

Shikellamy SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

200 Island Blvd  
Sunbury, PA 17801  
(570)286-3721  
Superintendent: Ned Sodrck  
Director of Special Education: Stephanie Michaels

## Planning Process

The District is developing a District Level Plan by working comprehensively with the individual school administrators with the approximately 18 members of the district and/or community.

## Mission Statement

The mission of the Shikellamy School District is to challenge and excite learners to be all that they can be as responsible citizens for the 21st Century.

## Vision Statement

The Shikellamy School District strives to create an educational environment that is safe, positive, and challenges each student to achieve his or her maximum potential. Through effective teaching practices, fiscal responsibility, and the involvement of parents and caregivers, Shikellamy provides students with lifelong skills that will enable them to be successful in meeting the challenges of a complex global society.

## Shared Values

1. We believe in students.
2. We believe that all students can learn and achieve.
3. We channel all resources toward having the students meet success.
4. We believe that people are the most essential resource.
5. We believe that all employees strive to do an excellent job.
6. We encourage practical and logical risk taking.
7. We encourage and reward exceptional and/or innovative efforts.
8. We encourage collaboration and organizational ownership.
9. We encourage positive actions and positive reactions.

10. We encourage all employees to model learning and fairness through their actions.
11. We operate as an integral part of our diverse community.
12. We believe that academic excellence is a result of a partnership of caring, involved employees and parents.

By simply publishing these beliefs, the Shikellamy School District does not imply that they are automatically exercised. We must intentionally direct all of our actions to model and practice these beliefs. There will be an ongoing evaluation of our efforts to exemplify an excellent school district using a variety of measures. This process will involve students and members of the community, as well as administrators, teachers and support staff of the school district. To attain excellence, students, parents and the community must be partners with the professional educators, who are acknowledged, through their training, actions and beliefs, as experts on learning.

## Educational Community

The Shikellamy School District is a political unit of six subdivisions, rich in recreation, based on a solid foundation of business and agriculture, boasting a wide range of community services, religious experiences, historical sites, and educational opportunities.

Located within our district are two post-secondary technical training institutes: McCann School of Business and Technology and Triangle Tech. In close approximation to the Shikellamy School District, is [Bucknell University](#) - Lewisburg, Pennsylvania; [Susquehanna University](#) - Selinsgrove, Pennsylvania; and [Bloomsburg University](#) - Bloomsburg, Pennsylvania. [Pennsylvania College of Technology](#) is also within commuting distance to the area.

In addition to providing excellent opportunities for post-high school education, these institutions provide a network of cultural programs unique in the area as well as access to excellent higher educational library facilities.

The economy of the Shikellamy School District is greatly diversified with manufacturing as the major source of employment. The products of the district include: baked goods, concrete products, electro-mechanical components, wire rope, dairy products, fabrics, flush wood doors, juice drinks and vegetables, drop-forgings, and athletic mats, to name just a few.

Commercial activity includes retail stores, service, and wholesale establishments. One of the largest family owned grocery chains on the East Coast, Weis Markets, was founded and maintains its corporate headquarters in the Shikellamy School District. There is a shopping plaza located within the Sunbury city limits, and the downtown business communities of both Northumberland and Sunbury provide a complete compliment of retail merchants, along with a healthy financial community. Another local company, Lenape Solar Power sells and installs solar energy technologies for the home. The Shikellamy School District is the third largest employer in the district.

With numerous locally owned and operated businesses there is a full selection of modern chain stores and a unique agricultural segment of the economy which provides local produce and meats, practices and traditional arts, crafts and skills of the area and maintains communication with neighbors and friends in order to preserve the rich, cultural past of its agricultural heritage.

Dairy, poultry, and livestock enterprises dominate the character of agricultural activity in the district. Poultry farming is the largest source of agricultural income in Northumberland County. Dairy and livestock farms are generally family-type operations, which range in size from 100 to 200 acres. Production includes small grains, such as corn and hay. The production of vegetable processing crops, such as tomatoes, peas, string beans, sweet corn and potatoes have been increased as evidenced by the existence of a major canning company within the district. The district also boasts both print and electronic media services and a host of public utilities.

### Planning Committee

Name	Role
Janice Adair	Community Representative : Professional Education
Wendy Arnold	Elementary School Teacher - Regular Education : Professional Education Special Education
Vicki Beaver	Elementary School Teacher - Regular Education : Professional Education
Frank Boyer	Elementary School Teacher - Regular Education : Special Education
Bonna Cafiso	Community Representative : Professional Education
Michael Egan	Administrator : Professional Education Special Education
Michele Erdman	High School Teacher - Special Education : Professional Education Special Education
Susan Giberson	Administrator : Professional Education
James Hartman	Board Member
Phyllis Haskins	Middle School Teacher - Regular Education : Professional Education
Tina Hollister	Parent : Special Education
Debbie McLaughlin	Middle School Teacher - Regular Education : Professional Education Special Education
Stephanie Michaels	Special Education Director/Specialist : Professional Education Special Education
Brett Misavage	Administrator : Professional Education
Mary Murphy-Kahn	Administrator

Dawn Raynes	Business Representative : Professional Education
Elizabeth Rohrbach	Elementary School Teacher - Regular Education : Professional Education
Colleen Ruths	High School Teacher - Regular Education : Professional Education
Marcia Slaton	Ed Specialist - Other : Professional Education
Diane VanKirk	Parent : Professional Education
Abbey Walshaw-Wertz	Administrator
Danielle Williams	Parent : Professional Education

# 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	Accomplished	Accomplished
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	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*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	Accomplished	Accomplished
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	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Accomplished
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*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	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	Accomplished	Accomplished
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Science and Technology and Engineering Education	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.*

### High School Level

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

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

#### Elementary Education-Intermediate Level

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

#### Middle Level

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

#### High School Level

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



Explanation for any standards checked:

*This narrative is empty.*

## 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:

*This narrative is empty.*

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### **Middle Level**

<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:

*This narrative is empty.*

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

*This narrative is empty.*

### **High School Level**

<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:

*This narrative is empty.*

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

*This narrative is empty.*

## *Modification and Accommodations*

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

All schools in the Shikellamy School District will be moving toward an inclusionary environment for all students. The modifications and adaptations will be collaboratively developed with regular education and special education teachers, working together to develop learning activities that will enable all students to be successful.

## **Instruction**

### *Instructional Strategies*

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

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

- Administrators
- Building Supervisors
- Department Supervisors

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

Aligned with the Shikellamy procedure for teacher evaluations, administrators complete formal classroom observations that are focused on instruction. Teachers are scheduled for a number of observations during the school year depending on the number of years of experience. The teacher is informed of the observation date and fills out a pre-observation form. He/she will submit the form prior to the observation. After reviewing the pre-observation form, the administrator will clarify any questions or concerns with the teacher prior to the observation. Within six days after the formal observation date, the administrators will conference with the teacher and review the visit.

Informal observations are done through walkthroughs. Principals are visible and accessible in all classrooms on a regular basis.

Beginning in the 2014-15 school year, Student Learning Objectives also provided a method to ensure that standards aligned instruction and consistency occurred across the district. The regular lesson plan review is standard for all six buildings in the district. Non-tenured teachers submit lesson plans to their building administrators for every six day cycle. At all times, teachers must have their lesson plans accessible for any administrator and/or district administrator to peruse.

During the school year, central office administrators also complete formal observations. For first year teachers, mentor teachers provide peer evaluation and coaching.

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

Shikellamy does not employ instructional coaches.

### *Responsiveness to Student Needs*

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
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

*This narrative is empty.*

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

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
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

*This narrative is empty.*

#### **Middle Level**

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

to meet student needs.	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.	Full Implementation
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.

When developing student schedules, administrators align student needs with teacher strengths.

### Assessments

#### Local Graduation Requirements

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses	26.00		
English	4.00		
Mathematics	4.00		
Social Studies	4.00		
Science	4.00		
Physical Education	3.00		
Health	2.00		
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.50		
Electives	5.00		
Minimum % Grade Required for Credit (Numerical Answer)	65.00		

### *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				
Career Education and Work		X				
Civics and Government		X				
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				X
Economics		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>
PSSA		X	X	X
PASA		X	X	X
Textbook-based assessments	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DIBELS	X			
Study Island Benchmarks				X
Teacher Developed Common Assessments		X	X	X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Progress Monitoring	X	X	X	X
Textbook assessments	X	X	X	X
Teacher-Developed Common Assessments		X	X	X

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PDE Classroom Diagnostic Assessments		X	X	X
Diagnostic Reading Assessments	X	X		
Running Records	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				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

The school administrators develop grade level data teams in grades K-8. In grades 9-12, data is reviewed by individual teacher and by department. Each team reviews the assessment data to formulate strengths and weaknesses. Instruction is targeted to build on strengths while providing support to decrease deficits.

### ***Development and Validation of Local Assessments***

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

*This narrative is empty.*

### ***Collection and Dissemination***

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

District administrators collect data (such as PSSA, PVAAS, etc.) and disseminate the information to the building administrators. Each school year, professional development days are organized in order for teachers to work individually and collaboratively to analyze the information and plan for future instruction. This analysis of data is critical to recognize and address student learning needs. Especially in inclusion classroom, co-teachers need significant data to collaboratively plan for all students. Through data analysis, the instructional teams can target the needs of students.

### ***Data Informed Instruction***

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

Teachers work individually and collaboratively to analyze the information and plan for future instruction. This analysis of data is critical to recognize and address student learning needs. During the analysis, teachers look for whole group trends that will drive



whole class instruction and individual student's strengths and weaknesses to provide students with small group or individual interventions as needed.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Grade level and department teams meet to analyze assessment data several times throughout the year. Goals are set by teams to increase student achievement.

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

Assessment data will be used to modify both whole group instruction and plan for individual student interventions. Specific, measurable goals will be set based on the data, and teachers will monitor student progress using formative assessments aligned to those specific instructional goals.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites				
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports		X	X	X
Website		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				
School Calendar	X	X	X	X
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

The District provides residents with the results of the summative assessment scores each year via the district website. Additionally, a summary is shared with the school board during a public meeting. Individual student results are also sent home to parents.

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

As a district, we will continue to refine how we distribute and explain summative assessment results to the public, including exploring the use of local media.

## 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.

Schools designated as "in need" are provided with a full-time school counselor that works to meet the needs of students using a variety of strategies including individual and small group counseling, social skills groups, before school tutoring, parent-teacher meetings, truancy elimination plan meetings, and whole group instruction.

In the area of academic support, at the elementary level we have interventionists who provide targeted academic assistance for students who are not attaining academic standards at a proficient level or higher.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</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	
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs			X	
Safety and Violence Prevention Curricula				X

Student Codes of Conduct	X	X	X	X
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
Student Assistance Program Teams and Training			X	X
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 continues to discuss the possibility of placing a school resource officer in our high school.

### *Identifying and Programming for Gifted Students*

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

Based on both formal and informal assessment data, classroom teachers (along with parents) can refer students to the school counselor to complete a screening for students. After the screening is complete, a meeting is held with parents and, depending on the findings, students are recommended for a full evaluation by the school psychologist.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling		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
Career Development/Planning				X
Coaching/Mentoring				X
Compliance with Health Requirements -i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X

Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### ***Consultation and Coordination Services***

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

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

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			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
District Social Media Site	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings				
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				
Newsletters				
School Calendar				
Student Handbook	X	X	X	X
Alert Now System	X	X	X	X

### *Frequency of Communication*

**Elementary Education - Primary Level**

- Quarterly

**Elementary Education - Intermediate Level**

- Quarterly

**Middle Level**

- Quarterly

**High School Level**

- Quarterly

***Collaboration for Interventions***

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

Extensive collaboration exists between classroom teachers and individuals providing interventions to meet the individual needs of students. Regular education and special education teachers collaborate in planning instruction, homework, tests, quizzes, and projects. Both teachers monitor student learning and make appropriate modifications and adaptations.

***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

Shikellamy School District is involved with the 21st Century Community Learning Centers. One cohort in this federal program is currently for grades 6-8. This after-school program encompasses a tutoring section along with learning experiences from physical activities to academic enrichment programs aligned with the STEAM concept. Another cohort targeting grades 3-5 focuses on STEM activities after school and grades 9-12 for credit recovery. All cohorts meet four days per week for three hours per day for 36 weeks.

## *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 district has worked with United Way and the CSIU Head Start program on a Transition to Kindergarten program. The orientation program is held for two weeks prior to the start of school. Targeting students who may need additional support in transitioning to kindergarten, the program services approximately 20 students from each of the four elementary schools. It is co-taught by a Head Start teacher and a Shikellamy Kindergarten teacher.

## **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 district uses the Treasures reading series and Every Day Math resources. Grade level meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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 district uses the Treasures reading series and Every Day Math resources.

Additionally, supplementary literary works have been purchased to increase student motivation, performance, and to accommodate diverse educational needs. Grade level meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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

*This narrative is empty.*

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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 district uses the Treasures reading series and Every Day Math resources up to grade 5. Grade 6 also uses Treasures for English-Language Arts, along with Connected Math for Math. Grades 7 and 8 use the Glencoe Literature series (purchased in 2013) and Connected math. Additionally, additional common literary works have been purchased to increase student motivation, performance, and to accommodate diverse educational needs. Grade level meetings are held regularly with teachers across the school district



to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district uses the Glencoe Literature series (purchase in 2013) and Prentice Hall Math textbooks. Resource materials were purchased specifically to instruct and assess in Keystone Eligible Content. Department meetings are held regularly with teachers across the school district to ensure that the materials and resources are used to support the instruction in the PA Core Standards.

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

*This narrative is empty.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
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	Full Implementation
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	Full Implementation
Interpersonal Skills	Full

	Implementation
School Climate	Full Implementation

Further explanation for columns selected "

While the district does not have a Family and Consumer Science program at the elementary level, we look for ways to incorporate the standards into other instructional areas.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Full Implementation
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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
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	Not Applicable
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	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

While the district does not have a Family and Consumer Science program at the elementary level, we look for ways to incorporate the standards into other instructional areas.

#### **Middle Level**

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

	50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
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	Full Implementation
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	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

While the district does not have a Family and Consumer Science program at the middle level, we look for ways to incorporate the standards into other instructional areas. We are also exploring options for offering a world language exploratory at the middle level.

### 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	Full Implementation
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	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
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	Full Implementation
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.				

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	X	X	X	X

are aligned to each other, as well as to Pennsylvania's 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.

In order to give classroom teachers input regarding their own professional development, the district has developed an Act 48 Committee which looks at teacher needs for professional development and dovetails each in-service throughout the year to the needs of the teachers. In the past few years, the committee has invited specialists from the Intermediate Unit to train teachers on the concept of co-teaching in an inclusionary setting, implement Response to Intervention and Instruction, Improve Writing Across the Curriculum, and meet the needs of diverse learners. The committee has facilitated In-district trainers to provide professional development on literacy strategies, integrating instructional technology, de-escalation strategies and safe crisis management. Throughout the school year, the Act 48 committee plans training opportunities for all staff members, targeted groups of staff members, and voluntary workshops for interested staff members.

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

The Act 48 committee will continue to look for ways to empower educators to work effectively with parents and community partners.

### ***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:
12/1/2013 All staff members were trained from June to December 2013.
The LEA plans to conduct the required training on approximately:
1/1/2014 Ongoing for new employees



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 has conducted the training on:
8/25/2015 All current employees will be trained on August 25, 2015
8/1/2016
The LEA plans to conduct the training on approximately:
9/1/2015 Ongoing for new employees
8/1/2016 Annual 1-hour training for all employees
8/1/2017 Annual 1-hour training for all employees

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>
Not Applicable for our school entity

### *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.
- 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 Act 48 committee is comprised of the superintendent, Director of Education, Director of Special Education, principals and teachers from each of the buildings in the district. As a team, we examine the needs of the district in terms of professional development and plan accordingly. By grade level and department, data is analyzed to target instructional areas

that need strengthening. If teachers need additional support, they communicate with their Act 48 representative or an administrator to express this need. For example, several trainings were organized on text dependent analysis based on student assessment results, classroom observations, and teacher input. After each training, teachers evaluate the effectiveness of the training.

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

As the district continues to implement the Educator Effectiveness evaluation plan, changes in teacher practice, and the overall professional development initiatives will be evaluated systemically.

### *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.

Each month, the inductees meet with the Director of Education, Superintendent and/or their Building Principal to discuss different topics as described below. The group addresses a topic or two per month and focuses on certain components of their teaching. New teachers will also complete the New Teacher Induction online course as

offered by the CSIU during their first year of teaching. In addition, the inductees compile a portfolio including peer observations, etc. to be evaluated at the end of the year. New teachers are formally observed by administration and given constructive feedback multiple times for the first three years of their teaching assignment until they are granted tenure.

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

*This narrative is empty.*

### ***Needs of Inductees***

- Frequent observations of inductee instructional practice by 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.

As part of the induction process, the inductees meet with the administrator who observed them during the six post-evaluation conferences to discuss successes and weaknesses in the classroom. At the mid-point of the year, the inductee also meets with the superintendent

for a mid-year evaluation. Inductees meet on a regular basis with colleagues and administrators to review both formative and summative classroom data. Building administrators review the submitted lesson plans of new teachers once every six day cycle. The Danielson model is used as a framework to evaluate instruction for all staff members.

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

*This narrative is empty.*

### ***Mentor Characteristics***

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

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

Mentors represent those individuals that are experienced and highly - qualified master teachers.

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

Highly - qualified master teachers are selected to serve as mentors for our new teachers. They have demonstrated communication and listening skills, coaching and conferencing skills, and problem-solving skills. We will continue to explore ways to further train our mentors as necessary.

### ***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
Best Instructional Practices	X	X	X		X	
Safe and Supportive Schools	X		X		X	
Standards	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		
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X		X	X	X	X

If necessary, provide further explanation.

*This narrative is empty.*

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

Identify the procedures for monitoring and evaluating the Induction program.

Inductees are given a needs assessment survey at the beginning and end of the induction program. These surveys help new teachers to reflect on their own areas of strength and need and allow the district to create a program responsive to the needs of the new teachers. Also, the end of induction program serves as an evaluation tool for the effectiveness of the Induction program.

### ***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.
- Completion is verified by the LEA Chief Executive Officer on the Application for Level 2 Certification.

## **Special Education**

### ***Special Education Students***

Total students identified: **514**

### ***Identification Method***

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

The Shikellamy School District utilizes the Discrepancy Model when determining SLD identification.

### *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>

Not significantly disproportionate

### *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?

There are no 1306 facilities within Shikellamy School District.

### *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).

Shikellamy School District previously contracted with the CSIU to provide services for students who are incarcerated and thought to need evaluation or are deemed eligible for special education. Communication between the Shikellamy Director of Special Education and high school counselors and the CSIU supervisors ensured implementation of the IEP. However, on January 14, 2015, the Northumberland County Prison was closed due to fire. All students who were previously residing within NCP were relocated to state facilities. The district has worked with Department of Corrections that all paperwork such as IEP's and transcripts have been provided to the new facilities. Students who were originally placed through NCP will continue to receive instruction through our local Intermediate Unit through a contract with the district.

### *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.

The Shikellamy School District has a continuum of services for eligible students residing in the district.

When students are school age, educational programs are considered on an individual basis. The continuum of services available for consideration range from regular education with appropriate supports and services to full time placements in district programs or out-of-district as appropriate, depending on individual student need. This determination is made by a team of individuals including the parents, student (if appropriate), regular education teacher, special education teacher, school psychologist, local education representative, and others as appropriate after goals and specially-designed instruction are determined. Upon review of the evaluation report, the team selects from the following placement options: regular education, regular education with supportive aids and services, speech and language support, life skills support, emotional support, and multiple disability support. The emphasis of all programs is to include the students to the greatest extent possible in the regular education setting utilizing necessary supports and services to insure access to instruction. Secondary team meetings are scheduled weekly to ensure appropriate supports are in place for students and teachers. Problem solving of individual situations occurs formally or informally with members of IEP Teams. Shikellamy contracts with CSIU to provide various related services (occupational therapy, orientation and mobility, physical therapy, hearing and vision support, and social worker support) according to the needs of individual students. In-service training is provided in which specialists present training to staff to assist students in accessing the general education curriculum. All decisions concerning appropriate Special Education Services and programs for students, including the consideration of services and programs will be based upon the following practices:

1. The school district will assure that the placement decision is made at the IEP meeting following the development of goals and objectives, and progress monitoring and specially designed instruction.
2. The students full range of needs will be examined including socialization needs.

3. A full range of placement options will be available and considered. This will include supplemental aids and services.
4. Before a student is removed from the regular education environment, there will be a demonstration that education in that environment is not satisfactory even with supplemental aids and services.
5. If a restrictive program is proposed as preferable for a student, the question will be asked concerning the features that make it preferable. Could that program be offered in the home school, and if so, why then is the approach not from that direction?
6. When there is justifiable restriction for one part of the program, the IEP team will consider the elements of the curriculum and extra curricular opportunities for integrated activities.
7. Placement options are determined at the time of each individual child's IEP.. Special Education students are served in the regular education classes whenever it is deemed appropriate by the IEP team.

In addition, the District employs and/or contracts with CSIU 16 to provide a variety of specialists/therapists to furnish related services (hearing and vision support, orientation and mobility, autistic support, and behavior intervention, etc.) according to the needs of individual students. This provision also includes an in-service training component in which specialists present training to staff to assist students in accessing the general education curriculum. Additional services are secured from independent agencies as needed (Kidsworks, Inc. - OT, PT; Bayada Nursing- individual and classroom nurses as needed). Speech and Language Support services are provided to eligible students at all grade levels using a range of services from consultation with regular education teachers to itinerant intervention. Regular education teachers play an integral part in providing for students' needs and special education teachers work with regular education teachers to the greatest extent possible.

The District employs a total of 34 para educators at the present time. The role of these individuals varies from providing personal care to individual students to working with students in the regular education settings to support the inclusion model.

Autistic Support students at the elementary level are integrated into District classes and served through the CSIU and district classes that are located in the Shikellamy buildings. Students requiring an in-depth Life Skills Support program at the High School level typically focus on the academic component of their program at Shikellamy while their vocational needs are met by volunteering with local business. Some students also participate in the Alpha Circle program, which is a house that the students utilize to help them build their independent living skills which is run by the CSIU.

The District also supports educational services to students in partial hospitalization or residential programs outside the District as determined necessary by the IEP team.

Shikellamy School District participates in the Fair Share Plan by providing opportunity for students from other districts within the CSIU as well as surrounding communities, to attend classes at Shikellamy if space is available. The Shikellamy School District offers this opportunity for Emotional Support, Life Skills Support, and Autistic support.



The current supplementary aids and services that are utilized by Shikellamy School District are:

- Collaborative Aids: There is scheduled time for co-planning and team meetings for special and regular educators to work together with students they support. Co-Teaching occurs in all buildings and paraprofessionals are provided to classrooms and/or students who need the support in order to be successful within the classroom. There is ongoing professional development in the area of co-teaching and inclusion. We utilize CSIU support to assist team members when considering and utilizing assistive technology with individual students. All school personnel are included in collaborate in the development and delivery of Supplementary Aids and Services throughout the district.
- Instructional: The IEP teams determine what instructional modifications are needed for students. These can include but are not limited to: providing modified curricular goals, providing alternate ways for students to demonstrate learning, providing test modifications, providing instruction on functional skills in the context of the typical routines in the general classroom, changing method of presentation and providing instructional adaptations.
- Physical: IEP teams determine what physical modifications to the learning environment are necessary. These can include but are not limited to: furniture arrangement, specific seating arrangements, individualized desks and chairs, adaptive equipment, and structural aids.
- Social-Behavioral: IEP teams provide the following supports and services to increase appropriate behavior and reduce disruptive or interfering behavior. These include but are not limited to: social skills instruction, counseling supports, peer supports, individualized behavior plans, modification of rules and expectations and cooperative learning strategies.

According to the most recent LRE data, Shikellamy school district did not meet the state performance plan targets for two areas in the year 2012-2013. The following data was obtained: For students being educated inside the regular class 80% or more of the time the Shikellamy School District had 72.9% of students in this range with the state performance plan (SPP) target being 65%, this target was met; Students educated inside the regular class less than 40% was 10.1% for the district with the SPP being 8%; and students educated in other settings the district was 6.2% with the SPP being 3.3%. For all three areas, the district since 2011 has created a more inclusive environment bringing supplementary aids and services within the regular education classroom rather than remove the student from class. We have seen great success in this for our identified students within Shikellamy. There has been a slight increase in the area of educating students in other settings as our students with mental health and severe emotional needs have increased and the supports that are necessary to keep them safe while being educated cannot be done within the regular school setting. We have also seen an increase in placements through the court system which the district does not have input to educational setting. The Director of Special

Education holds monthly meetings along with for all of these students to obtain updates on their progress and to plan for their transition back to the regular education setting.

### *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.

Shikellamy School Board Policy 113.1 Behavior Support for Students with Disabilities ensures that all behavior support programs are based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific procedures, methods and techniques. The behavior support methods and procedures must be applied in a nondiscriminatory manner and in full compliance with the requirements of applicable state and federal law. Prone restraints are prohibited by Shikellamy School District policy and are never used.

The districts professional development offers several opportunities each school year in Positive Behavior Supports. Currently all of the elementary schools have received initial training and continue with support throughout the school year. The middle school has been trained through Olweus and continues with professional development throughout the school year to support the program. All staff are offered safe crisis management training which included de-escalation techniques. The Shikellamy School District has two trainers on staff which continue to certify and re-certify those individuals on a yearly basis. The trainers also offer de-escalation techniques throughout the school district who are not trained in restraints but wish to utilize the de-escalation techniques within their classroom setting.

### *Intensive Interagency/Ensuring FAPE/Hard to Place Students*

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
3. Discuss any expansion of the continuum of services planned during the life of this plan.

The School District is currently providing services to all identified students. At all levels, special and regular education teachers design and implement the necessary adaptations and modifications needed for students to be successful in the general curriculum. IST strategies are used at the elementary levels and Student Assistance Teams (SAT) at the secondary schools. Data teams review progress of students monthly to address skill deficits.

Students throughout the district are provided supplemental instruction for remediation up to extensions to address areas of needs. These teams meet regularly to review and discuss students academic, social and/or emotional needs that negatively affect their school success. Parent/ Teacher conferences are provided for all students K-12 to address needs that are impacting their education.

During the 2012-2013 school year the Shikellamy School District had minimal difficulty providing FAPE to our students. Shikellamy School District LEA ensures that all students have appropriate educational placements prior to the start of the school year. Adhering to LRE, the majority of disabled students in Shikellamy are serviced within their home schools. The district contracts with Central Susquehanna Intermediate Unit #16 and neighboring school districts under our fair share plan to provide programs for low incidence populations and consolidate costs. At times during the school year the district has difficulty placing students who's needs require the services provided for Autistic Support Classes. In those instances we utilize the Inter-agency process when necessary in order to secure placements.

Through inter-agency planning, two county case workers work directly in our district to assist in serving students who may need outside agency support. This has shown to be effective when students are in crisis or family situations inhibit the education of a student.

The District plans on the continued use of county case workers to assist in the increasing needs for mental health services for the school age population.

### *Strengths and Highlights*

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

Our Special Education department is fortunate enough to have two critical elements necessary to develop a solid program for all students with special needs. The Superintendent is committed and empathetic and the School Board is responsive to providing the necessary staff and supports to improve programming for all students.

The Shikellamy School District offers a variety of services to all struggling students in regular education. All elementary teachers maintain accountability for measuring student progress using benchmark testing in grades 3-5 quarterly to monitor progress toward meeting state standards. Classroom teachers have a better understanding of progress monitoring than ever before due to faculty in-servicing on best practices and professional development.

Data teams are an integral part of each building as students progress is reviewed and skills are identified which require remediation or extensions throughout their day. The districts' kindergarten program has been full day for the previous 10 years with positive outcomes. Additionally, first grade students may receive additional support through Reading Recovery. The district's elementary buildings qualify for Title 1 Services which are provided

in grades K-3. All four elementary buildings also receive professional development through literacy coaches supplied through Title I service or district funds. High school students scoring at basic or below basic are eligible to increase their reading skills by participating in a mandated school reading program during the school day.

The Shikellamy School District offers a variety of services to all struggling students in regular education. DIBELS assessments are used in grades K-2 as a universal screening tool for early literacy skills. Students are identified who may need additional support and are further assessed. All elementary teachers maintain accountability for measuring student progress using benchmark testing in grades 3-6 three times per year to monitor progress toward meeting state standards. Additionally, teachers across the district use fluency assessments and common curricular based assessments to measure student progress.

Classroom teachers have a better understanding of progress monitoring than ever before due to faculty in-servicing on best practices and professional development. The Response to Instruction and Intervention process is implemented at all elementary schools in grades K-6.

The Shikellamy School Districts elementary buildings are also staffed by an Intervention Specialist who work to support individual students and classroom teachers through instructional interventions, programmatic supports and provision of resources. A multi-disciplinary evaluation is recommended only after supports and interventions have not produced the desired results. However at any point a parent can request to bypass the screening and pre-referral process by requesting an evaluation by the school district.

The district provides a full continuum of programming to students with disabilities. These range from itinerant to full-time placements as well as access to related services as provided by both the district and the CSIU. Each of the 4 elementary buildings offer a learning support resource room where students receive instruction in any major content area. In two of the elementary buildings the resource room has a classroom aide to provide additional drill and practice as directed by the special education teacher. As needed, the aides may be assigned to support individual students in their regular classroom for designated subject support.

The middle school provides resource level of support to students in areas of reading, math and communication arts. Shikellamy has four speech and language instructors and all other related services are contracted through the CSIU and outside agencies. Low incidence classes (autism support, emotional support, life skills support) are also purchased through the IU.

At the high school level, we have an assigned transition coordinator to oversee that students with disabilities are prepared to succeed in life. Through her extensive efforts all of our students have the ability to participate in transition services such as aptitude assessments, graduation plans, participation in the local vocational center, work study as well as

competitive employment.

Our staff/administration communicate on a regular basis with one another and with parents. We have a record of no mediation, due process hearings, or complaints because we meet the needs of each individual child. The regular education teachers consistently make the necessary accommodations for the special education students in their classrooms. The regular education teachers make sure all special education needs students are included in all classroom programs and events. Our school district coordinates efficiently with our neighboring school districts for any new IEP students moving into our district that require services.

# Assurances

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## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.
- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.
- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.
- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

## 24 P.S. §1306 and §1306.2 Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Five Star Emotional Support/Partial Hospitalization program	Other	Day treatment program addressing academics as well as counseling needs	7
CSIU Life Skills Resource Center	Special Education Centers	Work Activities Center and Apartment Living Setting within the district boundaries	20
Scranton State School for the Deaf	Other	Deaf/Hearing Support	1
Selinsgrove Middle School/High School	Neighboring School Districts	Life Skills support	3
Clancy	Other	Court appointed day treatment program addressing academics as well as counseling needs	1
Behavior Specialists Incorporated	Other	Partial hospitalization program addressing academics counseling and medication management	3
New Story	Other	Full time Autistic Support and Full Time Emotional Support	3
Western Pennsylvania School for the Deaf	Approved Private Schools	Deaf and Hard of Hearing	1
Milton Middle School	Neighboring School Districts	Multiple Disabilities Support(IU Class)	3

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Grace Beck Elementary (Tilford)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	21	1

### Program Position #2

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Grace Beck Elementary (J.Smith)	An Elementary	A building in which General	Itinerant	Learning Support	6 to 9	12	1

	School Building	Education programs are operated					
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**Program Position #3***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Leavens)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (Pennington)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	14	1

**Program Position #5***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (Emerich)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	17	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (Murphy)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	10	1

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

Location/Building	Grade	Building Type	Support	Service	Age	Caseload	FTE
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				Type	Range		
Chief Shikellamy Elementary (Buck)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	21	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary (M.Egan)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	25	0.75
Justification: Speech therapy is in small group with students of same age for therapy sessions.							
Shikellamy Middle School (M.Egan)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	11 to 14	10	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (M.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	56	1
Justification: Speech services are provided in group with students the same age for therapy session.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beck Elementary (A.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	51	0.75
Justification: Speech services are provided in small group with same age students for therapy sessions.							
Shikellamy High School (A.Naginey)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	16 to 19	4	0.25

**Program Position #11**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (M.Dormer)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 10	12	1
Justification: Students participate within regular education environment with same age peers; academics are individualized within the classroom as set forth by the IEP team.							

**Program Position #12**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Platt)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 11	50	1
Justification: Speech services are provided in small groups with same age students for therapy sessions.							

**Program Position #13**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Hollenbach)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	11	1

**Program Position #14**

*Operator:* School District

**PROGRAM SEGMENTS**

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

**Program Position #15**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle	A Middle School	A building in which General	Itinerant	Learning	11 to	12	1

School (Franks)	Building	Education programs are operated		Support	14		
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**Program Position #16***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Harvey)	A Middle School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	12 to 15	13	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Hicks)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	12	0.5
Shikellamy High School (Hicks)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 19	8	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Erdman)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	17	1

**Program Position #19 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: August 20, 2014**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
Shikellamy High School (Krieger)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	18	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Smith)	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School (Zimmerman)	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	15 to 18	9	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary (DePoe)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	7 to 10	9	1

**Program Position #24***Operator: School District*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Fait)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	6 to 9	8	1

**Program Position #25***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Farrell)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	9 to 12	6	1

**Program Position #26***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Beck Elementary (Walter)	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	9 to 12	6	1

**Program Position #27***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	8 to 19	9	0.25

Justification: Itinerant services are provided individually to students throughout the district across several buildings.

**Program Position #28***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School	A Middle School Building	A building in which General Education	Full-Time Special Education	Deaf and Hearing Impaired	12 to 14	1	1

		programs are operated	Class	Support			
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**Program Position #29***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 13	6	0.25

Justification: Itinerant services are provided individually with students across several buildings.

**Program Position #30***Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Multiple Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	7 to 11	12	0.5

Justification: Speech services are provided within a small group or individually with students of same age for therapy sessions.

**Program Position #31***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Oaklyn Elementary (Grimm)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	13	1

**Program Position #32***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy Middle School (Snyder)	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	11	1

**Program Position #33 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: August 21, 2013

Average square feet in regular classrooms: 288 sq. ft.

Square footage of this classroom: 288 sq. ft. (16 feet long x 18 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Chief Shikellamy Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	4	1

**Program Position #34 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 20, 2014

Average square feet in regular classrooms: 600 sq. ft.

Square footage of this classroom: 280 sq. ft. (14 feet long x 20 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Shikellamy High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	15 to 19	7	1

**Program Position #35 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: August 20, 2014

Average square feet in regular classrooms: 780 sq. ft.

Square footage of this classroom: 784 sq. ft. (28 feet long x 28 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Priestley Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	5 to 7	4	1

## Special Education Support Services

Support Service	Location	Teacher FTE

Personal Care Aide (L.Notestine)	Grace Beck Elementary	1
Learning Support Para Professional (S.Herman)	Grace Beck Elementary	1
Learning Support Para Professional (L.Emerick)	Chief Shikellamy Elementary	1
Emotional Support Para Professional (Hare)	Chief Shikellamy Elementary	1
Emotional Support Para Professional (L.Eroh)	Chief Shikellamy Elementary	1
Personal Care Aide (S.Slodysko)	Chief Shikellamy Elementary	1
Personal Care Aide (Gallick)	Chief Shikellamy Elementary	1
Autistic Support Para-Professional (Beck)	Chief Elementary	1
Autistic Support Para Professional (J.Richards)	Oaklyn Elementary	1
Autistic Support Para Professional (Weikel)	Oaklyn Elementary	1
Personal Care Aide (J.Haines)	Oaklyn Elementary	1
Personal Care Aide (McCollum)	Oaklyn Elementary	1
Personal Care Aide (E.Snyder)	Oaklyn Elementary	1
Life Skills Para Professional (T.Shutt)	Oaklyn Elementary	1
Life Skills Para Professional (Bickel)	Oaklyn Elementary	1
Personal Care Aide (T.Feese)	Shikellamy Middle School	1
Personal Care Aide (K.Everett)	Shikellamy Middle School	1
Personal Care Aide (E.Rathfon)	Shikellamy Middle School	1
Personal Care Aide (D. Kratzer)	Shikellamy Middle School	1
Life Skills Para professional (T.Wolfe)	Shikellamy Middle School	1
Learning Support Para Professional (K.Snyder)	Shikellamy Middle School	1
Learning Support Para Professional (C.Osman)	Shikellamy Middle School	1
Emotional Support Para Professional (D.Rathfon)	Shikellamy Middle School	0.5
Emotional Support Para Professional (D. Rathfon)	Shikellamy High School	0.5
Life Skills Para Professional (S.Hinkle)	Shikellamy High School	1
Learning Support Para Professional (Kenney)	Shikellamy High School	1
Personal Care Aide (C.Kolovich)	Chief Shikellamy Elementary	1
Personal Care Aide (Donovan)	Shikellamy High School	1
Personal Care Aide (C.Heller)	Shikellamy High School	1
Personal Care Aide (M.Long)	Shikellamy High School	1
Personal Care Aide (A.McClusky)	Selinsgrove High School	1
Personal Care Aide (A.Heim)	Shikellamy High School	1
Personal Care Aide (Morrison-Becker)	Beck Elementary	1
Autistic Support Para Professional (Crawford)	Chief Shikellamy	1
Personal Care Aide (Ocker)	Shikellamy Middle School	1
Personal Care Aide	Shikellamy High School (Everett)	1
Learning Support Para Professional (Lindenmuth)	Shikellamy High School	1
Personal Care Aide (Walls)	Shikellamy High School	1



### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapy	Intermediate Unit	2 Hours
Occupational Therapy	Outside Contractor	5 Days
Physical Therapy	Intermediate Unit	2 Hours
Physical Therapy	Outside Contractor	2 Hours
Social Work Services	Intermediate Unit	5 Days
Orientation and Mobility	Intermediate Unit	25 Minutes

# 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:

After reviewing school level accomplishments and systematic challenges, the consistent accomplishments of the Shikellamy School District appear to be attendance and participation. The data supports this assertion in 2011-12, the attendance rate was at 94% exceeding the NCLB target. With regard to participation, 100% of students participated in both the math and reading assessment and all subgroups met or exceeded the NCLB target for participation.

In reviewing systematic challenges, two challenges that were identified across buildings were establishing a system within the school that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness and establishing a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.

Both external and internal sources of data support the accomplishments and the challenges identified.

## District Accomplishments

### Accomplishment #1:

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All district schools met or exceeded annual academic growth expectations in math and reading

### Accomplishment #2:

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All district schools have an attendance rate of 90% or higher.

### Accomplishment #3:

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The district's cohort graduation rate increased to 82.47%.

### Accomplishment #4:

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All district elementary schools had at least 40% of tested students score advanced in math.

**Accomplishment #5:**

All district elementary scores had at least 27% of tested students score advanced in science.

**Accomplishment #6:**

Both district secondary schools succeeded in closing the required percent of the achievement gap for all students in science.

**Accomplishment #7:**

Both district secondary schools succeeded in closing the required percent of the achievement gap for historically underperforming students in science.

**District Concerns****Concern #1:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Concern #2:**

District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Concern #3:**

District has inadequate technology resources, infrastructure, professional development and mentoring.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*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:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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District has inadequate technology resources, infrastructure, professional development and mentoring.

**Systemic Challenge #2** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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District has inadequate technology resources, infrastructure, professional development and mentoring.

**Systemic Challenge #3** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #4** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #5** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

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District lacks a system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Systemic Challenge #7** (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

**Aligned Concerns:**

District lacks a system that fully ensures the consistent implementation of effective instructional practices across all classrooms.

**Systemic Challenge #8** (*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.

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Related Challenges:

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### Indicators of Effectiveness:

Type: Interim

Data Source: Walkthrough Observation Data

Specific Targets: Increased use of best instructional practices

Type: Annual

Data Source: Graduation rate

Specific Targets: Increased graduation rate

Type: Interim

Data Source: Benchmark Assessment Data

Specific Targets: Increased Student Achievement (including all subgroups)

Type: Annual

Data Source: Summative Assessment Data (PSSA and Keystone Exams)

Specific Targets: Increased Student Achievement (including all subgroups)

### ***Strategies:***

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))  
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

#### *Danielson Model of Teacher Observation*

##### **Description:**

Shikellamy will continue to implement the observation rubric developed by the state of Pennsylvania based on the work of Charlotte Danielson. Administrators will refresh their skills by continuing to attend relevant training.

**SAS Alignment:** Instruction

#### *Utilizing Walkthrough Observations*

##### **Description:**

All district administrators will complete regular walkthrough observations on every member of the teaching staff. Administrators will meet as a time to refine the walkthrough tool in order to provide constructive feedback and valuable data to teachers and the rest of the administrative team.



**SAS Alignment:** Instruction

***Implementation Steps:***

*Develop common assessments by course*

**Description:**

Led by district teachers, common quarterly/unit assessments will be developed to align to PA standards and eligible content. When administered, these assessments will provide data to teachers and administrators on effective instructional practices implemented across the district.

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

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

**Goal #2:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Annual

Data Source: Professional Development Evaluation

Specific Targets: Increased satisfaction expressed at offered professional development opportunities.

Type: Interim

Data Source: Walkthrough Data

Specific Targets: Incorporation of a variety of learning activities during instruction

### **Strategies:**

#### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

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

**SAS Alignment:** Instruction, Materials & Resources

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

#### *Reading Across the Curriculum*

**Description:** While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: [http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL\\_2007003.pdf](http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf) )

**SAS Alignment:** Instruction

### *Creation of a District Wide Professional Development Plan*

**Description:**

Professional development will be planned based on the instructional priorities of the school district and the training needed for staff members to support the vision and mission

**SAS Alignment:** None selected

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

#### *Act 48 Committee*

**Description:**

Monthly meetings will be held with teacher and administrative representative to create, implement and monitor the professional development plan.

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

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

**Supported Strategies:**

- Creation of a District Wide Professional Development Plan

#### *Professional Development Needs Assessment*

**Description:**

An annual needs assessment will be administered to all professional staff members, giving them the opportunity to assess their own professional development needs.

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

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

**Supported Strategies:**

- Creation of a District Wide Professional Development Plan

### *Improving language and literacy acquisition*

**Description:**

Staff will be offered professional development opportunities to improve student language and literacy acquisition

**Start Date:** 6/24/2015    **End Date:** 6/28/2019

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

**Supported Strategies:**

- Reading Across the Curriculum

### *Teaching Diverse Learners in an Inclusive Setting*

**Description:**

District will provide professional development workshop on Instructional Strategies to Support All Students in the Core Curriculum

**Start Date:** 1/9/2015    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Differentiating Instruction

### *Ongoing instructional technology integration training*

**Description:**

The district will provide all staff members with training in order to facilitate the use of instructional technology in every classroom

**Start Date:** 6/25/2015    **End Date:** 6/30/2019

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Technology Infrastructure Enhancement/Technology Access and Training Increase

**Goal #3:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Related Challenges:**

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Interim

Data Source: PSSA Data

Keystone Assessment Data

Specific Targets: All schools and subgroups will meet state AYP targets in all areas

Type: Annual

Data Source: DIBELS Data

Benchmarking Data

Progress monitoring data

Specific Targets: Teachers will use data to make instructional decisions such as student grouping, intervention activities, compacting and re-teaching of concepts.

### **Strategies:**

#### *Common Assessment within Grade/Subject*

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))  
 Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

**SAS Alignment:** Assessment, Instruction

#### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33) ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf> )

**SAS Alignment:** Instruction

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddmg\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

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

#### *Develop common assessments by course*

**Description:**

Led by district teachers, common quarterly/unit assessments will be developed to align to PA standards and eligible content. When administered, these assessments will provide data to teachers and administrators on effective instructional practices implemented across the district.

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

**Program Area(s):** Professional Education, Educational Technology

**Supported Strategies:**

- Common Assessment within Grade/Subject

#### *Teaching Diverse Learners in an Inclusive Setting*

**Description:**

District will provide professional development workshop on Instructional Strategies to Support All Students in the Core Curriculum

**Start Date:** 1/9/2015    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Differentiating Instruction

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Reading Across the Curriculum</b>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
6/24/2015	6/28/2019	Improving language and literacy acquisition	Staff will be offered professional development opportunities to improve student language and literacy acquisition	Director of Education	6	10	20	In District Trainer or CSIU Consultant	IU	No

## Knowledge

LETRS provides foundational knowledge necessary for educators to understand how students learn to read, write and spell. With this knowledge base, they can provide interventions to struggling learners.

## Supportive Research

LETRS training provides teachers with both the "why" and "how" to help struggling readers. Used in the NICHHD Early Intervention Project over four years, teacher in high poverty, low-performing schools closed the reading achievement gap with their students in grade K-4.

## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides educators with a variety of classroom-based assessment skills and the skills



needed to analyze and use data in instructional decision-making.

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

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Series of Workshops

### Training Format

<p><b>Participant Roles</b></p>	<p>Classroom teachers Principals / Asst. Principals Paraprofessional Other educational specialists</p>	<p><b>Grade Levels</b></p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p><b>Follow-up Activities</b></p>	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring</p>	<p><b>Evaluation Methods</b></p>	<p>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</p>

Classroom student assessment data  
Participant survey

<b>LEA Goals Addressed:</b>	<p><b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b></p> <p><b>#2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b></p>	<b>Strategy #1: Differentiating Instruction</b>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
1/9/2015	6/30/2019	Teaching Diverse Learners in an Inclusive Setting	District will provide professional development workshop on Instructional Strategies to Support All Students in the Core Curriculum	Director of Education/Director of Special Education	3	5	25	CSIU	IU	No

- Knowledge** Teachers will learn about the different learning styles and adaptations, accommodations, and modifications necessary in a general education setting.
- Supportive Research** Teachers will bring their instructional materials and will work cooperatively with the facilitator to improve their instruction to help create a more inclusive 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 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 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>	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

Creating lessons to meet varied student learning styles

data other than the PSSA  
Classroom student assessment data

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Technology Infrastructure Enhancement/Technology Access and Training Increase</b>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
6/25/2015	6/30/2019	Ongoing instructional technology integration training	The district will provide all staff members with training in order to facilitate the use of instructional technology in every classroom	Director of Education/Technology Department	3	15	25	In District Trainer(s)	School Entity	No

**Knowledge** Teachers will have short sessions to expand their knowledge and comfort level with instructional technology. We will also develop tech teams at each building to have peer mentors regarding technology integration.

**Supportive Research** Research shows that peer mentorship can incite change in the classroom.

**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.

For classroom teachers, school counselors and education specialists:

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.	Instructs the leader in managing resources for effective results.
<b>Training Format</b>	Series of Workshops School Whole Group Presentation Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff 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 Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	<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

Lesson modeling with mentoring  
Journaling and reflecting

Participant survey  
Review of participant lesson plans

<b>LEA Goals Addressed:</b>	<p><b>#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b></p> <p><b>#2 Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</b></p>	<b>Strategy #1: Differentiating Instruction</b>
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Start	End	Title	Description				Type	App.
1/9/2015	6/30/2019	Teaching Diverse Learners in an Inclusive Setting	District will provide professional development workshop on Instructional Strategies to Support All Students in the Core Curriculum					
		<b>Person Responsible</b> Director of Education/Director of Special Education	<b>SH</b> 3	<b>S</b> 5	<b>EP</b> 25	<b>Provider</b> CSIU	<b>IU</b>	<b>No</b>

- Knowledge** Teachers will learn about the different learning styles and adaptations, accommodations, and modifications necessary in a general education setting.
- Supportive Research** Teachers will bring their instructional materials and will work cooperatively with the facilitator to improve their instruction to help create a more inclusive 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 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 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,	<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

with administrator and/or peers  
Creating lessons to meet  
varied student learning styles

Standardized student assessment  
data other than the PSSA  
Classroom student assessment data



## 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.

**Affirmed by Wendy Wiest on 3/31/2015**

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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.

**Affirmed by Wendy Wiest on 4/2/2015**

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*Board President*

**Affirmed by Ned Sodrick on 3/26/2015**

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*Superintendent/Chief Executive Officer*