



Wednesday, February 10, 2016

Bald Eagle Area SD  
Jeffrey Miles  
751 S Eagle Valley Rd  
Wingate, PA 16823

Greetings Superintendent Miles:

Please be advised that the district level plan for Bald Eagle Area SD has been accepted by the Pennsylvania Department of Education for implementation during the July 1, 2016 to June 30, 2019 cycle. The Department is available to assist you in the implementation of your plan. The indicators of implementation and effectiveness should be used to monitor the progress of the execution of your action plans throughout this cycle.

This letter confirms that the Bald Eagle Area SD district level plan meets the Chapter 4, 12, 16, and 49 requirements.

As a Phase 1 LEA, the next due date for the district level plan is 11/30/2018. Please contact Bethann McCain (bmccain@ciu10.org) at Central IU 10 regarding any questions that may arise regarding the implementation and/or modification of the district level plan. We look forward to working with you. Should you have questions or concerns related to Comprehensive Planning, please contact the Division of Planning at 717-346-8048.

Sincerely yours,

Bob Staver | Chief  
Division of Planning  
Bureau of Teaching and Learning  
Pennsylvania Department of Education  
333 Market Street, 3<sup>rd</sup> Floor  
Harrisburg, Pa 17126-0333  
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Bald Eagle Area SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

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

## Planning Process

The Comprehensive Planning team included community members, parents, students, staff, faculty, administrators, and school directors. The students, parents, and community members were selected from the volunteers and/or recruited to assure balanced representation and diversity of background, experience and interest. No one who volunteered was denied membership. The faculty and support personnel were elected by faculty and staff respectively; administrators by administrators; and, school directors by school directors. Superintendent Jeffrey Miles served as the facilitator for the Comprehensive Planning Sessions, and Administrative Assistant Rose Hoover served as the district coordinator for the comprehensive planning effort.

Bald Eagle Area began the planning process in October 2014, focusing on meeting the needs of all our students, achieving student competency on State Standards, investigating identified District weaknesses, and continuing to build on District strengths. A District-level Comprehensive Planning Workshop was held on October 7, 2014 with the following people in attendance: Jeffrey Miles, Superintendent; Tracy Boone, Director of Curriculum and Instruction; Melissa Butterworth, Director of Special Education, Jim Orichosky, Director of Elementary Education and Wingate Elementary Principal; Mary Beth Crago, Mountaintop Elementary Principal; Terri Kenny, Port Matilda Elementary Principal; Skip Pighetti, District Reading Specialist Assistant and Howard Elementary Principal; Jack Tobias, Director of Secondary Education and Middle/High School Principal; Danielle Heverly, Assistant Middle/High School Principal; and Rose Hoover, Administrative Assistant. At this meeting it was decided to begin the comprehensive planning process by building on the previous District Comprehensive Plan, which began July 1, 2013 and will continue through June 30, 2016, and to retain the plan's goal, which was to: **Increase the academic achievement of students at all ages and levels of ability throughout the District.** It was decided that as the planning process continued, if additional goals and/or strategies were deemed necessary for the success of the plan, those additional goals and strategies would be added in the upcoming months. In addition, strategies from the previous plan that were deemed to be ineffective in light of new circumstances would be deleted.

Teams of administrators and board members were invited to chair each of the areas that had been 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:

Engagement - Jim Orichosky, Danielle Heverly

Family Support - Mary Beth Crago, Tawna Smith

Instructional Effectiveness - Tracy Boone, Melissa Butterworth, Skip Pighetti

School Climate - Jack Tobias, Tim Nilson, Jeff Miles

Student Attitudes and Beliefs - Terry Kenny, Rose Hoover

At the onset of the planning process, administrative teams reviewed the progress made in each of the strategies and action steps from the previous Comprehensive Plan.

Through the Bald Eagle Area website, [www.beasd.org](http://www.beasd.org), the planning process was described and an invitation to participate in the planning process was extended to every member of the community. Everyone who volunteered to serve on the committee was accepted. This comprehensive planning process was geared to result in objectives and action plans to move our schools to an even higher level of student excellence, and result in a sense of direction and a blueprint for action for the Bald Eagle Area School District.

Teams of teachers and administrators met in October 2014 to review progress on the new K-6 Literacy Program, *Reading Wonders*, which was chosen to increase literacy achievement for students.

On January 29, 2015 the entire Comprehensive Planning Committee met in the Large Group Instruction Room at the Bald Eagle Middle-High School to review the Mission Statement, Vision Statement, and Shared Values. Committee Chairs provided updates on the progress that had been made, to date, on the Action Planning Steps constructed for the 2013 - 2016 Comprehensive Plan. The group listened to Special Education and Technology updates. All comprehensive planning team members then met in teams and discussed, and composed strategies and activities that would build on District strengths and address areas of identified weaknesses pertaining to increasing student achievement at all levels.

In February 2015, administrators met to review the District data provided by the Pennsylvania Value Added Assessment System (PVAAS), and discussed the data as it pertained to the Comprehensive Plan Goal: **Increase the academic achievement of students at all ages and levels of ability throughout the District.**

To gain more information for Comprehensive Plan input, two surveys were conducted. In March 2015, a Professional Development Needs Assessment Survey was given to the Bald Eagle Area

School District staff in order to align the needs of the teachers with our future professional development schedule. The needs assessment was broken into the following areas: Language Arts, Mathematics, Science, Instructional Technology, Differentiation for Learners, Curriculum and Instruction, and Professional Learning Community. In September 2015, a School Climate Survey was conducted online, via the Bald Eagle Area School District website. Parents, elementary students, middle school students, high school students, and school staff all participated in the survey.

The Plan was posted for a 28-day public review, as required. The Comprehensive Plan was presented to and approved by the Bald Eagle Area Board of Education at their October 2015 meeting, and then submitted to PDE for approval.

## **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 736 students at our elementary schools (Grades K-5) and 971 students at our Middle/High School (Grades 6-12).

Mountaintop Elementary, Port Matilda 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 completed the implementation of K-6 *Everyday Mathematics* in 2009, and the District provides Full Option Science System (FOSS) kits and the professional staff development necessary to implement an inquiry-based science program in our K-5 elementary classrooms. This program is also offered in Grade 6 at our Middle School.

In 2014, the Bald Eagle Area School District adopted a new K-6 reading program, *Reading Wonders*, which is the first and only 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 training on the program prior to its implementation.

Also in 2014, the Bald Eagle Area School District instituted a master elementary schedule, which is consistent and followed by our four elementary schools. This new master schedule reduces 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 the 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 2014-15 school year, the Bald Eagle Area School District received a \$244,847 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 12 computer carts with 30 Chromebooks; Vernier science equipment for Agriculture, Engineering, and Physics labs; scientific calculators for math classrooms; and Promethean Boards for Middle and High School Science Classrooms. This additional technology allows teachers to provide enhanced and differentiated learning opportunities for all students. Additionally, students are now able to engage in integrated instructional opportunities using technology in language arts, mathematics, and science by accessing District educational curriculum and resources online.

During the 2014-15 school year, 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 800 Chromebooks available to classrooms.

BEA's On-Site Environmental Center was 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.

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.

The District has recently implemented the following additional educational programs: Differentiated Instruction; Number Worlds; Professional Learning Communities; E-Suite; Co-Teaching Model for Mathematics Instruction; Power Teaching in Mathematics; Study Island; Read 180; and a School-wide Positive Behavior Support Program.

The renovation of the Bald Eagle Middle-High School and Wingate Elementary, our largest elementary school, was completed in 2011. This included a new 30-year built up asphalt roofs (with extra insulation) on both buildings, upgrades to the plumbing and electrical systems in both buildings, and expanded parking facilities. Four new classrooms were added to the Middle-High School, along with a Fitness Center and Large Group Instruction Room (LGI) with a 70-person seating capacity. The beautiful new Main Gymnasium, which seats 1,200 and connects Wingate Elementary with the Middle-High School, and the newly renovated Middle/High School Auditorium are a source of great pride to our community.

Geothermal heating and cooling systems were installed at the Middle-High School and Wingate Elementary in 2010, partially using the funding from a \$500,000 Pennsylvania Energy Harvest Grant. A geothermal system was also installed at Mountaintop Elementary in 2010. Port Matilda Elementary has had a geothermal heating and cooling system for the past 20 years. At Howard Elementary, an HVAC retrofit to a 4-pipe system was also completed in 2010. All Bald Eagle Area

facilities, including classrooms, auditoriums, gymnasiums, cafeterias, libraries, and offices are now totally air-conditioned. Solar panels were installed in 2011 on the Wingate Elementary and High School roofs at no cost to the District, thanks to a 1.5 million solar grant and 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.

BEA uses a student data management system, OnHand Schools, 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 PSU, LHU, and Clarion University; 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 a co-educational Power Lifting team. Other recently established clubs are the Mathletes, Academic Decathlon Team, History Club, Gay-Straight Alliances, Hats for Hope, and a Board and Game Club. 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, and Reading initiatives, Elementary Foreign Language Program, Bald Eagle Area Cyber Academy, Environmental Center, our extensive renovation project at Wingate Elementary and the Middle-High School, and even our synthetic turf field and six-lane track 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
David Beede	Community Representative

Matthew Blaylock	Student
Tracy Boone	Administrator : Professional Education
Kathryn Burger	Elementary School Teacher - Special Education : Professional Education
Renaë Butler	Middle School Teacher - Regular Education : Professional Education
Melissa Butterworth	Parent : Professional Education Special Education
Susan Butterworth	Board Member
Marilee Close	Community Representative : Professional Education
Rose Cox	Community Representative : Professional Education
Mary Beth Crago	Building Principal
Michael Dalton	High School Teacher - Regular Education : Professional Education
Shirley Dudish	Community Representative
Margie Fisher	Community Representative
Luke Gardner	High School Teacher - Regular Education : Professional Education
Alesha Gavlock	Student
Susan Haagen	Parent
Mary Ann Hamilton	Board Member
Danielle Heverly	Parent : Professional Education
Rose Hoover	Community Representative
Terri Kenny	Administrator
Tom Letterman	Board Member
Amber Ligetti	Elementary School Teacher - Regular Education
Craig Livergood	Administrator
Mary McManus	Elementary School Teacher - Special Education : Special Education
Jeffrey Miles	Administrator
Erica Milliron	High School Teacher - Special Education : Special Education
Patti Millward	Business Representative : Professional Education
Stephanie Moore	Community Representative
Karen Morse	Ed Specialist - School Counselor
Jesse Nagle	Elementary School Teacher - Regular Education : Special Education
Timothy Nilson	Board Member

Amelia Nulton	Ed Specialist - School Psychologist : Professional Education Special Education
James Orichosky	Administrator : Professional Education
John Peters	Ed Specialist - Social Restoration
Theresa Peters	Board Member
Nevin Pighetti	Administrator : Special Education
Jan Riggio	Elementary School Teacher - Regular Education
Robin Shaw	Middle School Teacher - Regular Education : Professional Education
Harry Shaw	Business Representative : Professional Education
Tawna Smith	Board Member
Danielle Sowers	Ed Specialist - School Counselor : Professional Education
Rhoda Ternent	Elementary School Teacher - Regular Education : Professional Education
Deanna Thomas	Parent : Special Education
Jack Tobias	Administrator : Professional Education
Richard Watters	Board Member

# Core Foundations

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## 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	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
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

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	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	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	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Developing	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished
World Language	Developing	Developing

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	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	Developing
History	Developing	Developing
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

*This narrative is empty.*

### *Adaptations*

#### Elementary Education-Primary Level

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

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

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

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

### **Middle Level**

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

### **High School Level**

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

- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

The 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.	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, 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

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

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 Grade One who are in the lowest 1/3 of their class are offered the Reading

Recovery Program as an intense reading intervention by a certified Reading Recovery Instructor 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 student typically spends up to 20 weeks in Reading Recovery instruction. The progress of the student is documented daily and the student may exit from the program when he/she successfully reaches level 18 or is considered on grade level.

At the end of each marking period teachers submit data to the Director of Reading, Building Principal, and Title I staff. Data is examined and discussed at building level data team meetings on a regular basis (bi-monthly, sooner if needed). If a student has shown progress and is no longer in need of Title I then the child may exit the program.

Additional Programs are Health, FOSS Science, Social Studies, Second Step and Everyday Mathematics.

Curricular Explanation for Primary Level:

Active curriculum committees meet monthly 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**

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

Processes used to ensure Accomplishment:

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

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

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 District Reading Specialist, Principal and Title I staff. Data is examined and discussed at the building level data team meetings on a regular basis (bi-monthly, sooner if needed). If a student has shown progress and is no longer in need of the Title I support, 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 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 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**

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

Processes used to ensure Accomplishment:

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 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 3-6 also have an online subscription to Reading A-Z (readinga-z.com) for supplemental leveled reading materials.

Process to Ensure Accomplishments:

At the end of each marking period teachers submit data to the District Reading Specialist, Principal and Title I 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 support, he/she can exit the program.

In Grades 3-6, 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 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 intermediate level curriculum has the big ideas clearly defined, and goals, objectives and unit activities are defined for student success. The teachers use Department Meetings and Professional Development 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 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 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 3-6 also have an online subscription to Reading A-Z (readinga-z.com) for supplemental leveled reading materials.

Process to Ensure Accomplishments:

At the end of each marking period teachers submit data to the District Reading Specialist, Principal and Title I 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 support, he/she can exit the program.

In Grades 3-6, 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 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 intermediate level curriculum has the big ideas clearly defined, and goals, objectives and unit activities are defined for student success. The teachers use Department Meetings and Professional Development 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.

### *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." Teachers 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 support network. Students are offered Reading Recovery in first grade, as needed, and are provided a Title I Language Arts program for additional support through grade 6. In addition, counseling services are available at all buildings and identified students, as either gifted or having special 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*

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

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

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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 Title I and Reading Teachers in the form of a professional learning community. (Eg. Book Study for Jan Richardson's "Next Steps in Guided Reading"). Weekly meetings between the Title I 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.

**Elementary Intermediate 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.

**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. ( Pages 5-8 of the Supervision, Evaluation and Professional Growth Plan) Formal classroom observations are focused on instruction and are done by the principals and the Directors of Reading and Directure of Curriculum & Instruction to ensure fidelity in the reading and other programs. Formal observations utilize an Observation Form from the Supervision, Evaluation and Professional Growth Plan (pages 68-76). Instructional coaching is provided by Reading Teachers/Interventionists in the form of professional learning communities. ( EG. Book Study on Harvey Daniels' "Literacy Circles." ) Weekly meetings between the Title I and 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 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. (Pages 88-90) Bald Eagle Area is focusing on supporting teachers with writing by providing Professional Development opportunities with John Collins Writing.

Bald Eagle administrators were involved in a multi-district training in 2015 for Differentiate Instruction and John Collins Writing. 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.

**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**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used to meet student needs.	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.

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
Flexible instructional time or other schedule-related practices are used	Full

to meet student needs.	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.

### 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

*This narrative is empty.*

### 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 3-12. 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**

<b>Course Completion</b>	<b>SY 19/20</b>	<b>SY 20/21</b>	<b>SY 21/22</b>
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,	2.00	2.00	2.00

Career and Technical Education			
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following:

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

### *Local Assessments*

<b>Standards</b>	<b>WA</b>	<b>TD</b>	<b>NAT</b>	<b>DA</b>	<b>PSW</b>	<b>Other</b>
Arts and Humanities	X	X			X	
Career Education and Work		X				
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**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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			

**Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
4-Sight Assessments			X	X

**Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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-5	X	X		

**Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools	X	X	X	X

***Validation of Implemented Assessments***

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
External Review				
Intermediate Unit Review				
LEA Administration Review	X	X	X	X
Building Supervisor Review	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
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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 and the Reading Specialist Assistant serve as resource persons for the design and implementation of these assessments.

**Primary and Intermediate:**

Each of the four elementary schools has a principal or building administrator who is responsible for the daily operations of the school. In addition, three of the buildings have a head teacher to support the school whenever the building administrator is not on the school site. The primary responsibility of the building administrator is student success so this person holds monthly data team meetings, Child Study Team Meetings, and other meetings to support the needs of each student. The principals or building administrators also have to do some building management functions including the supervision of discipline, submitting budgets, planning and attending family/parent meetings and events. At Faculty Meetings, the second Tuesday of each month, the 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 Secondary Education, Principals, Reading Specialist, and Director of Special Education. These persons lead the District in the curriculum direction for the primary and intermediate 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. Letter ID and Early Writing Assessments are found in the Stanines of Marie Clay's Reading Recovery Assessments. Vowel Assessments, Sounds and High Frequency Words are based upon Fountas & Pinnell Literacy Benchmarking System. Reading Records and Comprehension Conversations are using the Fountas & Pinnell Benchmarking System. DIBELS benchmarks and rating are based on Roland Goods DIBELS program for Letter Naming Fluency, Phoneme Segmentation Fluency, Non-sense Word Fluency and Oral Reading Fluency. Reading level scores are based on the Reading Counts Program scoring guidelines. The assessments are reviewed by the Language Arts Committee 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. This information is used to determine the anchor areas of need that must be remediated in order for the student to be successful on the future PSSA tests.

The District uses the Pennsylvania Value Added Assessment System (PVAAS) which is used 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, MMS. 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, DIBELS, Study Island, and 4Sight Benchmark exams. The information housed in this fashion permits a better and more efficient means of disseminating the data in 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 in the "On-Hands" website. This is for assessments that are scored by scanning. Currently, the 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.) Bi-month the principals hold data team meetings within their buildings during common planning times. The data team consists of the principal, grade level teachers, guidance counselor, and Title I teacher. 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. 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. 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. 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 at least bi-monthly with the principal, grade level classroom teachers, Title I teachers and the guidance counselors. "At risk" students are identified. Interventions and staff supports are discussed for Title I, Reading Recovery, and Number Worlds programs. Sometimes the Title I teachers or Number Worlds tutors can make themselves available during non- primary instructional times in order to "push-in" to give the assistance needed.

At the middle and high school level, data is reviewed from the Grade 6, 7, 8 and Grade 11 PSSA scores, Keystone Exam scores, as well as local assessments and the Classroom Diagnostic Test. Areas of deficiency are located and identified students are placed in remedial classes, and assigned to tutoring or 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 and 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*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.	X	X	X	X
Instructional practices are identified that are linked to student success in mastering specific PA assessment	X	X	X	X

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.

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 results. Benchmark and diagnostic assessments are used to modify instruction to support academic growth toward student mastery.

**Primary:**

Standards aligned learning objectives are all 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 that they need to be successful. Teachers also use guided reading instruction to work on individual or small group skill development. Bald Eagle Area School District teachers participate in Grade Level Meetings five or more times during the school year. During these meetings 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:**

The PSSA Exams are reported out by assessment standards/anchors.

Intermediate teachers are given a Standard/Anchors Content Checklist on which they must document when they are teaching content to the students. Standards are listed in their lesson plans.

Teachers are able to see actual PSSA and identify the students and their areas of concern. They are able to select literacy circle books and use follow up activities addressing the areas of missing skills 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 these meetings each curricular area is discussed and strength areas and 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:**

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 the District Reading Specialist. 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 members 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 satisfactory 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*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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 and AYP 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.

Back-To-School Nights, Title I Nights are all public site events.

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 use and seldom for event use.

The Back-To-School Nights, Science Nights, and Science Days are events where the community is invited.

Newsletters.....Building, Title I , District

Press Releases are used to promote events and to highlight student, building, and teacher successes.

District Level School Calendar and Building Calendars monthly

Student Handbooks address what assessments the elementary program uses, 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.

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

Standards and the Common Core Standards as they become realigned with Pennsylvania. Each year, student data is assimilated and areas requiring additional instructional focus are identified. Teachers mine this data themselves during Grade Level Meetings and In-Service Days, as well as during bi-weekly building meetings at the end of the school day.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	X	X	X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers	X	X	X	X
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

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.)**

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.

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. 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 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.

**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.

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

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	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 into the MTSS process. During the 2014-2015 school year the district improved the Core curriculum in Reading and added an Enrichment and Intervention Schedule to the Elementary schedule. The 2015-2016 school year, is dedicated to aligning the interventions, designing progress monitoring systems, and organizing the data meetings.

### *Diagnostic, Intervention and Referral Services*

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

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*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X

School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Messages sent via the One Call Now Phone Notification System regarding upcoming immunizations that will be 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 them 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. The present reading competitions, which allow a student to compete at whatever reading level the student happens to be, provides 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.

## *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 and afterschool Language Arts and Math 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.

Wingate and Port Matilda Elementary schools host a Big Brother/Big Sister program afterschool for Grades K-5.

## *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 three preschool programs, one at Wingate Elementary, one at Mountaintop Elementary, and one at Port Matilda Elementary. The Wingate facility hosts 2 half-day programs, while Mountaintop and Port Matilda hold full day programs.

These programs are administered 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 Kindergarten registration. In May, transition meetings are set for students with special needs or who are receiving early interventions in pre-school. 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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	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 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 are integrated into the Reading Wonders Program. The mathematics program is "Everyday Mathematics" and the District has funded all aspects of this program including the online component which can also be accessed from home. The District uses the FOSS Science Program, but has modified it to fit the needs of the State standards and beyond; especially in the area of Ecology and Environment. Health and health resources are now being 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.

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 curricula.

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 administrator who chairs each curricular area.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	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, English Language Arts, Math, Social Studies, Science, School Wide Positive Behavior, as well as School Safety and Itinerant Support. Teachers

work under the idea that instruction needs to be based on students' needs and by looking at data on all students, Bald Eagle Area staff members differentiate instruction so those needs are met. Also, teachers meet in grade level groups a number of times during the year to review instruction materials and resources, accessibility, academic standards, and differentiated instruction and 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**

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

Provide explanation for processes used to ensure Accomplishment.

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 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 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 build in differentiated instructional strategies into regular instruction. Staff is currently being trained on the implementation of Common Core Standards in the area of higher order thinking skills and questioning through the structures of the Revised Bloom's Taxonomy and Webb's Depth of Knowledge.

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**

<b>Material and Resources Characteristics</b>	<b>Status</b>
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
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 training on writing curriculum, 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**

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

	classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of

	district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in

	50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

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.*

## 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	X	X	X	X

academic standards.				
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	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 Council comprised of teacher representatives, educational specialists, administrative representatives, parents, local business representatives, and community representatives. The Council utilizes an Intermediate Unit Professional Development Survey, an Educational Association Survey, Content Area 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( 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, and resource management. 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, Moodle, and Power Teaching).** The School District will also continue to provide professional development with **Reading Apprenticeship** training by CIU 10.

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.

### ***Educator Discipline Act 126, 71***

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

<b>Questions</b>
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.

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.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
2/12/2016 Using an online course through Eduplanet created by our local Intermediate Unit (#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.

<b>Questions</b>
The LEA plans to conduct the training on approximately:
8/16/2016 When this material becomes available, we will implement into our professional development plan.

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

The 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, Content Area Curriculum Revisions, Educational Association Yearly Survey.

Disaggregation of Student PSSA Assessment Data, K-12 District Level Performance Assessments, Dibels, 4Sights, District Goals, Getting Results Action Planning.

A new **Walk-Through**

template is currently being used by District Administrators as part of PAETEP.

An evaluation plan will be created for the implementation phase of the Professional Development Plan and 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, after-school support groups, Professional Learning Communities, and peer support.

The School District has implemented a Differentiated Supervision and Evaluation Plan with a new Classroom Observation 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 bi-monthly 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*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

The Bald Eagle Area School District has a comprehensive Induction Plan which is part of the Supervision and Evaluation Plan (developed in 2011) for all staff. The teachers involved in the program have a rigorous plan to complete, with the help of their mentor and the building staff and principal. Part of the plan is that the teachers access the State curriculum frameworks, focus on designing lessons that help students master all of the state academic standards, assessment anchors and eligible content included in the District Curricula. The inductees will become adept at using the Curricular Framework to develop lesson plans which are challenging to their student cliental. The inductees will work with their mentor teacher to become knowledgeable in navigating the SAS website. 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-8, and planned for Grades 9-12. Mentor teachers, school counselors and the 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 a checklist of 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. The 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 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*

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

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

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 to improve student achievement. 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 indicating areas of professional growth they are interested in pursuing. 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 trained in either Power Teaching of Mathematics or Reading Apprenticeship, which are nationally recognized research-based instructional models. Mentors and inductees are required to meet once a week for at least a 30-minute period. Lesson plans are submitted to the administration weekly for review. Oral and written reports of instructional activity are provided to the administration upon request. 4-Sight, Classroom Diagnostic Tool and curriculum-based assessment data are utilized along with the PSSA Data by all staff members. All inductees are required to submit a portfolio that demonstrates that they have met the induction requirements, as mandated, at the end of the process.

Provide brief explanation for strategies not selected and you 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*

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

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

The 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 are required to take a three credit course in mentoring ( provided by PSU staff on the District's campus) and to be a teacher with a history of outstanding work performance. This class covers communication skills, listening skills, coaching, peer observation, observation techniques, conferencing skills,

problem solving skills and a knowledge of adult learning and development. The pool of teacher mentors grows each year when the mentoring class is offered. The mentor teachers are selected by an application process, 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. The 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 thorough 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 peice 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 mentor teacher must complete a log of induction meetings, in-service sessions, and weekly induction meetings with the topics discussed listed also. 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*

<b>Topics</b>	<b>Aug-Sep</b>	<b>Oct-Nov</b>	<b>Dec-Jan</b>	<b>Feb-Mar</b>	<b>Apr-May</b>	<b>Jun-Jul</b>
Code of Professional Practice and Conduct for Educators	X					X
Assessments	X	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	
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	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. Instructional Strategies, Curriculum and Data Informed Decision Making are addressed as a part of each session.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The building administrators monitor the implementation of the program throughout the school year. There are informal indicators used to assess whether the 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)

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.
- School/LEA maintains accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.
- LEA administrator receives, tallies, and archives all LEA mentor records.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## **Special Education**

### *Special Education Students*

Total students identified: **293**

### *Identification Method*

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

The Bald Eagle Area School District uses the discrepancy model when making recommendation to the Evaluation Team for identifying students with learning disabilities. Our child study team that consists of administrators, teachers, guidance counselors, speech teachers, and school psychologists works together to ensure that the student is receiving appropriate strategies, interventions, and/or modifications to help the child make adequate progress in the general education curriculum in the general education setting. Teachers work closely in data teams to monitor student progress each quarter.

Bald Eagle Area uses a variety of assessment tools to monitor students' progress and

identify students who may be in need of specially designed instruction. All students are assessed using our district Reading Program assessments called Reading Wonders. In addition, elementary teachers in the first through third grades keep Running Records on each student five times per school year. Any first grade student who is not to a proficient level receives Reading Recovery. Students in grades third through 11th are assessed with the Classroom Diagnostic Tool. The Child Study Team uses this academic information, along with looking at the students' emotional, social, communication, motor, vision, and hearing, to determine the next step. The Team may recommend interventions, further screenings, or a referral for a multidisciplinary evaluation. The evaluation provides the information if a student is suspected of having a disability. If the team determines there is a disability, then an Individualized Education Program is written with the necessary accommodations. At this time the team will look for supplementary aids and services for the student to make meaningful educational progress. At any time during the data-gathering process the parents requests to proceed immediately to an Initial Education Evaluation, BEASD will immediately issue a Permission to Evaluate and proceed per the parental request, or will provide the parent with a NOREP explaining why the District refuses to proceed as requested, and offering the Procedural Safeguards.

Bald Eagle Area is currently developing Response to Intervention and Instruction. This data will be used to facilitate our Child Study Team process until Bald Eagle Area is confident that RTII implementation is successful and the School District can transition to a Response to Intervention and Instruction Model for identifying children with learning disabilities. Bald Eagle Area hopes to have the Response to Intervention model approved for the 2016-2017 school year.

### *Enrollment*

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

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

Bald Eagle Area is considered discrepant in one area: Speech or Language impairment. The State's percentage is 15.8%. BEA is 19.2% as per the 2013-2014 data. We have seen a steady decrease from the 2012-2013 data which was 24.7%

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. Two years ago 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. Due to the effectiveness of Early Intervention Speech and Language support as well as the improved screening tools and use of the Iowa-

Nebraska Articulation Norms, the number of students identified as having Speech/Language Impairments at BEA has been decreasing over the past two years.

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.

### *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.

### *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. The co-teaching model is supported through on-going professional development. Regular and special education teachers and paraeducators work together to provide the necessary supplementary aids and services 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. Only a small 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, but have not been successful for the student. Opportunities for integration with non-disabled peers are generally provided via community-based instruction or through extracurricular activities. In December 2010, Bald Eagle went through Cyclical Monitoring. During that time, BEA met all the SPP targets for LRE therefore no action was required.

LEA results for students with disabilities compared to the SPP target, according to the 2013-2014 Special Education Data Report:

- A. Met SPP target for students with disabilities served inside the regular classroom 80% or more of the day. (Target 62.1%, State 62.4%, LEA 55.2%) The LEA is slightly below the target. We will make effort to include as many students as possible with providing supplementary aides and services.
- B. Met SPP target for students with disabilities served inside the regular classroom less than 40% of the day. (Target 8.9%, State at 8.9%, LEA 8.9%) LEA met this target.
- C. Met SPP target for students with disabilities served in other locations. (Target 4.6%, State 4.8%, LEA 4.6%)

### **LEAST RESTRICTIVE ENVIRONMENT (LRE)**

The LEA plans to continue our expansion of our Positive School Wide Behavior Support into the high school after this year's implementation. Once completed this initiative will be in

every school in our district. The District is also starting an initiative to train all staff on Differentiated Instruction. The administration team and teacher leaders will start training this June 2015.

## Supplementary Aids and Services

### Service/Resource

### Description

#### Collaborative

#### Adults working together to support students

- Scheduled time for coplanning and team meetings
- Instructional arrangements that support collaboration (e.g., coteaching, paraprofessional support)
- Professional development related to collaboration
- Coaching and guided support for team members in the use of assistive technology for an individual student
- All school personnel collaborate in the development and delivery of SAS

#### Instructional

Development and delivery of instruction that addresses diverse learning needs

- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology (e.g., materials on tape, transcribe text into Braille, large print, alternate computer access)
- Changing method of presentation
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., preteaching, repeating directions, extra examples and nonexamples)

#### Physical

Adaptations and modifications to the

- Furniture arrangement in environments
- Specific seating arrangements

physical environment

- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Environmental Aids (e.g., classroom acoustics, heating, ventilation)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)

### **Social-Behavioral**

Supports and services to increase appropriate behavior and reduce disruptive or interfering behavior

- Social skills instruction
- Counseling supports
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

The District participates in State-wide initiatives and trainings offered by Pennsylvania Training and Technical Assistance Network (PaTTAN) Pennsylvania Department of Education. Bald Eagle Area is currently involved in Response to Intervention and Instruction and Positive School-wide Behavior Support. The district plans to continue these initiatives throughout the 2015-2018 plan.

### ***Behavior Support Services***

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

For a child whose behavior impedes his/her learning or that of others, the Individualized Education Plan team must consider strategies and supports, including effective behavior interventions, to address that behavior. These interventions and supports must be included in the Individualized Education Plan. When behavior is determined to be a special consideration, assessment data should be included in the Present Levels of Functional Performance area of the Individualized Education Plan. This would include: antecedents, measurable description of behavior of concern, consequences, function and hypothesis statement.

Individualized Education Plan Behavior Support Plans shall contain the following information: Definition of behavior problem, hypothesis regarding the problem behavior, measurable goals, antecedent/setting event strategies, alternative skills to be taught,

instructional consequence strategies, reduction oriented consequence strategies including crisis management plan if necessary, long term prevention strategies and evaluation schedule.

Effective Behavior Support/Intervention Plans begin with effective behavioral assessments. The A-B-C format (antecedents, behavior and consequences is used). Baseline data collected through direct observation of the specific behavior of concern is necessary both to determine the current severity of the behavior of concern and to provide the comparison data by which the effectiveness of the behavior interventions will be evaluated.

Functional Behavior Assessments are required for the following:

Persistent behavior concerns

Discipline changes of placement occurrences

Interim Alternative Education Placement (45 day rule) 300.520(a) (2)

Anytime restraints were employed to control behavior

Interventions:

Positive rather than negative measure shall form the basis of behavior support programs. Behavior Support Program includes a variety of techniques to develop and maintain skills that will enhance an individual student's or young child's opportunity for learning.

Identify positive interventions that would reduce the undesirable behavior.

Identify appropriate behaviors to be substituted in the place of the inappropriate ones.

The types of intervention chosen for a particular student or young child shall be the least intrusive necessary.

When necessary, use direct teaching of social skills, coping and problem solving skills.

Intervening at all three levels is best: antecedent level, personal level, and consequence (positive and negative) level.

Aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior support program. The following aversive techniques of addressing behavior issues are considered inappropriate and may not be used by agencies in educational programs:

1. Corporal Punishment
2. Punishment for a manifestation of a student's disability.
3. Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
4. Noxious substances.
5. Deprivation of basic human rights, such as withholding meals, water or fresh air
6. Suspensions constituting a pattern under 14.143(a)
7. Treatment of a demeaning nature.
8. Electric shock.

Restraints to control acute or episodic aggressive behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control the aggressive behavior of an individual student shall cause a meeting of the Individualized Education Plan team to review the current Individualized Education Plan for appropriateness and effectiveness. The use of restraints may not be included in the Individualized Education Plan for the convenience of staff, as a substitute for an educational program, or employed as punishment. Prone restraints are prohibited by the District and never used.

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

Emergency procedures for behavior that presents a clear and present danger to the student or others may be delineated on the Individualized Education Plan. These emergency procedures may include such activities as:

Parent contact to immediately remove student from school

Notify Mental Health

Calling emergency Services and Ambulance

Obtaining permission from Pennsylvania Department of Education when removal (suspension) constitutes a change of placement.

Strategies include:

Problem Solving

Social Skill Training

Life Space Interview

Token Economics and Point System

Shaping

Self-Monitoring

Differential Reinforcement Procedures

Contracts

Response Cost

Time Out

School based Mental Health:

The school currently contracts with Cen-Clear to provide school based mental health services. 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.

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 utilizing physical restraint as a protective procedure will be certified 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 behavior intervention/support plans. Trainings are offered by Pennsylvania Training and Technical Assistance Network and the Central Intermediate Unit. All four of the District's elementary schools have been identified as Banner Schools for School Wide Positive Behavior Support. The Middle school has also implemented School Wide Behavior Support. The high school also has plans to implement SWPBS in the future.

### *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, 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 student's 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 PATH and Manito that provide educational, behavioral, and emotional services for students. We also place students at NHS in State College which provides services for children with Autism as well as Emotional Support

services. These placements are periodically evaluated and the possibility of a less restricted environment is always considered.

### *Strengths and Highlights*

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

At the elementary and secondary levels, the District uses the research based Direct Instruction Reading Program. The Learning Support staff is trained in the use of several Direct Instruction reading interventions. These programs provide explicit instruction in decoding, vocabulary, fluency, phonemic awareness and comprehension. The District Staff continues to participate in training in this area. Professional Development activities include progress monitoring, reading assessment, instruction, and Response to Intervention and Instruction.

Correspondence Courses are available for students who have failed content area courses during the year. The District only utilizes these courses for Social Studies, Science, and Health. The District pays for the course and provides teacher support when courses are offered during the summer.

The Bald Eagle Area School District also has a middle school and secondary Life skills program. It is during this program that students continue to work on reading, writing, and math, but focus on becoming independent members of our community, future occupations, or preparation for secondary training.

Students in the Lifeskills program have the opportunity to participate in Project SOAR which allows students the opportunity for Community based/ Employer based job training opportunities.

The area's vocational school, Central Pennsylvania Institute of Science and Technology, adapts and modifies its curriculum, which allows special education students the same opportunity as regular education students to participate in its vocational programs.

Regarding inclusionary practices: the District provides special education curriculum (pull out) only in Language Arts and Math. For all other academic subjects, special education students have access to the general education curriculum, which may include adaptations and modifications of curriculum and instruction.

In Transition, our teachers give students interest inventories and employment assessments. Our District works hard to provide linkages to agencies like Office of Vocational Rehabilitation and Careerlink to ensure vocational success upon graduation. Many of our students attend a local multi-district vocational school. The District currently has a contract with Skills of Central Pennsylvania. Skills provides services such as: job coaching services, job exploration services, job try-out services, job development services, and on-site job coaching.

Our Individualized Educational Plan (IEP) teams ensure the least restrictive environment by considering any necessary accommodations needed to progress in a regular education setting. Any services that are not provided within the confines of our District are provided

in a neighboring school district. For the students whose needs are greater than what can be provided by the District, the Bald Eagle Area School District (BEASD) uses numerous facilities within the Commonwealth to assist our students.

# Assurances

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## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

*No policies or procedures have been identified.*

## 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
Manito	Other	Alternative Education Program	1
Instruction in the Home	Instruction in the Home	In-home with IEP	3
PATH	Other	Alternative Education Program	1
NHS	Special Education Centers	Autistic and Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	1	0.2
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	6	0.5
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 7	1	0.2
Howard Elementary/Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	1	0.1

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	5	0.3
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 7	4	0.5
Wingate	An Elementary	A building in which	Itinerant	Learning	5 to 7	1	0.1

Elementary	School Building	General Education programs are operated		Support			
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 7	3	0.1

### Program Position #3 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	12	0.75
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	1	0.05
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	1	0.1
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	1	0.1

### Program Position #4 - Proposed Program

Operator: School District

#### PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 31, 2015

Average square feet in regular classrooms: sq. ft.

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	11	0.55
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 10	1	0.1
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	8 to 10	1	0.1
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 10	5	0.25
Justification: We have 5 students who require supplemental services in Emotional support.							

**Program Position #5 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	10	0.6
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	5	0.3

		are operated					
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 10	1	0.1

**Program Position #6 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 12	10	0.25
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	9	0.6
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 12	2	0.05
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	10 to 11	1	0.1

**Program Position #7 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.1
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 13	9	0.5
Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	3	0.4

#### Program Position #8 - Proposed Program

*Operator: School District*

#### PROPOSED PROGRAM INFORMATION

*Type: Position*

*Implementation Date: August 31, 2015*

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	8	0.6
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	8	0.3

Bald Eagle Area School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 13	1	0.1
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### Program Position #9 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	4	0.4
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	17	0.6

### Program Position #10 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 16	1	0.25

		are operated					
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	0.75

### Program Position #11 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 18	20	0.5

### Program Position #12 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	1	0.1
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	15 to 18	8	0.4

		are operated					
Justification: This teacher meets with students individually and in small groups of no more than 3 students at a time. In these settings the age range is appropriate. No IEP team reviews are necessary							
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	12	0.4
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 18	1	0.1

### Program Position #13 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	11 to 13	16	0.85
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 15	1	0.15

### Program Position #14 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Area Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	17 to 20	4	0.3
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 20	10	0.5
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	17 to 20	1	0.2

**Program Position #15 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
All elementary buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	30	0.75
Justification: This teacher works with this student individually or with small groups. The age range for the students within the groups is appropriate.							
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 12	7	0.25

**Program Position #16 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
All elementary buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	49	0.75
Justification: This teacher works with students individually and in small groups. The small group instruction is within the age range requirements.							
Bald Eagle Area Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 20	6	0.25
Justification: The teacher provides individual and small group instruction. The age range within the small group is appropriate.							

**Program Position #17 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 8	1	0.02

**Program Position #18 - Proposed Program**

*Operator:* Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* August 31, 2015

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

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

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Bald Eagle Middle High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	13 to 15	3	0.06
Howard Elementary/Mountaintop Elementary/ Wingate Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	6 to 10	4	0.08
Justification: The hearing teacher is an IU itinerant teacher that visits kids in a variety of districts. Instruction is given individually so age range is appropriate.							

### Special Education Support Services

Support Service	Location	Teacher FTE
Para educators	All buildings	23
Personal Care Aides	All buildings	6.5
School Psychologist	All buildings	2
Director of Special Education	All buildings	1
Transition Coordinator	High School/ CPI	0.5

### 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

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

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 positive 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.

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

**Aligned Concerns:**

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

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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.

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

**Systemic Challenge #3** (*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.

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

# District Level Plan

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## 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 Adequate Yearly Progress targets specified by the Pennsylvania Department of Education.

Type: Annual

Data Source: Keystone Exams, local examinations, National Occupational Competency Testing Institute, 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 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

*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 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 and Technology Clubs, will help to increase student academic achievement.

**SAS Alignment:** None selected

*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

*Develop and share a list of effective instructional techniques/strategies that have a proven academic success track record.*

**Description:**

This strategy involves instructional conversations between professional staff members. Data analysis procedures will be utilized to identify which instructional strategy or technique would offer the highest percentage of success for the indentified areas.

**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 for all students to enable them to achieve 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

***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:** 9/30/2016    **End Date:** 6/5/2017

**Program Area(s):** Teacher Induction, Student Services

**Supported Strategies:**

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

*Development of a guest speaking series on the topic of "the importance of attitude and learning to be successful."*

**Description:**

Each school will select national speakers and local Bald Eagle Alumni to visit the school campus and to speak about the importance of attitude and learning to be successful. Announcements promoting the event and reports to the Board of Education/Superintendent will indicate that this Action Step has been implemented.

**Start Date:** 9/1/2016    **End Date:** 5/31/2019

**Program Area(s):** 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:** 9/1/2016    **End Date:** 5/23/2019

**Program Area(s):** Student Services

**Supported Strategies:**

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

*Expansion of the School-Wide Positive Behavior and Support Program into grades 9-12.*

**Description:**

A significant decrease in school referrals and reports to the Board of Education/Superintendent will indicate that this Action Step has been implemented.

**Start Date:** 9/1/2016    **End Date:** 6/3/2017

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

**Supported Strategies:**

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

*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:** 9/27/2017    **End Date:** 5/27/2018

**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,

activities, 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:** 9/1/2016    **End Date:** 5/31/2019

**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 will indicate that this Action Step has been implemented.

**Start Date:** 6/1/2016    **End Date:** 8/31/2017

**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:** 9/1/2016    **End Date:** 5/31/2019

**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, and student learning styles.*

**Description:**

Monitoring by Building Level Principals and other administrative staff will indicate that this Action Step has been implemented.

**Start Date:** 9/1/2016    **End Date:** 5/31/2019

**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.

*Increase student awareness of clubs, activities, and extracurricular activities that are offered with an annual MS/HS Activity Fair and Activity Calendar link on BEA website.*

**Description:**

Activities Calendar posted on the website and holding an annual Activity Fair will indicate the step has been implemented.

**Start Date:** 9/1/2016    **End Date:** 1/31/2017

**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.

*Continue the expansion of assemblies and afterschool elementary activities to develop student interests and connections.*

**Description:**

A schedule for implementation for the Fall of 2016 will indicate that this Action Step has been implemented.

**Start Date:** 9/15/2016      **End Date:** 5/31/2019

**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.

*Survey students to determine what activities and instructional strategies/techniques help them stay engaged in the content and learn best.*

**Description:**

Data collection and results from student engagement survey will indicate that this Action Step has been completed.

**Start Date:** 9/1/2016      **End Date:** 1/31/2017

**Program Area(s):** Student Services

**Supported Strategies:**

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

*Hold annual Open Houses, Back to School Nights, or Parent Conference Nights for all grade levels in all buildings.*

**Description:**

Flyer announcing and promoting event and reports by building principals to the Board of Education and Superintendent about attendance, activities, etc. will indicate that this Action Step has been implemented. Parent Conference Night at the High School level will highlight the activities and clubs available for student participation.

**Start Date:** 9/10/2016    **End Date:** 5/30/2019

**Program Area(s):** Student Services

**Supported Strategies:**

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

*Creation of a district-level Facebook page.*

**Description:**

The creation of a district-level Facebook page will indicate that this step has been implemented.

**Start Date:** 9/1/2016    **End Date:** 1/9/2017

**Program Area(s):** Educational Technology

**Supported Strategies:**

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

*Language and Literacy Acquisition for All Students*

**Description:**

Staff will be trained in the Collins Writing Program.

**Start Date:** 9/1/2016    **End Date:** 6/1/2017

**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.

### *Creation of inviting learning spaces at Middle-High School.*

**Description:**

Student-led renovation of courtyard near library to be used as an additional learning space. Grants and donations will fund the bulk of this project.

**Start Date:** 9/1/2017    **End Date:** 6/6/2018

**Program Area(s):** Student Services

**Supported Strategies:**

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

### *Utilization of Lessons Plans Throughout District*

**Description:**

Professional staff will create and utilize lesson plans for instruction.

**Start Date:** 6/30/2016    **End Date:** 6/5/2018

**Program Area(s):**

**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.

*Gather email addresses of all parents/guardians and send out periodic reminders of events, programs, and any other important information.*

**Description:**

The compilation of an email list of at least 70 percent of our families will indicate that this action step has been implemented.

**Start Date:** 9/15/2016    **End Date:** 1/31/2017

**Program Area(s):**

**Supported Strategies:**

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

*Teaching Diverse Learners in an Inclusive Setting*

**Description:**

Staff will be trained to teach diverse learners in an inclusive setting.

**Start Date:** 9/1/2017    **End Date:** 5/1/2018

**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.

*Utilization of Elementary Master Schedules*

**Description:**

Master Schedules will be utilized at the Elementary level.

**Start Date:** 6/30/2016    **End Date:** 6/5/2018

**Program Area(s):****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:** 10/5/2016    **End Date:** 11/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Act 71 Training***Description:**

Professional Staff in Grade 6 and higher will receive Suicide Prevention Training.

**Start Date:** 9/21/2016    **End Date:** 6/6/2018

**Program Area(s):** Professional Education

**Supported Strategies:**

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

*Plan and implement family activity nights (movie nights, game board nights, book bingo, etc.) in all buildings at least once per semester.*

**Description:**

Newsletter articles, pictures on Bald Eagle Website, and reports to Board of Education/Superintendent will indicate that this Action Step has been implemented.

**Start Date:** 9/1/2016      **End Date:** 5/31/2019

**Program Area(s):**

**Supported Strategies:**

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

*Identify and train staff members to serve on the School-Wide Positive Behavior team for Grades 9-12.*

**Description:**

Minutes from organizational meetings and training sessions will indicate that this Action Step has been completed.

**Start Date:** 9/15/2016      **End Date:** 5/31/2017

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

**Supported Strategies:**

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

*Implement Tier 1 of School-Wide Positive Behavior System (Universal 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:** 9/15/2016    **End Date:** 6/30/2017

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

**Supported Strategies:**

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

*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:** 3/11/2017    **End Date:** 6/30/2017

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

**Supported Strategies:**

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

*Establish a committee for School Spirit whose purpose is to promote a school-wide sense of pride and belonging throughout the Middle/High School.*

**Description:**

A report to the Board of Education/Superintendent regarding the three-year plan to promote school spirit will indicate that this Action Step has been completed.

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

**Program Area(s):** Student Services

**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 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:** 7/1/2016    **End Date:** 6/30/2018

**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.

*Assess the instructional programs and practices for alignment 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:** 7/1/2018    **End Date:** 6/30/2019

**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.

# Appendix: Professional Development Implementation Step Details

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. Strategy #1: Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/30/2016	6/5/2017	Mentoring Program implementation for all Grade K-12 students, consistent with the School-wide Positive Behavior Program.	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.	School Counselors and Building Principals	3.0	3	25	School Counselors	School Entity	No

**Knowledge**

Teachers and Support Staff will learn how to mentor students and how to supervise a mentoring program involving student-to-student mentoring. Components would include these elements and more: assessing student needs, developing a mentoring plan, implementation of the plan, progress monitoring, strategies to use in the mentoring process

**Supportive Research**

School Counselors would use the following texts as resources for the trainings.

\* **Kid Leaders-** Jan DRabue Dwight Drabue

\* **Being Your Best** - Leader's Guide and workbook - Barbara Lewis

\* **Resources from the Youth Service Bureau**- College Students Mentoring with students at the elementary schools and middle school

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:  
 Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:  
 Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Journaling and reflecting	<b>Evaluation Methods</b>	Classroom student assessment data Participant survey Conduct exit interviews when students exit District schools for alternative venues, such as Charter Schools.
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**LEA Goals Addressed: Increase the academic achievement of students at all ages and levels of ability throughout the District. Strategy #1: Continued use and expansion of School-Wide Positive Behavior Support System**

Start	End	Title	Description	Provider	Type	App.
9/1/2016	6/3/2017	Expansion of the School-Wide Positive Behavior and Support Program into grades 9-12.	A significant decrease in school referrals and reports to the Board of Education/Superintendent will indicate that this Action Step has been implemented.	School-Wide Teams	School Entity	No
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>		
	Building Principal, School Counselors, Teachers	6.0	4	25		

<b>Knowledge</b>	The HS staff will receive the entire School-Wide Postive Behavior Intervention System training as developed by IU 10 and PDE. The District Prevention Council (school building coaches, administrators and prevention specialist) and the MS School-Wide Team will be responsible for doing the training for the HS Staff. HS Staff will learn about the positive behavior program and interventions that can be used to aid in the program's implementation. Skills learned include: how to develop lesson plans for the school-wide positive behavior plan, role playing strategies, incentive or event planning which supports the plan, assessing student knowledge of the program, assessing the program, revamping lesson plans and substitute lesson plans.
<b>Supportive Research</b>	PDE's School-Wide Program Training and Implementation Model

IU 10 Leader Support

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

School Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Related Service Personnel	<b>Grade Levels</b>	High (grades 9-12)
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<b>Follow-up Activities</b>	Monthly meetings of staff to discuss implementation of the program	<b>Evaluation Methods</b>	Classroom student assessment data School-Wide Assessment Measures, SWIS Data Review
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<b>LEA Goals Addressed:</b>	<b>Increase the academic achievement of students at all ages and levels of ability throughout the District.</b>	<b>Strategy #1: Redesign and implement changes into our curriculum and instructional areas to support an increase in</b>
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**State assessment scores and an increase in academic-related afterschool and evening activities.**

<b>Start</b>	<b>End</b>	<b>Title</b>				<b>Description</b>		
6/1/2016	8/31/2017	Continuation of the integration of new technologies into instruction to help facilitate engaged learning.				Reports to Board of Education on the integration of new technologies will indicate that this Action Step has been implemented.		
		<b>Person Responsible</b> Building Principals and Director of Curriculum	<b>SH</b> 3.0	<b>S</b> 5	<b>EP</b> 50	<b>Provider</b> Central Intermediate Unit, Technology Trainer for specific technologies, in-house training by teacher leaders or Director of Curriculum	<b>Type</b> IU, Individual , and/or School Entity	<b>App.</b> Yes

**Knowledge**

Improvements in teacher understanding, use, and inclusion of technology in classroom lessons to promote/increase student learning and retention.

**Supportive Research**

Technology education is in the fore-front of most researched-best practices.

Improvements and increases in student learning can be enhanced and/or motivated by the use of technology in the classroom.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.  
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Offsite Conferences	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors New Staff	<b>Grade Levels</b> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. **Strategy #1:** 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.**

Start	End	Title				Description		
9/1/2016	5/31/2019	Increased use of Tiered Instructional Strategies and best Instructional Research-Based Practices to address intelligence, motivation, and student learning styles.				Monitoring by Building Level Principals and other administrative staff will indicate that this Action Step has been implemented.		
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building Principals, Special Education Director	3.0	8	85	Intermediate Unit 10 Trainer(s)	IU	Yes

- Knowledge**
  - The professional staff will learn about all facets of the RTII Process including the Pyramid (Levels I, II and III), District Interventions available, forming teams in each building, operating policies, parent involvement, and all modules developed by PDE.
- Supportive Research**
  - Best Practice; PDE's model of RTII which is research -based. Currently, we have finalized a District RTII Action Plan and are working to create our level II and III interventions portfolio.
- Designed to Accomplish**
  - Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
  - Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
  - Empowers educators to work effectively with parents and community partners.
- For classroom teachers, school counselors and education specialists:
  - Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and
- For school and district administrators, and other
  - Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

educators seeking leadership roles:

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.

<b>Training Format</b>	LEA Whole Group Presentation Series of Workshops Professional Learning Communities	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Participant Roles</b>	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional New Staff Other educational specialists	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA
<b>Follow-up Activities</b>	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  
Journaling and reflecting

Classroom student assessment data  
Review of participant lesson plans  
Check points assessment of the RTII Action Plan, Grade Level Meeting Discussions, Principal Reports

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District.

**Strategy #1:** 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.

Start	End	Title			Description			
9/1/2016	6/1/2017	Language and Literacy Acquisition for All Students			Staff will be trained in the Collins Writing Program.			
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
	Tracy Boone	6.0	4	180	John Collins and Associates		For Profit Company	Yes

**Knowledge** Staff will learn to integrate writing across the curriculum using the John Collins Writing Program.  
Staff will learn to utilize various forms of writing options to improve student writing skills.

**Supportive Research** Writing across the curriculum is emphasized in the Common Core and the PA Core Standards.

**Designed to Accomplish**  
For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

**Training Format**

LEA Whole Group Presentation  
Series of Workshops

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
New Staff  
Other educational specialists  
Related Service Personnel

**Grade Levels**

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

**Follow-up Activities**

Team development and

**Evaluation Methods**

Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Creating lessons to meet varied student learning styles  
 Journaling and reflecting  
 Follow-up professional development sessions to build up staff prior learning and utilization of the writing program.

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  
 Walk through observation data.

**LEA Goals Addressed:** **Increase the academic achievement of students at all ages and levels of ability throughout the District.** **Strategy #1: Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.**

Start	End	Title	Description				Type	App.
9/1/2017	5/1/2018	Teaching Diverse Learners in an Inclusive Setting	Staff will be trained to teach diverse learners in an inclusive setting.					
		<b>Person Responsible</b> Tracy Boone	<b>SH</b> 6.0	<b>S</b> 5	<b>EP</b> 100	<b>Provider</b> Trainer from Staff Development for Educators	<b>Type</b> For Profit Company	<b>App.</b> Yes

**Knowledge**

Staff will gain a better understanding of what it means to differentiate instruction (and maintain course rigor) to better promote and enhance student learning in the classroom.

Staff will develop better teaching strategies and instructional tools to better teach diverse learners in an inclusive setting.

**Supportive Research**

Differentiated Instructional strategies helps to reach all students in the attainment of knowledge by scaffolding instruction and modifying lesson requirements to meet the needs of all learners.

Differentiated Instruction is a researched and proven best instructional strategy for promoting student learning and engagement in the classroom.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

**Training Format**

LEA Whole Group Presentation  
Series of Workshops  
School Whole Group Presentation



<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Joint planning period activities	<b>Evaluation Methods</b>	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

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. **Strategy #1: Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.**

Start	End	Title	Description
10/5/2016	11/30/2016	Act 70 Training	Professional staff will receive Act 70 Holocaust, Genocide and Human Rights Violation Education training.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Director of Curriculum and Instruction	6.0	1	5	Central Intermediate Unit	IU	Yes

**Knowledge**                      Appropriate Social Studied staff will receive Act 70 Holocaust, Genocide and Human Rights Violation Education training.

**Supportive Research**                      Complies with State guidelines and expectations in the proper treatment and respect for Human Rights.

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Empowers educators to work effectively with parents and community partners.</p>
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<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>
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**Training Format**                      Live Webinar  
Offsite Conferences

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Middle (grades 6-8)
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High (grades 9-12)

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Participant survey</p> <p>Review of participant lesson plans</p>
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**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. **Strategy #1: Create a learning environment that promotes students attaining and maintaining life-long learning attitudes.**

Start	End	Title	Description	Provider	Type	App.
9/21/2016	6/6/2018	Act 71 Training	Professional Staff in Grade 6 and higher will receive Suicide Prevention Training.	Central Intermediate Unit - via online course through Eduplanet	IU	Yes

**Knowledge** Professional Staff will receive training knowledge pertaining to the prevention of student suicides.

**Supportive Research**

Knowing signs to watch for can help prevent/decrease the number of student suicides.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

Online-Asynchronous

**Training Format**

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors  
 Paraprofessional  
 New Staff  
 Other educational specialists  
 Related Service Personnel

**Grade Levels**

Middle (grades 6-8)  
 High (grades 9-12)

**Follow-up Activities**

Journaling and reflecting  
 Inclusion/discussions during CST and Team Meetings.

**Evaluation Methods**

Completion of 4 hour training course

**LEA Goals Addressed:** **Increase the academic achievement of students at all ages and levels of ability throughout the District.** **Strategy #1: Continued use and expansion of School-Wide Positive Behavior Support System**

Start	End	Title	Description				Type	App.
9/15/2016	5/31/2017	Identify and train staff members to serve on the School-Wide Positive Behavior team for Grades 9-12.	Minutes from organizational meetings and training sessions will indicate that this Action Step has been completed.				School Entity	No
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		
		School Counselors, Principals	3.0	2	12	In-House		

**Knowledge** Team members will be equipped to recognize what is happening with the School-Wide Positive Behavior Program effort and to make mid-course adjustments as necessary to maintain a vibrant, successful program.

**Supportive Research** The School-Wide Positive Behavior System is a research-based program.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district administrators, and other educators seeking leadership roles: Provides leaders with the ability to access and use appropriate data to inform decision-making.

<b>Training Format</b>	Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors	<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Joint planning period activities	<b>Evaluation Methods</b>	Participant survey Positive School-wide Behavior activities for students in grades 9-12

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. **Strategy #1: Continued use and expansion of School-Wide Positive Behavior Support System**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
9/15/2016	6/30/2017	Implement Tier 1 of School-Wide Positive Behavior System (Universal Supports) in Grades 9-12.	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.	Building Principal	1.0	2	75	In-House	School Entity	No

**Knowledge** Staff members will be better able to address the individual needs and concerns of all students, providing a supportive and nurturing environment.

**Supportive Research** The School-Wide Positive Behavior Programs is a research-based program.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists: Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.

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

**Training Format** Series of Workshops  
School Whole Group Presentation

**Participant Roles** Classroom teachers  
Principals / Asst. Principals  
School counselors  
Paraprofessional  
New Staff

**Grade Levels** High (grades 9-12)

**Follow-up Activities** Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or

**Evaluation Methods** Participant survey  
Inclusion/Creation of Positive School-wide Behavior activities for students

peers

in grades 9-12

**LEA Goals Addressed:** **Increase the academic achievement of students at all ages and levels of ability throughout the District.** **Strategy #1: Continued use and expansion of School-Wide Positive Behavior Support System**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
3/11/2017	6/30/2017	Implement Tier 2 of SWPBS (Tier 2 supports) in Grades 9-12.	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.	Building Principal	1.0	3	75	In-House	School Entity	No

**Knowledge**

Staff members will be better able to recognize areas where students are experiencing frustration, embarrassment, and harassment from other students and problem solve with positive interventions.

**Supportive Research**

the School-Wide Positive Behavior Program is a research-based program.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

For school and district administrators, and other educators seeking leadership

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

roles:

<b>Training Format</b>	Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff	<b>Grade Levels</b>	High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Participant survey Inclusion/Creation of Positive School-wide Behavior activities for students in grades 9-12

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. **Strategy #1: Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2016	6/30/2018	Assess alignment of curriculum and assessment systems with school mission, vision, and goal statements.	Data from State and local systems and AP success rates, SAT scores, NOCTI, and PSAT scores will indicate this Action Step has been implemented.							

Principals and Curricular Directors

3.0

5

85

Education Specialists

School Entity

Yes

**Knowledge**

The teachers will use the state's SAS to critically review the District's curriculum and site any changes that need to be modified in the curriculum. The teachers will then work together to make those curricular changes. The professional staff will indicate professional development that they will need to be able to complete these tasks and to enrich their teaching skills.

**Supportive Research**

SAS- PDE

Schooling by Design- Administration Book Study

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

**Training Format**

Series of Workshops  
School Whole Group Presentation  
Department Focused Presentation

Professional Learning Communities

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex  School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Curricular revisions	<b>Evaluation Methods</b>	Classroom student assessment data Review of participant lesson plans Curricular review checklist,

**LEA Goals Addressed:** Increase the academic achievement of students at all ages and levels of ability throughout the District. Strategy #1: Develop a common vision for the school community that will provide the impetus for improving the learning climate at our schools.

Start	End	Title	Description
7/1/2018	6/30/2019	Assess the instructional programs and practices for alignment with school mission, vision, and goal statements.	Data from State and local systems and AP success rates, SAT scores, NOCTI, and PSAT scores will indicate this Action Step has been implemented.

Person Responsible	SH	S	EP	Provider	Type	App.
Principals	3.0	6	85	School Administrators	School Entity	No

**Knowledge**

Teachers will learn the process for school improvement using Mc Tighe and Grant's School By Design Framework. Schools will follow the same process as the School District has done in creating a mission, vision and the other components of a school improvement design. Teachers will be active participants in this process and they will be using their schools' data to develop their goals and strategies.

**Supportive Research**

Schooling by Design Framework- research-based

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Instructs the leader in managing resources for effective results.

School Whole Group Presentation

**Training Format**

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	Student PSSA data Standardized student assessment data other than the PSSA Profiling

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*