Both special needs and remedial reading personnel mine student data to provide optimal focus of both institutional resources and student-available time. District reading competitions, allow a student to compete at whatever reading level the student happens to be, providing direct support and encouragement to all students. The District's itinerant teachers and therapists, including Physical Therapy, Occupational Therapy, Speech and Language Support, Visual Support and Auditory Support, work closely with the teachers to make sure students' needs are met and appropriate accommodations are made in order for the students to access the General Education Curriculum to the fullest extent.
At the elementary level, there is an extensive Reading and Mathematics tiered intervention support program. All elementary schools are also beginning to implement a tiered support system with regard to behavior, social, and emotional needs of students during the 2019-2020 school year. In addition, counseling services are available at all buildings and identified students, as either gifted or having special education needs, are provided additional staffing and instructional material to meet their individual needs and to assist them in meeting the Pennsylvania Academic Standards for Achievement. The classroom teacher, interventionists, and MTSS Coordinator are regularly discussing student data to determine the best forms of interventions for each student through the monthly Tiered Support Meetings.

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

Bald Eagle Area coordinates with PA Careerlink for student participation in summer employment programs and their youth vocational programs. The Careerlink Liaison has worked with youth, with and without disabilities, to develop pre-vocational and vocational skills while students are still in high school. The Bald Eagle Area Transition Coordinator refers students with disabilities and medical problems to the Office of Vocational Rehabilitation while the students are still in high school so that an evaluation for eligibility for services after high school eliminates or diminishes the time lapse between high school and available adult services.

Before school, during lunch, and afterschool core subject tutoring is available for Middle School and High School students. In addition, homework help is available to all Middle School students during the last period of their school day.

All enrolled Kindergarten students are invited to participate in Kindergarten Camp for three days in summer, which helps the students transition to kindergarten. Bald Eagle Area hosts kindergarten transition meetings at least 3 times per school year. Bald Eagle Area also invites preschool families to join the school/community activities such as bookfairs, holiday ornament night, and chili cook-offs, etc. Bald Eagle Area participates with other districts at the local mall to provide families with kindergarten readiness activities.

Child care services are not offered on site in the District. However the District provides bussing from all elemenatary buildings to local day care centers for students to receive after school care. Some of our families take advantage of our open enrollment in the district to send their children to another elementary building to more easily coordinate after school care.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Special Education Director, School Psychologist, and a Speech Teacher coordinate with the pre-school agencies to identify the students who need to be evaluated for school-age services. The three representatives attend a preschool meeting in the Fall, established by the local intermediate unit, to discuss the students who are currently receiving services in the preschool program. In February, the District sets up meetings with building level principals, Director of Special Education and pertinent team members (physical therapist, occupational therapist, etc.) about incoming kindergarten students for the next school year.

Meetings are held and all students' needs are discussed and preparations are made to continue the support for the students.

Currently Bald Eagle Area houses four full-day preschool programs, one at each elementary (Wingate Elementary, Mountaintop Elementary, Port Matilda Elementary, and Howard Elementary). These programs are administered and monitored by Cen-Clear Child Services. Smooth transition to Kindergarten: A District guidance counselor serves as a member of the Smart Start Centre County Organization. She attends quarterly meetings. Bald Eagle Area has historically participated in the Transition Committee that is lead by a Cen-Clear administrator who supervises the pre-schools in our District facilities. The counselor brings the information to the Kindergarten teachers and Bald Eagle Area staff members participate in many activities to support the transition. The District plans to invite the preschool families to local school events to encourage community involvement and provide the parents with information on Kindergarten preparation. In February or March, Cen-Clear hosts a Kindergarten registration event at a local mall in which BEA kindergarten teachers participate by passing out information about the Bald Eagle Area School District and immunizations needed for a child to enter school. Bald Eagle Area staff members discuss and share the packets that are passed out at the elementary school's on-site Kindergarten registration. In May, transition meetings are set for students with special needs or who are receiving early interventions in preschool. Students participate in a three-day, three-hour kindergarten camp at the beginning of August prior to their kindergarten year.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The Bald Eagle Area School District has a healthy supply of high quality aligned instructional materials in the areas of reading, writing, spelling, vocabulary, mathematics, health, science, social studies and the Second Step curricula. The District uses the Reading Wonders Literacy Program, which was defined earlier in this document. The four elementary buildings have book rooms with six-packs of guided reading books and read alouds. The *Making Meaning* Program and vocabulary program is integrated into the

Reading Wonders Curriculum. The mathematics program is *Everyday Mathematics* and includes the online component which can be accessed from home as well as in school. The District uses the FOSS Next Generation Science Program and has students use the Science Notebooking process to investigate, record and analyze scientific investigations. Health and health resources are integrated into the Physical Education classes. The social studies program was purchased to include all components including the online version (for teachers) of the curriculum.

The District feels that there is a high level of accessibility of materials for students and teachers and the systems that are in place are efficient, as well as effective. Additionally, the District's 1-1 Chromebook initiative supports the online use of the above mentioned instructional programs by students and their families.

The District Curricula are aligned to the State's standards and progresses from level to level. The curricula is integrated as much as possible to show the relationships among concepts and skills in all curricular areas.

Each year, the District has made progress in meeting the ever-challenging needs of all of the students in the District. The curriculum and learning/teaching strategies are accommodated for all learners, whether they are in need of re-teaching or enrichment.

Materials are reviewed by the District Curriculum Committees and findings are reported to the District's Director of Curriculum and Instruction.

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

The District incorporates all listed curricular assets to assist educators in delivering standards-aligned instruction.

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	Accomplished

Provide explanation for processes used to ensure Accomplishment.

At the Elementary Intermediate Level all instructional materials and resources are examined and reviewed on a yearly basis. The different committees at this level make this a priority when looking at what needs to be accomplished each year. Bald Eagle Area has committees for all academic areas (Elementary Curriculum Committee), School Wide Positive Behavior, MTSS, as well as School Safety and Itinerant Support. Teachers work under the idea that instruction needs to be based on students' needs, making it necessary to look at data for all students, Bald Eagle Area staff members differentiate instruction so those individual student needs are met. Also, teachers meet in grade level groups several times during the year to review instruction materials and resources, accessibility, academic

standards, and differentiated instruction and classroom needs**.**

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

The District incorporates all listed curricular assets to assist educators in delivering standards-aligned instruction.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The materials and resources for the Middle Level are examined and reviewed on a yearly basis. The review is conducted by teachers according to subject areas and data is utilized to determine areas that need to be emphasized throughout the school year. Bald Eagle Area also employs cross-curricular grade level teams which serve to reinforce student learning through the teaching of content within different academic contexts. Differentiation occurs through the academic placement of students into honors, academic, applied, and remedial groupings that are structured to meet the varying levels of student abilities present in the school setting. Furthermore, teachers have been trained in Reading Apprenticeship and Power Teaching systems, which expect that differentiated instructional strategies be included in regular instruction. Staff is currently being trained on higher order thinking skills and questioning through the structures of the Revised Bloom's Taxonomy and Webb's Depth of Knowledge and learning improved ways to monitor and analyze collected classroom data to drive instruction.

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

The District incorporates all listed curricular assets to assist educators in delivering standards-aligned instruction.

High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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.

At the High School Level, the instructional staff is receiving support with updating curriculum that is better aligned to acadamic standards, which addresses the need to get students to higher levels of thinking by using the structures of the Revised Bloom's Taxonomy and Webb's Depth of Knowledge. An important component of our school improvement initiative is the need for teachers to be collecting, analyzing and using classroom level data to improve student performance according to the new standards. The staff has also been participating in, and implementing, Reading Apprenticeship and Power Teaching strategies as part of the District-wide initiative to improve the differentiation of instruction to meet the needs of a diverse population of students**.**

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

The District incorporates all listed curricular assets to assist educators in delivering standards-aligned instruction.

SAS Incorporation

Elementary Education-Primary 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
Early Childhood Education: Infant-Toddler→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

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
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

This narrative is empty.

High School Level

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

Early Warning System

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

No, we have another early warning system that we are currently utilizing.

Professional Education

Characteristics

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

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

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

The Bald Eagle Area School District has a hard-working Professional Development Committee. The Committee utilizes an Intermediate Unit Professional Development Survey, an Educational Association Survey, Content Area Surveys, Title I Federal Program Surveys, District Initiative Information and Student Data to create goals, develop strategies and an action plan, implement the plan and to review and evaluate the Professional Development Plan. In order to meet the needs of the students, the School District and the professional employees at all levels need to have a workable plan for professional development, which is based upon research and practices that promote the educators' skills over multiple years. The School District's Professional Development plan will include the enhancement of the educator's content knowledge, increasing teaching skills based upon effective teaching practices and research, strategies for helping struggling students(MTSS/RTII), skills in classroom-based assessments, how to use data to guide instructional decision-making and practice, and how educators can work effectively with families and community partners. The plan will also provide for teacher and administrative leadership skill development in the areas of strategic thinking and planning, curricular-instructional-staff development-intervention alignment, how to access and use data to inform decision-making, school climate and cultures which emphasize learning, resource management, technology and technology instruction, writing, Mindfulness, and using instructional time effectively. Enrichment activities are embedded within our curriculum for our gifted students, and training is provided for our staff on these interventions. Administrators are trained in differentiated instruction, which targets all students, including our lowest Tier 3 students and our gifted students. In addition, Teacher Leaders will be trained to support their colleagues on the following topics: **John Collins Writing, Differentiated Instruction, Technology Education (Google, Google Apps for Education, Google Classroom, Doceri, ConnectEd Platform), PowerTeaching, Reading Apprenticeship, Heggerty, and Enhanced Core Reading Instruction (ECRI)).**

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

The School District has selected all of the characteristics listed above as characteristics of the Professional Development Plan.

Professional Development

Bald Eagle Area SD
Professional Development

Title:	Writing
Description	Continued work in the area of writing using the Collins Writing Program or other writing strategies. Additional emphasis on Focus Correction Areas (FCA's) and Text Dependent Analysis (TDA's) that span across grade levels and subject areas. Writing is currently integrated cross curricular in grades K-12. Prior year's focus has been to include three of the Collins Levels (Type I, Type II, and Type III) into all curricular areas. To support this, teachers have received multiple professional development opportunities to not only learn the program but to expand on the basics. The focus on FCA's and TDA's will increase the level of student writing, provide consistency and shared expectations among grade levels for content, mechanics, organization, and style. Continued, on-going professional development and collaboration will be embedded throughout the next 3 years. Building administrators will support teachers in their respective buildings by providing opportunities for teachers to share/collaborate during after school professional learning days each month. Fidelity checks (e.g., walk throughs, bringing in consultants from Collins to provide feedback of lessons observed, coaching, inclusion in lesson plans, samples of student work, etc.) will take place on a regular basis to verify that teachers are working together to improve student learning in writing. Evidence of Implementation: local and state assessment data, classroom data (formative and summative), student growth in writing ability during the school year, district benchmark data, MTSS/RtII progress monitoring data, student portfolios and reflections
Person Responsible	Director of Curriculum and Instruction, Building Principals, and the Director of Special Education
Start Date:	8/17/2020
End Date:	8/28/2023
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source

	2020 2023 20000.00 421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction
Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education
Hours Per Session	6.0
# of Sessions:	7
# of Participants Per Session:	50
Provider:	Collins Writing Consultant(s)
Provider Type:	Individual
PDE Approved:	Yes
Knowledge Gain:	Teachers will become more knowledgeable and skilled using Collins Writing/best writing practices to organize and refine instructional expectations in the areas of content, mechanics, organization, and style to provide consistent grade level and subject area expectations. Staff will need to take a deeper dive into the core standards necessary to raise instructional expectations and increase academic rigor in writing. Teachers tend to have a surface level understanding of the content standards based upon topics and skills. Unpacking standards will enable teachers to better determine where writing components can be integrated or embedded into existing curriculum due to a clearer understanding of standards, the underlying development of standards, and how standards are purposefully aligned across grade levels.
Research & Best Practices Base:	Collins Writing is a research-based, best instructional practice that aligns with Marzano's educational work, conclusions, and recommendations in, "Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement"
For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff

	professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Series of Workshops • School Whole Group Presentation • Professional Learning Communities
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • New Staff • Other educational specialists
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring
Evaluation Methods:	

	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio

Bald Eagle Area SD
Professional Development

Title:	Technology

Description	Technology has been a main focus of the district for the past several years. Continued work in this area is necessary to provide students with skills they will need after graduation and to provide alternative learning options for students. The district is currently a Google Apps for Education School and is 1-1 Chromebooks in grades K-12. With the resources and infrastructure to support elaboration, expansion, integration, and varied course offerings, the following is a list of professional development trainings our teachers, staff, and administration will participate in:
	
	• Faculty & Staff:
	    o <u>Courses:</u> Development of new and updating current course offerings to provide direct connections and access to Google and other platforms on a regular basis. New courses to include (but not limited to): Entrepreneurship, Coding, Computer Applications, App Development, Logic, Nursing, Business, Agriculture, Forestry, Robotics, etc. Teachers will receive appropriate training to understand and use the technology currently being used in that field of study. Additional professional development sessions will be used for curriculum development via collaboration through the design process and support during implementation of the written curriculum to stay current in technology education.
	    o <u>STEM/STEAM/STREAM:</u> Professional development in coding technologies (e.g., Ozobots, Little Bits, Codeapillar, Drones, online STEM applications) conducted as in-house trainings, IU or University trainings, or conferences. Teachers will explore how to use, integrate into curriculum or a new course, and develop engaging ways to use technology to meet college and job/career expectations.
	    o <u>Google Certified Educators:</u> Providing professional development, IU training opportunities, and/or release time for teachers to obtain Google Educator Level Certifications. This will enable the district to have

	experienced personnel on staff to support teachers, students, parents, and the community.
	o <u>Lesson Planning/Use of Instructional Time:</u> Dedication of professional development on good instructional decision making, lesson development, and technology integration. This "back to the basics" lesson planning approach is the core foundation of good teaching practices that supports student learning, growth and achievement. Additional focus areas will include; when it is appropriate to use technology, how to use technology as a tool to enhance the learning process, and to develop teacher skills in asking higher level questions and more rigorous task design to challenge and engage students in the lesson process.
	• Parents & Community
	• <u>School Connections:</u> Google Educators and/or trained district staff (both resulting from the above district technology professional development) can now provide parent/community technology course offerings (e.g., Sapphire, Google Docs, Google Sheets, Google Email, navigating student grade portal, accessing and using online textbooks/educational platforms)
	Continued, on-going professional development and collaboration will be embedded throughout the next 5 years. Building administrators will support teachers in their respective buildings by providing opportunities for sharing/collaborating during after school professional learning days each month. Fidelity checks (e.g., walk throughs, Google or other technology consultants to provide feedback of lessons observed, instructional coaching, lesson plans, samples of student work, etc.) will take place on a regular basis to verify that teachers are working together to improve student achievement using technology and thoughtful technology integration.
	<u>Evidence of Implementation:</u> local and state assessment data, classroom data (formative and summative), increased student academic growth, district benchmark data, MTSS/RtII progress monitoring data, use of integrated technology in classrooms - by students and teachers
Person Responsible	Director of Curriculum and Instruction, Building Principals, and the Director of Special Education
Start Date:	8/17/2020

End Date:	8/25/2025
Proposed Cost/Funding:	

Start Year	End Year	Cost	Funding Source
2020	2025	80000.00	421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction

Program Area(s):	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
Hours Per Session	3.0
# of Sessions:	12
# of Participants Per Session:	50
Provider:	Specialized/Credentialed Technology or Educational Consultants
Provider Type:	A mix of School Entity, College or University, IU, For Profit Company, and Individual - based upon staff and district needs.
PDE Approved:	Yes
Knowledge Gain:	Teachers will become more knowledgeable and skilled using technology as a learning tool to enhance, organize and refine instruction in K-12 classrooms. Staff will explore and become better acquainted with the Computer Science standards necessary to raise instructional expectations and increase academic rigor. Society and technology are ever changing, keeping teacher and student skills up to date is a necessity. The skills, concepts, and logical processing abilities developed by both teacher and students, are basic requirements to obtain 21st Century jobs. While the focus of these professional development activities is to promote student achievement and growth, these can also be used to better support our parents and community. With highly trained and skilled educators in the district, we can provide support, training, and learning opportunities for our parents, the community and beyond.
Research & Best Practices Base:	Proper integration of specific instructional skills is a mainstay of 21st Century Learning. There are four fundamental competencies (critical thinking and problem solving, communication, collaboration, and creativity and innovation) that have been verified through research as necessary skills students must possess. Hattie's effect size research highlights best instructional practices. The district will use his research to design and provide on-going teacher professional development, classroom lesson implementation using Hattie's noted best instructional practices, and determining how to best meet student needs effectively using effect size.

For classroom teachers, school counselors and education specialists:	• Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
Training Format:	• Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals

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

Bald Eagle Area SD
Professional Development

Title:	Interventions & Meeting Student Needs

Description	The district has taken a special interest in Multi-Tiered Systems of Support (MTSS). Focus will be placed on improving instruction (core and intervention) using data in the areas of reading, math, writing, as well as social and emotional. Teachers, staff and administration will take active, collaborative roles in the data collection and analysis of student progress in these areas. The expectation is for all teachers, staff, and administration to be comfortable analyzing and using data to drive the decision-making process when it comes to meeting the standards and modifying instruction to meet the needs of all students. The district will use MTSS teams to align professional development opportunities to meet student needs, determine resources for tiered services and to ensure equity across all school buildings.
	
	Professional Development Areas of Focus (depending on need):
	
	• MTSS
	    o Currently certified in Reading. Begin working on the application and the process for Math, Writing and SEL.
	    o Training/professional development for teachers and staff in research-based intervention programs/materials/resources
	    o Attend conferences or professional development opportunities outside the school setting to gain knowledge and expertise in MTSS
	• Tiering & Interventions:
	    o Data Collection Methods
	    o Progress Monitoring
	    o Screening and Diagnostics
	    o Improving Data Team Meetings
	    o Using best instructional practices (Core and Intervention Classrooms)
	    o Goal-setting and monitoring
	    o Keeping up-to-date with research-based intevention programs/materials/resources
	    o Training/professional development for teachers

| | and staff in research-based intervention programs/materials/resources

o   Attend conferences or professional development opportunities outside the school setting to gain knowledge and expertise

• PBIS

o   Bullying Prevention

o   Team Building (Individual Schools and as a District)

o   Recognizing Positive Behavior

o   Training/professional development for teachers and staff in research-based intervention programs/materials/resources

o   Attend conferences or professional development opportunities outside the school setting to gain knowledge and expertise

o   Celebrating success

• SEL

o   Mindfulness

o   Second Step Curriculum

o   Coping Skills

o   Empathy

o   Resiliency

o   Training/professional development for teachers and staff in research-based intervention programs/materials/resources

o   Attend conferences or professional development opportunities outside the school setting to gain knowledge and expertise

Continued, on-going professional development and collaboration will be embedded throughout the next 5 years. Building administrators will support teachers in their respective buildings by providing opportunities for sharing/collaborating during after school professional learning days each month. Fidelity checks (e.g., walk throughs, Google or other technology consultants to provide feedback of lessons observed, instructional coaching, lesson plans, samples of student work, etc.) will take place on a regular basis to verify that teachers are working together to improve student achievement using the MTSS structure for assessing, tiering, data collection, monitoring, and adjusting instruction to meet individual student learning needs. |

	Evidence of Implementation: local and state assessment data, classroom data (formative and summative), increased student academic growth, district benchmark data, MTSS/RtII progress monitoring data, PBIS data, SEL data
Person Responsible	Director of Curriculum and Instruction, Building Principals, MTSS Coordinator, and the Director of Special Education
Start Date:	8/17/2020
End Date:	8/25/2025
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2025</td><td>75000.00</td><td>421 - NCLB - Title II, Part A - Includes Improving Teacher Quality, Eisenhower Professional Development, Class Size Reduction</td></tr></table>
Program Area(s):	Professional Education, Teacher Induction, Special Education, Student Services, Gifted Education, Educational Technology
Hours Per Session	6.0
# of Sessions:	35
# of Participants Per Session:	50
Provider:	Specialized/Credentialed Technology, Intervention, and/or Educational Consultants
Provider Type:	A mix of School Entity, College or University, IU, For Profit Company, and Individual - based upon staff and district needs.
PDE Approved:	Yes
Knowledge Gain:	Teachers will become more knowledgeable and skilled using the MTSS process (including PBIS and SEL) to enhance, organize and refine instruction in K-12 classrooms. Staff will explore and become better acquainted with the collecting, monitoring, and analyzing data to raise instructional expectations, increase academic rigor, and meet individual student needs. The skills, concepts, and logical processing abilities developed by both teacher and students, are basic requirements to be successful in and out of school. While the focus of these professional development activities is to promote student achievement and growth, these can also be used to better support our parents through community sessions on Mindfulness, Reading, etc.
Research & Best Practices Base:	MTSS is a state approved instructional model that has been proven time-and-time again, of its strength to improve student learning and achievement when used with fidelity. Materials/resources/training used to move the district forward with MTSS implementation will only include research-based instructional strategies, content, programs, interventions, etc.
For classroom teachers, school counselors and	• Enhances the educator's content knowledge in the area of the

education specialists:	educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. • Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Training Format:	• Series of Workshops • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Online-Synchronous • Online-Asynchronous • Professional Learning Communities • Offsite Conferences
Participant Roles:	• Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional

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

Bald Eagle Area SD
Professional Development

Title:	School Safety
Description	The district takes a proactive approach to school and student safety. We will continue to focus on maintaining high standards when addressing building and personalized needs. Students, teachers, staff, and administration will take active roles in safety trainings (e.g., ALICE, Lockdowns, Safe2Say, Shelter in Place, Bus Evacuation, etc.) as well as participate in the development of school policies and procedures in the case of an unfortunate incident. Evidence of Implementation: Documentation of participation in school or district trainings, district trained staff maintaining proper certification requirements to continue to train staff, safety signage in and around the buildings and grounds, installation or implementation of new safety technologies (e.g., additional surveillance cameras to buildings and grounds, equipping contracted buses with extensive camera monitoring system, school entry monitoring and entry process, etc.)
Person Responsible	School Safety and Prevention Coordinator, School Police Officer, and Building Principals
Start Date:	8/17/2020
End Date:	8/25/2025
Proposed Cost/Funding:	<table><tr><td>Start Year</td><td>End Year</td><td>Cost</td><td>Funding Source</td></tr><tr><td>2020</td><td>2025</td><td>20000.00</td><td>050 - CONTINUING PROFESSIONAL EDUCATION SERVICES</td></tr></table>
Program Area(s):	Professional Education, Student Services
Hours Per Session	3.0
# of Sessions:	20
# of Participants Per Session:	50
Provider:	School Entity and Authorized/Specialized Safety Trainers/Consultants
Provider Type:	A mix of School Entity or For Profit Company- based upon staff and district needs.
PDE Approved:	Yes

Knowledge Gain:	Students, teachers, staff, and administration will become more knowledgeable and better prepared when dealing with a crisis. Staff will explore and become better acquainted with best-used safety strategies for specific crisis situations (e.g., when to barricade vs. run, hide vs. fight, when to share information, etc.). The skills, concepts, and logical processing abilities developed by both teacher and students, are basic requirements to remain safe during an emergency. While the focus of these professional development activities is to improve safety and safety awareness in the district, these can also be used to better support our parents and community by sharing resources and providing informational sessions.
Research & Best Practices Base:	ALICE is a state and nationally approved safety model that has been proven to save lives. Additional materials/equipment/resources/training/programs used to promote district safety implementation in other areas will only include research-based options proven effective to keep students, staff, and faculty safe.
For classroom teachers, school counselors and education specialists:	• Empowers educators to work effectively with parents and community partners.
For school or LEA administrators, and other educators seeking leadership roles:	• Provides leaders with the ability to access and use appropriate data to inform decision-making. • Instructs the leader in managing resources for effective results.
Training Format:	• LEA Whole Group Presentation • School Whole Group Presentation • Live Webinar • Department Focused Presentation • Podcast • Online-Synchronous • Online-Asynchronous • Offsite Conferences
Participant Roles:	• Classroom teachers

	• Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Paraprofessional • Classified Personnel • New Staff • Other educational specialists • Related Service Personnel • Parents
Grade Levels:	• Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities:	• Discussions with students, Follow-up in classroom activities, Continues safety procedure monitoring
Evaluation Methods:	• Participant feedback after safety drill/activities, Modeling of proper safety techniques by certified staff

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/17/2015 In addition to face-to-face training dates noted, online training through the University of Pittsburgh will also be utilized.
The LEA plans to conduct the required training on approximately:
3/13/2020 Online training through the University of Pittsburgh. May include face-to-face training by a PA accredited provider.

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

Questions
The LEA has conducted the training on:
2/12/2016 Online Eduplanet course created by IU-10
The LEA plans to conduct the training on approximately:
2/19/2021 Online Eduplanet course created by IU-10

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

Questions
The LEA plans to conduct the training on approximately:
2/17/2020 Online or face-to-face professional development.

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

None.

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

The Professional Development Plan and its activities are based upon the following Needs Assessments/Surveys and Targeted Areas of Instruction from student assessment results:

- IU 10 Professional Development Survey

- District Professional Development Survey

- Federal Programs Monitoring Review & Surveys

- Content Area Curriculum Revisions

- Teacher Feedback, Areas of Need, and Interest Areas

- Disagregation of Student PSSA Assessment Data, K-12

- AIMSWeb

- District Level Performance Assessments

- CDT's

- District Goals

A **Walk-Through**
template in PAETEP is currently being used by District Administrators.
An evaluation plan will be created for the implementation phase of the Professional Development Plan. The evaluation will be based upon clear expectations for teacher practices.
The School District will utilize the Act 48 Guidelines and District Policies to validate whether or not providers can present quality professional development. An evaluation process of the professional development is already in place.
Building administrators are required to participate in all professional development sessions targeted for their professional staff.
Professional Development initiatives include a variety of components that provide ongoing support to the teachers. These can be in the form of inservice, workshops, modeling/coaching, after-school support groups, trained teacher leaders in the content, vidoes, and peer support.
The School District continues to use a Differentaited Supervision and Evaluation Plan as part of the Teacher Evaluation format as outlined by the state.
Professional Development Sessions will be evaluated to show its impact on the teacher and the teachers' learning practices.
The administration will be looking at the impact of Professional Development on teaching practices through observations and walk-throughs, and through the regularly scheduled data team meeting results.

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

The Bald Eagle Area School District has selected all of the strategies listed above.

Induction Program

Checked answers

- 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.

Unchecked answers

   None.

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

The Bald Eagle Area School District has a comprehensive Induction Plan which is part of the Supervision and Evaluation Plan (updated in 2017) for all staff. The teachers involved in the program have a rigorous plan to complete, with the help of their mentor, building staff, and principal. Part of the plan is that the teachers access the State curriculum frameworks, focus on designing lessons that help students grow/achieve in all of the state academic standards, assessment anchors and eligible content included in the District Curricula.

Inductees will become adept at using the Curricular Framework to develop lesson plans which are challenging to their student cliental, include best instructional strategies, and include daily assessment opportunities to meet individual student needs. Inductees work with their mentor teacher to become knowledgeable in navigating the SAS website, accessing curricular content, to better understand special education requirements, and using the technology available in the district to support student education. The inductees will have at least one session on classroom management strategies and they will learn the School-Wide Positive Behavior System that is in place K-12. Mentor teachers, school counselors and principals will support the inductee in knowing what resources are available to assist the students during an academic or social-emotional crisis. The inductees will go through a kind of "Boot Camp" prior to the start of the school year during which the basic details and expectations related to District and School initiatives, practices, policies and procedures will be covered. The inductees will receive research-based instructional strategies and practices that have been validated by the School District to improve student achievement and time will be spent with the inductee to assure that these practices are understood and implemented. The walk-through form used by the building principals also looks closely at the instructional practices utilized by the inductee. Inductees are provided with a mentor teacher and a schedule which permits that the he/she is able to meet with that mentor teacher at least 30 minutes per week during the school year. Other opportunities are provided to engage the inductee with the building's faculty and District staff during Curricular or Department Meetings.

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

The School District has included all of the required strategies in their plan.

Needs of Inductees

Checked answers

- 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).

Unchecked answers

   None.

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

An Induction Plan is part of the Evaluation and Supervision Plan for the School District. This plan encompasses all of the components listed on this site. All teachers meet regularly to review and discuss classroom assessment data, to share ideas on how to modify instruction, and to improve student achievement. Teacher mentors serve as coaches for first-year teachers and visit their classrooms to monitor their instructional progress. Administrators visit the classroom frequently to monitor the performance of inductees and provide feedback to them regarding their performance. Each inductee completes a survey reflecting on their professional growth areas. Inductees complete an evaluation of the program upon completion and the results are used to modify the program for the future. All new teachers are given training/instruction in the District's research-based, best instructional practices that would apply to the grade level/content they are teaching (e.g., Power Teaching, Reading Apprenticeship). Mentors and inductees are required to meet once a week for at least 30-minutes. Lesson plans are submitted to the administration weekly for review. Oral and written reports of instructional activity are provided to the administration upon request. AIMSWeb, Classroom Diagnostic Tool and curriculum-based assessment data are utilized along with PSSA/Keystone Data by all staff members. All inductees are required to submit a portfolio that demonstrates they have met the induction requirements, as mandated, at the end of the process.

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

All of the strategies listed above have been selected because they are covered in the District's Induction Plan and Process.

Mentor Characteristics

Checked answers
- 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.

Unchecked answers

> *None.*

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

The School District's Induction Plan provides a comprehensive plan for the inductees and the teacher mentors. The building principal is responsible for making sure that the inductees have time to meet with their mentor teacher each week for at least 30 minutes. Teachers interested in being a mentor teacher must have a history of outstanding work performance and participate in mentor training provided by the District (e.g., online course, District provided course, University course). This class will cover topics including: communication skills; listening skills; coaching; peer observation; observation techniques; conferencing skills; problem solving skills; knowledge of adult learning and development. The mentor teachers are selected based upon the following criteria: taking the mentoring course, outstanding work performance, ability to work effectively with student, families and other professional staff, certification areas, and current teaching assignments in the District. Mentor teachers recognize that the work of a mentor teacher is involved with a high degree of responsibility and the District reimburses them for their time spent with the inductee. The mentor teacher has a throrough knowledge of the District and School policies, procedures and the kinds of resources available to teachers in the District. The mentoring process does include the modeling of continuous learning (professional development program) and a reflection piece. The reflection piece has been the most difficult area to implement but the mentor teachers are expecting the inductees to reflect on lessons they teach as well as the experiences provided in Professional Development. The inductee and mentor teacher must complete a log of induction meetings, in-service sessions, classroom observations of other teachers (different grade levels, content areas) and weekly 30-minute meetings with the topics discussed. The mentor teacher also must complete an evaluation of the induction process and the extent to which the inductee meet the objectives of the program.

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

The School District has selected all strategies for a successful Mentoring Program.

Induction Program Timeline

Topics	Aug-S	Oct-N	Dec-J	Feb-M	Apr-M	Jun-Jul

	e p	o v	a n	a r	a y							
Code of Professional Practice and Conduct for Educators	X											
Assessments		X	X	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	
Data informed decision making						X		X	X	X	X	X
Materials and Resources for Instruction							X		X		X	X

If necessary, provide further explanation.

The topics are addressed throughout the year dependent upon the needs of inductees and the availability of specialists for each topic. An Induction topic could be revisited any time during the year based on inductee need, growth, or situation. Most topics (e.g., Instructional Strategies, Curriculum and Data Informed Decision Making) are also discussed at the 30-minute weekly meetings between the mentor and inductee. Additonal topics are also included during the 30-minute weekly meetings (e.g, job stress, paperwork management, technology integration, grading practices, community resources, parent relationships, and conferences).

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Building administrators monitor the implementation of the program throughout the school year. There are informal indicators used to assess whether the Induction sessions are meeting the needs of each inductee each month. A formal evaluation of the program occurs at the end of the program through a survey that each inductee and mentor teacher completes. The data from the surveys are used by District Administrators to identify areas for improvement prior to the next school year.

Recording Process

Identify the recording process for inductee participation and program completion. (Check all that apply)*Checked answers*

- 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.

Unchecked answers
None.

Special Education

Special Education Students

Total students identified: **299**

Identification Method

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

 The Bald Eagle Area School District addresses whether a child does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, and/or mathematics problem solving.
For reading, the District uses a PDE approved process based on the child's response to scientific research-based interventions which includes documentation of high-quality instruction, research-based interventions and regularly monitored student progress. BEA is utlizes RtI for all four Elementary Schools, Wingate Elementary, Howard Elementary, Mountaintop Elementary, and Port Matilda Elementary in grades K-5.
For all other areas, the District utilizes a process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade, determined not primarily the result of other factors (visual, hearing, orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage, limited English proficiency). This includes grades K-5 in the all areas except reading and 6th-12th at the Bald Eagle Area Middle High School.
The District ensures that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction. Additionally, repeated assessments of achievement are conducted at reasonable intervals, reflecting formal assessments of student progress during instruction, which was provided to the child's parents.
The District ensures that screening or early intervening activities do not serve as a

restriction to the right of parents to request an evaluation at any time, including prior to or during the conduct of early intervening activities.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

Bald Eagle Area is considered discrepant in multiple areas: In Speech or Language Impairment, the State's percentage is 14.5%. BEA is 23% as per the 2017-2018 data. The Speech Language Department at Bald Eagle Area School District continues to evaluate and adhere to the recommendations to better align with the state percentages. The speech therapists evaluated the screening process and tools used for both kindergarten screenings and students referred for screenings. A screening tool was developed and is utilized to identify those students who need a comprehensive evaluation, interventions provided, or monitored. The therapist also adopted the Iowa-Nebraska Articulation Norms to make recommendations regarding assessment, interventions, or monitoring in the area of articulation.

The percentage of students identified as having Speech/Language Impairments continues to be higher than the statewide percentage but it is felt that the socio-economic status of the families in the area as well as an insufficient number of children receiving early intervention services are factors in a higher number of school-aged students identified as having Speech and Language impairments.

In the area of Specific Learning Disability (SLD), the district is at 35.8% the State is at 40.9%. The district was approved during the 2017-2018 school year to use Response to Intervention (RtI) to identify students with disabilities in reading. The district seeks to be approved for mathematics in 2020. The students in all the elementary buildings are receiving extensive intervention in the both areas of reading and mathematics. The LEA believes the implementation of research based interventions, along with the intensity of the instruction, has led to less students being identified as a student with SLD. The LEA believes that this trend will continue. The students are progress monitored using Aimswebplus in both reading and mathematics. If the student does not make sufficient progress, the students is referred for an evaluation.

The district currently has 12.3% of students under Other Health Impairment (OHI). The state average is 15.7%. The special education department works closely with the school nurses and guidance department to provide support for all students. We have an active SAP team in both elementary and secondary level that monitors and occasionally makes referrals to special education. We have implemented Positive School Wide and are a banner school from K-12. During the past few years, the district has provided training on Functional Behavioral Assessments and Positive Behavior Support Plans for all guidance counselors. Everyone in the district was also trained on providing supports to students with Attention Deficit Hyperactivity Disorder(ADHD). The MTSS team is currently involved in the state initiative to provide more social and emotional support through the MTSS model. I believe these students may be receiving so much general education intervention that they may not be getting identified. The district will consult with all these teams to make a plan to identify the students who are not successful in the current interventions.

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?

Presently the district does not have any 1306 eligible students. If a facility would open within the District, the district would comply with PA Chapter 14 to meet all requirements under 1306 as outlined in the BEC: Educational Programs for Students in Non Educational Placements. The District would work closely with the 1306 facilities to make sure the district completes the Child Find requirements and the provision of FAPE.

Incarcerated Students Oversight

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

The District does not have any facilities for incarcerated students. When Bald Eagle Area is informed that we have incarcerated students throughout the Commonwealth, Bald Eagle Area works with staff from those facilities, and the school districts/intermediate units that have educational responsibilities. Bald Eagle Area assists with the exchange of educational records, child find, evaluation, and Individualized Education Plan development.

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.

Once a student is eligible for Special Education, the Individualized Education Plan considers placement options from regular education, itinerant, supplementary, and full-time classes.

Bald Eagle Area always considers regular education first, and exhausts supplementary aids and services before a student may be placed outside the regular environment. Utilizing supplementary aids and services within the regular education classroom has led to more instructional aids and inclusionary practices such as co-teaching. Regular and special education teachers and paraeducators work together to provide the necessary supplementary aids and services (PaTTAN publications) in order to meet the students' needs in the regular education setting. These services include curriculum and instructional adaptations and modifications.

Bald Eagle Area's continuum of service ranges from regular education to in-home instruction. Most of the identified students are assigned to regular education classrooms for most of the school day. A percentage of special education students are assigned programs outside the regular school. Such programs are recommended only after programs within the regular schools have been tried. An IEP decision is made for a more restricted setting only after examining documentation and progress monitoring data by the team. At times students with the severe disabilities (ex. autism, severe emotional disturbance, intellectual disability, multiple disabilities) may require a more intensive program outside regular education with individualized, specially designed instruction to address their complex needs.

All students, even those in private institutions, are educated with non-disabled children. Removal from the regular education environment only occurs after the full range of supplementary aids and services are exhausted and the student is unable to make meaningful progress towards their IEP goals. A child with a disability is never removed from the regular education setting solely because or needed modifications in the general

education curriculum or the severity/type of disability.

BEA provides necessary support for students to participate in nonacademic and extracurricular activities. Examples of this: nursing services for field trips and after school activities when deemed necessary in order to participate, para educators assisting in evening concerts and drama club productions, transportation when the student is unable to ride the late bus, etc.

LEA results for students with disabilities compared to the SPP target, according to the 2016-2017 Special Education Data Report:

A. Did not meet SPP target for students with disabilities served inside the regular classroom 80% or more of the day. (Target 63.6%, State 62.4%, LEA 55.3%) The LEA is slightly below the target. We will make effort to include as many students as possible with providing supplementary aids and services.

B. Did not meet SPP target for students with disabilities served inside the regular classroom less than 40% of the day. (Target 8.3%, State at 9.0%, LEA 10.9%) The LEA fell slightly higher than the target.

C. Met SPP target for students with disabilities served in other locations. (Target 4.6%, State 4.9%, LEA --%)

During Cyclical Monitoring from 2/2017 to close out of 3/2018- The LEA has taken steps to improve their LEA with great gains. This includes training for teachers and administrators. The LEA exceeds the 2% increase that was set as a goal in the Corrective Action Plan and continues to grow in the right the direction. According to the Data at a Glance Report for 2017-2018:

SPP target for inside the regular education 80% or more of the day (LEA 59.3%, State 62.0%) SPP target for students with disabilities served inside the regular classroom less than 40% of the day (LEA 11.7%, State 9.3%)

Behavior Support Services

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

The policy in the district is aligned with all the provisions of IDEA 2004 and Pa 22 School Code 14.133. The district utilizes positive, not negative, means for the basis of the behavior support programs to ensure that all students are protected from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraint. The use of restraint is always the last resort and only used if the student's behavior would hurt themselves or others. All least restricted measures and de-escalation techniques are utilized first.

School based Mental Health:
The school currently works closely with all outside agencies that provide mental health services. We have a licensed counselor on staff, who has on occasion, provides school base sessions when needed. Any eligible student whose IEP team determines it to be appropriate is eligible to receive counseling services during the school day at the cost of the district. The school psychologist will provide psychological counseling as needed. The district has Student Assistant Programs (SAP) teams at every level in the district.
Training:
The District assures that it will provide adequate training and supports to appropriate personnel in the use of specific procedures, methods, and techniques. Training will be updated as appropriate.
Teachers and staff are trained and certified in de-escalation techniques and utilizing physical restraint, as a protective procedure, in crisis intervention strategies as described in the Crisis Prevention Institute (CPI) training program.
Teachers developing Behavior Support plans as part of the Individualized Education Plan must participate in trainings which address functional behavior assessment, and development of Positive Behavior Support Plans. Trainings are offered by Pennsylvania Training and Technical Assistance Network and the Central Intermediate Unit.
The entire district including all four of the elementary schools, the middle school and high school have been identified as Banner Schools for School Wide Positive Behavior Support.

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.

Bald Eagle Area has been able to ensure FAPE for all students receiving special education services. The student's needs are discussed at the Individualized Education Plan meeting and a program is developed for the individual student. The regular education setting is always considered first with the location of supplementary aids and services occurring in the regular education classroom. If the student's needs cannot be met in this setting, then progressively more restrictive options are considered until an effective learning setting for the child's program is determined. Any issues that are a barrier to an educational placement are addressed using the interagency model in collaboration with Central Intermediate Unit. At times students may be placed in Partial Hospitalization or medical treatment facilities by parents or outside agencies. In these situations, the special education

services follow the student. The district actively participates in transitioning the student back to the regular education setting upon discharge from these settings.

Itinerant Emotional Support services are provided in all BEA schools. If a students needs cannot be met in the home school the district follows the procedures as outlined in the Basic Education Circular for Alternative Education for Disruptive Youth to consider other options of placements by the IEP team. We utilize Nittany Learning Services (NLS) that provide educational, behavioral, and emotional services for students. We also place students at Merekey or Soaring Heights in State College or Clearfield, which provides services for children with Autism as well as Emotional Support services. Elementary Students may utilize the HEARTS program for intensive support that requires Psychological and Psychiatric services for students in K-3. The district has also participated in the Intermediate Unit Bridge program for students with significant needs in emotional and/or autistic support in grades K-2. These placements are periodically evaluated and the possibility of a less restricted environment is always considered.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12.41(a))

- Free Education and Attendance (in compliance with § 12.1)

- School Rules (in compliance with § 12.3)

- Collection, maintenance and dissemination of student records (in compliance § 12.31(a) and § 12.32)

- Discrimination (in compliance with § 12.4)

- Corporal Punishment (in compliance with § 12.5)

- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)

- Freedom of Expression (in compliance with § 12.9)

- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)

- Hair and Dress (in compliance with § 12.11)

- Confidential Communications (in compliance with § 12.12)

- Searches (in compliance with § 12.14)

- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)

- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))

- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))

- Development and Implementation of Local Wellness Program (in compliance with Public Law 108-265, Section 204)

- Early Intervention Services System Act (if applicable) (11 P.S. § 875-101—875-503)

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

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

Special Education Assurances

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

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

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

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

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

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Nittany Learning Services	Other	AEDY	4
Abraxas	Special Education Centers	Residential	1
Soaring Height- Clearfield	Special Education Centers	Full time Emotional Support	1
Central Pennsylvania Institute of Science and Technology	Other	Vocational Technical School-half days	47
The Bridge Program	Neighboring School Districts	Autistic Support/Intermediate Unit Program	1
Colonial Academy	Special Education Centers	Therapeutic Foster Care Placement/Intermediate Unit Program	1
Montour Learning Center	Other	Residential Facility- Probation Placement	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	5 to 7	5	0.2
Locations:				
Wingate	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	3	0.2
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 7	4	0.4
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 7	3	0.2
Locations:				
Howard Elementary/Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	8	1
Locations:				
Wingate Elementary	An Elementary School Building	A special education Center in which no general education programs are operated		

Program Position #3 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	9	0.5
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	8 to 10	2	0.3
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE

Itinerant	Learning Support	8 to 10	7	0.2
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	0.8
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	9 to 11	2	0.2
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	12	0.7
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 11	5	0.3
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 12	7	0.4
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	5	0.4
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 12	1	0.1
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	10 to 11	1	0.1
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.1
Locations:				
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 13	5	0.4
Locations:				
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	5	0.4
Locations:				
Bald Eagle Area School	A Junior/Senior High	A building in which General		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 13	1	0.1
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

(continued from previous page — first row: District / School Building / Education programs are operated)

Program Position #8 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
       Type: Position
       Implementation Date: August 31, 2018
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	0.6
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	8	0.3
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	13 to 13	1	0.1
Locations:				
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #9 - Proposed Program
    Operator: School District
    PROPOSED PROGRAM INFORMATION
       Type: Position
       Implementation Date: August 31, 2018
    PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	7	0.4
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 16	13	0.4
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	14 to 16	1	0.1
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 16	1	0.1
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2018
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	1	0.25
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	20	0.75
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11 - Proposed Program
Operator: School District
PROPOSED PROGRAM INFORMATION
Type: Position
Implementation Date: August 31, 2015
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 19	22	1
Locations:				
Bald Eagle Area Middle	A Junior/Senior High	A building in which General		

High School	School Building	Education programs are operated		

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	1	0.1
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 20	15	0.4
Justification: This teacher meets individually or in small group with students. He does not meet with an age range larger than 4.				
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	14 to 18	9	0.4
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	1	0.1
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 15	14	1
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are		

		operated		

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	18 to 18	1	0.1
Locations:				
Bald Eagle Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	13	0.8
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Life Skills Support	19 to 20	2	0.1
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	65	1
Justification: grouping of students complies with age range requirements				
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2018

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 11	55	0.85
Justification: grouping of students complies with age range requirements				
Locations:				
All elementary buildings	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 20	10	0.15
Justification: grouping of students complies with age range requirements				
Locations:				
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	8 to 15	2	0.04
Justification: grouping of students complies with age range requirements				
Locations:				
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	13 to 17	3	0.06
Justification: grouping of students complies with age range requirements				
Locations:				
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 9	4	0.08
Justification: grouping of students complies with age range requirements				
Locations:				

Howard Elementary/Mountaintop Elementary/ Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Para educators	All buildings	27
Personal Care Aides	All buildings	3
School Psychologist	All buildings	2
Director of Special Education	All buildings	1
Transition Coordinator	High School/ CPI	0.5
Administrative Assistant	All buildings	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor	5 Days
Physical Therapist	Intermediate Unit	1.5 Days
Physical Therapist Assistant	Intermediate Unit	3 Days
Educational Interpreter	Intermediate Unit	5 Days

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
This question has not been answered.

District Accomplishments

Accomplishment #1:
District has an overall positive culture and climate with the implementation of the School-Wide Positive Behavior Support Program throughout the entire District.

Accomplishment #2:
Class Sizes are small.

Accomplishment #3:
Fully implemented Elementary Spanish program.

Accomplishment #4:
District has updated facilities that are well-kept/maintained throughout the entire District.

Accomplishment #5:
Fiscally responsible.

Accomplishment #6:
Environmental Center constructed on District property.

Accomplishment #7:
Bald Eagle Area Cyber Academy implemented to address both student needs and funding issues.

Accomplishment #8:
New Language Arts Program and Master Schedule implemented at elementary level to ensure student success.

Accomplishment #9:
Agricultural Science Program at the High School level continues to grow.

Accomplishment #10:
Mathematics curriculum throughout District (K-12) provides rigorous courses.

Accomplishment #11:
Student disciplinary actions continue to decrease because of postive culture that is found throughout the District.

Accomplishment #12:
District is strong in its use of technology for student instruction.

District Concerns

Concern #1:
Level of student achievement needs to be increased to prepare students for career and post-secondary education.

Concern #2:
Student migration to Charter Schools and to Cyber Charter Schools, where learning is not so rigorous; however the establishment of the District's Cyber School has proven successful to stem this tide.

Concern #3:
Funding challenges, when State Budget is not approved in a timely manner.

Concern #4:
Students need to be educated in an engaging manner with real-world applications.

Concern #5:
Dysfunctional family life is affecting student behavior and academic achievement.

Concern #6:
At the Senior High level, student achievement levels do not keep pace with the trajectory that was established at the elementary levels.

Concern #7:
Declining student enrollment over the past decade and projected to remain low through the next six years.

Concern #8:

Curricular alignment and focus needs to be adjusted so that students will be prepared for the rigors of the Keystone exams.

Concern #9:

Common Core Standards need to continue to be interwoven into the curricular fabric K-12.

Concern #10:

We should address the interests and needs of students who become disenfranchised with school by middle school levels, or even at the elementary level with attendance issues. Additional in-class and afterschool activities need to be provided, which are cognizant of individual differences promoting school pride and enjoyment for all students.

Prioritized Systemic Challenges

Systemic Challenge #1 *(Guiding Question #0)* Increase the academic achievement of students at all ages and levels of ability throughout the District.

 Aligned Concerns:

  Level of student achievement needs to be increased to prepare students for career and post-secondary education.

  Funding challenges, when State Budget is not approved in a timely manner.

  Students need to be educated in an engaging manner with real-world applications.

  Dysfunctional family life is affecting student behavior and academic achievement.

  At the Senior High level, student achievement levels do not keep pace with the trajectory that was established at the elementary levels.

  Curricular alignment and focus needs to be adjusted so that students will be prepared for the rigors of the Keystone exams.

Common Core Standards need to continue to be interwoven into the curricular fabric K-12.

....

We should address the interests and needs of students who become disenfranchised with school by middle school levels, or even at the elementary level with attendance issues. Additional in-class and afterschool activities need to be provided, which are cognizant of individual differences promoting school pride and enjoyment for all students.

Systemic Challenge #2 *(Guiding Question #9)* Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

Level of student achievement needs to be increased to prepare students for career and post-secondary education.

....

Declining student enrollment over the past decade and projected to remain low through the next six years.

District Level Plan

Action Plans

Goal #1: Increase the academic achievement of students at all ages and levels of ability throughout the District.

    Indicators of Effectiveness:

        Type: Annual

        Data Source: PSSA and PVASS

        Specific Targets: Meeting and/or exceeding the Future Ready Index targets specified by the Pennsylvania Department of Education.

        Type: Annual

        Data Source: Keystone Exams, local examinations, National Occupational Competency Testing Institute (NOCTI), PSAT, SAT

        Specific Targets: An increase in student performance in all summative assessments at all levels.

Strategies:

Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.

    Description:

    The District uses differentiated instruction and Multi-Tiered Systems of Support to address students at their individual levels of educational attainment, which enhances not only educational achievement, but also, in terms of the promotion of life-long learning attitudes, mitigates a student's practice of institutional failure and frustration. *If the frustration and failure level of a student is allowed to persist, it would not be surprising if students become disenfranchised with school, education, and learning in general. ~ Differentiated Instruction: Charlotte Danielson*

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

Redesign and implement changes into our curriculum and instructional areas to support an increase in State assessment scores and an increase in academic-related afterschool and evening activities.

Description:

Data teams will identify specific areas of weaknesses to enable differentiated instruction and use tiering as part of Multi-Tiered Systems of Support to key in on the areas of state assessments of which our students need to improve; periodic review of curricula, and periodic review of technology. Academic-related afterschool programs, such as Math Competitions, Technology Clubs, and tutoring, will help to increase student academic achievement.

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

Use clubs and activities to increase student engagement so that students can form connections within the school community and build a sense of belonging, which will foster educational growth.

Description:

Students who participate in activity programs tend to have higher grade-point averages, better attendance records, lower dropout rates and fewer discipline problems than students generally.~ Activities are Inherently Educational. Activity programs provide valuable lessons for practical situations – teamwork, sportsmanship, winning and losing, and hard work. Through participation in activity programs, students learn self-discipline, build self-confidence, and develop skills to handle competitive situations. These are qualities the public expects schools to produce in students so that they become responsible adults and productive citizens.

Afterschool programs will be reviewed to facilitate inclusion of relevant academic areas, where possible, and promote healthy social skills, as identified by data teams.

SAS Alignment: None selected

Increase family, school, and community communication and support on a consistent basis throughout the District to promote academic focus.

Description:

This strategy involves School-Community building. The District will utilize technology to increase communication with families and with the community in general. District facilities will be made available for community groups to enhance the District's presence in the community. Special assemblies, such as Veteran's Day celebrations and recognition of 50th Year Graduation Classes, will be part of the school-community building initiative.

SAS Alignment: None selected

Promote a sense of belonging for students and families to form a joint effort in promoting student growth in all areas.

Description:

This strategy includes Family Literacy Activities, Afterschool Programs, and School-Community Building. Evening activities for families will be conducted for both literacy and mathematics. School musical events, concerts, and drama productions will be highly promoted within the school community. District publications, such as the *Eagle Pride* magazine - which is mailed to all households in the Bald Eagle community, will promote a sense of belonging and school family to the more than 12,000 residents of our District.

SAS Alignment: None selected

Continued use and expansion of School-Wide Positive Behavior Support System

Description:

The School-Wide Positive Behavior Support System, a research-based practice, will enhance the supportive learning environment at the K-12 level through the use of recognition and rewards for the demonstration of positive behavior among students and staff.

SAS Alignment: Safe and Supportive Schools

Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

Description:

Teachers will practice Differentiated Instruction and use best teaching practices to support students in achieving success. Academic and Extra-Curricular Activities will be available, at each school, to meet the needs of all students. These strategies will improve the learning climate at our schools.

SAS Alignment: Instruction

Character and Social Skill Building Programs - Social Skills Training

Description:

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach for students in grades K-12-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: Social Skills Training)

SAS Alignment: Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

Response to Instruction and Intervention (RtII)/MTSS

Description:

The District will continue to use the MTSS model. The MTSS/RtII process will Include data team meetings, Tier 1,2,3 interventions and an MTSS coordinator that provides administration with a snapshot of which students are in need of extra support and those that may benefit from enrichment. Meetings will begin at the beginning of the year and then every six-nine weeks as a team or as necessary for the students. By using the MTSS model, teachers and administration can make the best decisions for all students.

The Pennsylvania Department of Education strongly endorses the RtI model as the assessment and instructional framework to organize and implement Pennsylvania's Standards Aligned System (SAS) to improve

student achievement. RtII in PA is not viewed as a stand-alone strategy, product or program; rather it is a part of the state's comprehensive system of continuous school improvement and provides a structure for schools to arrange and implement standards aligned instruction, core strategies, and interventions in the building to meet the academic and relational support needs of all students. (Sources: http://effectivestrategies.wiki.caiu.org/file/view/RtIIAnIntro.pdf/528272 716/RtIIAnIntro.pdf)
Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

SAS Alignment: Instruction

Implementation Steps:

Mentoring Program implementation for all Grade K-12 students, consistent with the School-wide Positive Behavior Program.

Description:

Monitoring of mentoring logs between students, student mentors and teachers; a rise in attendance numbers; and a drop in office referrals will indicate that this Action Step has been implemented.

Start Date: 9/1/2020   **End Date:** 6/18/2021

Program Area(s): Teacher Induction, Student Services

Supported Strategies:

- Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.

Emphasize students' strengths and explore educational and career opportunities within the students' areas of interest, and develop an effective K-12 Career Development Program.

Description:

Continue funding the position of career counselor at the Middle/High School, who will organize annual Career Fair and visits to various colleges, technical schools, and industries. Monitor the amount of discipline referrals at all levels.

Start Date: 9/1/2020   **End Date:** 6/9/2023

Program Area(s): Student Services

Supported Strategies:

- Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.

Develop a video on the positive aspects of the Bald Eagle Area School District and the School-Wide Positive Behavior Support Programs in each school.

Description:

The finished video product will indicate that this Action Step has been implemented. A record of the viewing dates and audiences will be tracked.

Start Date: 9/7/2020   **End Date:** 5/27/2021

Program Area(s): Student Services

Supported Strategies:

- Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

Each school will develop a Spirit Club/Student Building Leaders Group/Principal's Cabinet to help promote the positive aspects of each school.

Description:

The indication that this Action Step has been implemented will be when each school has a functioning group of students who promotes the positive aspects of each school and provides opportunities for student decision-making. This group of students would work with school administrators to create an environment where students can help plan school events, activites, etc. Students that have a voice in some of the school decisions have higher levels of student performance and interest/connection with the school.

Start Date: 9/1/2020   **End Date:** 5/31/2021

Program Area(s): Student Services

Supported Strategies:

- Use clubs and activities to increase student engagement so that students can form connections within the school community and build a sense of belonging, which will foster educational growth.

Continuation of the integration of new technologies into instruction to help facilitate engaged learning.

Description:

Reports to Board of Education on the integration of new technologies and demonstration of teachers using best instructional practices with technology in their classrooms will indicate that this Action Step has been implemented.

Start Date: 8/17/2020   **End Date:** 8/25/2025

Program Area(s): Educational Technology

Supported Strategies:

- Redesign and implement changes into our curriculum and instructional areas to support an increase in State assessment scores and an increase in academic-related afterschool and evening activities.

Continued curriculum alignment to include more rigorous courses related to business and industry expectations.

Description:

Meetings with business and industry personnel and a revamping to more rigorous courses will indicate the Action Step has been implemented.

Start Date: 9/1/2020   **End Date:** 9/30/2025

Program Area(s): Student Services, Educational Technology

Supported Strategies:

- Redesign and implement changes into our curriculum and instructional areas to support an increase in State assessment scores and an increase in academic-related afterschool and evening activities.

Increased use of Tiered Instructional Strategies and best instructional Research-Based Practices to address intelligence, motivation, social, emotional, and individual student learning styles/needs.

Description:

Monitoring by MTSS Coordinator, Director of Curriculum & Instruction, Director of Special Education, and Building Level Principals will indicate that this Action Step has been implemented.

Start Date: 8/17/2020   **End Date:** 8/25/2025

Program Area(s): Professional Education

Supported Strategies:

- Redesign and implement changes into our curriculum and instructional areas to support an increase in State assessment scores and an increase in academic-related afterschool and evening activities.

Writing, Language, and Literacy Acquisition for All Students

Description:

Staff will be trained and the Collins Writing Program will be used in K-12 classrooms with fidelity. The District is expecting to see improvements in student writing and communication skills.

Start Date: 8/17/2020   **End Date:** 8/28/2023

Program Area(s): Professional Education

Supported Strategies:

- Redesign and implement changes into our curriculum and instructional areas to support an increase in State assessment scores and an increase in academic-related afterschool and evening activities.

Act 70 Training

Description:

Professional staff will receive Act 70 Holocaust, Genocide and Human Rights Violation Education training.

Start Date: 9/20/2020   **End Date:** 9/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.

Implement Tier 2 of SWPBS (Tier 2 supports) in Grades 9-12.

Description:

Data collection from School Wide Positive Behavior System activities, as well as a decrease in the number of bullying related incidents, will indicate this Action Step has been implemented.

Start Date: 9/15/2020   **End Date:** 6/30/2021

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Continued use and expansion of School-Wide Positive Behavior Support System

Mission, Vision, and Goal statements will be clearly understood and practically utilized by administration, staff members, students, and parents as they carry out their roles in the school community.

Description:

The Mission, Vision, and Goal Statements being published for each building will indicate that this Action Step has been implemented. In addition, administrators, head teachers, and area coordinators will include the Mission, Vision, and Goal Statements as focus areas when they are conducting meetings, professional development, or reviewing curriculum. What we plan and do should be based on our overall Mission, Vision, and Goal Statements. All educational leaders within the District will work to provide focus on our Mission, Vision, and Goal Statements.

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

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

Assess alignment of curriculum, instructional programs and practices, and assessment systems with school mission, vision, and goal statements.

Description:

Data from State and local systems and AP success rates, SAT scores, NOCTI, and PSAT scores will indicate this Action Step has been implemented.

Start Date: 8/17/2020   **End Date:** 8/25/2025

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

Make improvements to School Safety policies, procedures, and the addition of monitoring technologies to ensure student and staff are prepared for unexpected/crisis situations

Description:

Documentation of participation in school or district trainings, district trained staff maintaining proper certification requirements to continue to train staff, safety signage in and around the buildings and grounds, installation or implementation of new safety technologies (e.g., additional surveillance cameras to buildings and grounds, equipping contracted buses with extensive camera monitoring system, school entry monitoring and entry process, etc.) will indicate this Action Step has been implemented

Start Date: 8/17/2020   **End Date:** 8/25/2025

Program Area(s): Professional Education

Supported Strategies:

- Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

District Level Affirmations

We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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

No signature has been provided

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

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

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

We affirm that the school district has completed a 28 day public inspection and comment period as required under 22 PA Code § 4.13 (d) prior to the school entity's governing board approval and submission to the Department of Education (Bureau of Special Education).

Affirmed by Stephen Letterman on 4/24/2019

Board President

Affirmed by Jeffrey Miles on 4/18/2019

Superintendent/Chief Executive Officer