

Donegal SD

**District Level Plan**

07/01/2013 - 06/30/2016

# District Profile

---

## Demographics

1051 Koser Rd  
Mount Joy, PA 17552  
(717) 492-1302  
Superintendent: Susan Ursprung

## Planning Process

The process began January 12, 2012 with our first comprehensive planning meeting at the district office. Participants were principals, Director of Pupil Services and Special Education, and me, the Director of Curriculum and Instruction. We used the online comprehensive planning tool and went over each school's core foundations.

Principals formed a team of stakeholders and scheduled a school level meeting times to review the school profile, analyze the school data, complete the needs assessment information. That information was then brought to a district comprehensive planning meeting where we used that information to analyze the systems challenges and accomplishments.

The stakeholders for the district comprehensive plan included teachers, board members, parents, business person, principals, Director of Technology Services, and an IU13 consultant. In February we reviewed the systems' data from each school, identified the challenges and prioritized them. In March we developed action plans to address challenges as well as looked at professional development needs to support the action plans.

Our school that was in SI1 completed their school level plan and shared the plan with the school board for review. The board approved the plan on August 16, 2012. The comprehensive plan goals that we identified were shared at an August department meeting and are included on the department meeting agenda structure. Our systems' goals will be shared with the entire staff at the opening day presentation August 22, 2012.

Our Director of Pupil Services/Special Education will complete the special education portion of the plan by October.

## Mission Statement

Developing each learner as a productive citizen who thoughtfully meets personal, community, and global challenges.

## **Vision Statement**

The Donegal School District will actively engage all segments of the community to provide a well articulated curriculum that results in high achievement for all students from early childhood through secondary. Quality facilities and learning resources will be supported while maintaining fiscal soundness and promoting positive morale.

## **Shared Values**

Shared Values

We believe that:

- all students can learn.
- decision-making must be student-centered.
- reading literacy and math literacy are key components of learning.
- responsibility for a quality educational system is shared by student, family, school, and community.
- data-informed decision-making and research-based practices must guide instruction.
- the learning process requires a highly qualified professional staff.
- programs and facilities need to support effective instruction.
- a professional learning community and a continuous learning ethic are integral to student achievement.

## **Educational Community**

The Donegal School District is a rural district with a student population of slightly under 3000 students. Our economically disadvantaged population is 37%. The special education population is approximately 13% of the population and our ESL population is 2%.

We are a rapidly growing community; however, our district's resources are not growing and we work diligently to be fiscally conservative. This year, we went from having 3 elementary schools and a middle school to having a primary, intermediate, and junior high school. In this way we can maximize usage of both human and material resources.

We have two buildings that were closed, one going through renovations, and a brand new high school that we are opening this school year.

A revised organizational chart has been prepared by the Donegal School District. The position of Secondary and elementary director of curriculum and instruction has been combined into one position. There has been minimal turnover of personnel, however, we did just lose an assistant principal who we will be replacing.

## Planning Committee

Name	Role
Deborah Ault	Administrator
John Bear	Administrator
Kristi Blauch	Elementary School Teacher - Regular Education
Cheryl Champion	Administrator
Jill Craig	Administrator
Charles Engle	Business Representative
John Felix	Administrator
Meg Felix	Elementary School Teacher - Regular Education
Ronna Gall	Elementary School Teacher - Regular Education
Michael Gray	Middle School Teacher - Regular Education
Judy Haugh	Administrator
Susan Heydt	Secondary School Teacher - Regular Education
Justin Hill	Secondary School Teacher - Regular Education
Diane Hurst	Secondary School Teacher - Regular Education
Ron Melleby	Board Member
Susan Miller	Secondary School Teacher - Regular Education
Moriah Newman	Secondary School Teacher - Regular Education
Clare Reich	Elementary School Teacher - Regular Education
Debra Sturgis	Board Member
Susan Ursprung	Administrator
Karen Weatherbie	Board Member

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education – Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Needs Improvement	Needs Improvement
Economics	Needs Improvement	Needs Improvement
English Language Arts	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Needs Improvement	Needs Improvement
History	Needs Improvement	Needs Improvement
Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
Mathematics	Needs Improvement	Needs Improvement
Science and Technology	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement

Early Childhood Education: Infant-Toddler&rarr;Second Grade	Needs Improvement	Needs Improvement
English Language Proficiency	Needs Improvement	Needs Improvement
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement

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

The work according to the definition of mapping and alignment according to the definition began this summer for math and language arts. A cadre of teachers worked to write KUDs, learning maps, and common assessments for language arts and math. However, we need to continue this curriculum writing process for the other subject areas as well as make revisions to the existing newly developed curriculum to ensure it is aligned to the common core and meets the needs of our students.

#### **Elementary Education – Intermediate Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Needs Improvement	Needs Improvement
Career Education and Work	Needs Improvement	Needs Improvement
Civics and Government	Needs Improvement	Needs Improvement
Economics	Needs Improvement	Needs Improvement
English Language Arts	Needs Improvement	Needs Improvement
Environment and Ecology	Needs Improvement	Needs Improvement
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Needs Improvement	Needs Improvement
Health, Safety and Physical Education	Needs Improvement	Needs Improvement
History	Needs Improvement	Needs Improvement
Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement

Mathematics	Needs Improvement	Needs Improvement
Science and Technology	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Needs Improvement
Interpersonal Skills	Needs Improvement	Needs Improvement
School Climate	Needs Improvement	Needs Improvement

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

The work according to the definition of mapping and alignment according to the definition began this summer for math and language arts. A cadre of teachers worked to write KUDs, learning maps, and common assessments for language arts and math. However, we need to continue this curriculum writing process for the other subject areas as well as make revisions to the existing newly developed curriculum to ensure it is aligned to the common core and meets the needs of our students. Additionally, we need to develop more specific timelines for concepts to be developed to mastery.

### **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
Economics	Developing	Needs Improvement
English Language Arts	Needs Improvement	Needs Improvement
Environment and Ecology	Developing	Needs Improvement
Family and Consumer Sciences	Needs Improvement	Needs Improvement
Geography	Needs	Needs

	Improvement	Improvement
Health, Safety and Physical Education	Accomplished	Accomplished
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Non Existent	Non Existent

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

Literacy skills as indicated by the common core was introduced to teachers this summer in a professional development/curriculum writing workshop. Teachers unpacked the PACCSS and wrote KUDs, designed learning maps, and worked on common assessments for math, English, and social studies.

Economics and FACS is taught with other content areas.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Needs Improvement
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Economics	Needs Improvement	Developing
English Language Arts	Needs Improvement	Developing
Environment and Ecology	Needs Improvement	Developing
Family and Consumer Sciences	Needs Improvement	Needs Improvement



Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Needs Improvement	Needs Improvement
Mathematics	Developing	Developing
Science and Technology	Developing	Developing
Alternate Academic Content Standards for Math	Needs Improvement	Needs Improvement
Alternate Academic Content Standards for Reading	Needs Improvement	Needs Improvement
American School Counselor Association for Students	Needs Improvement	Needs Improvement
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Developing
School Climate	Needs Improvement	Needs Improvement
World Language	Developing	Developing

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

FACs standards are incorporated into other subject areas. This past year a group of teachers worked all year receiving professional development in the "Literacy Design Collaborative". English, Science, and Social Studies teachers learned how to incorporate the common core literacy standards into their instruction.

This past summer teachers unpacked the PACCSS and wrote KUDs, designed learning maps, and worked on common assessments for math, English, science, Personal Finance, and social studies.

## *Adaptations*

### **Elementary Education – Primary Level**

- English Language Arts
- Mathematics

### **Elementary Education – Intermediate Level**

- English Language Arts
- Mathematics

### **Middle Level**

- English Language Arts

- History
- Mathematics

### High School Level

- Civics and Government
- English Language Arts
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Explanation for any standards checked:

We worked this past summer to unpack the Pennsylvania, Common Core State Standards and develop KUDs, learning maps, and common assessments. We are developing a plan to continue doing this to completion with the goal being to have KUDs, LMs, and CAs for LA, Math, and science by the end of the year. Additionally, the HS has worked to unpack the PACCSS and develop LMs, CAs, and KUDs..

## Curriculum

### *Planned Instruction*

#### Elementary Education – Primary Level

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

Processes used to ensure Accomplishment:

We have a curriculum review process. However, we need to revise our curriculum so that it is aligned to the new Pennsylvania Common Core State Standards PACCSS).

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

We have a curriculum writing project which began this past summer to rewrite curriculum in certain subject areas to align with the new PACCSS. We created KUDs, Learning maps, and worked on some

common assessments. However, we have a great deal of work to do to determine a more precise calculation of instructional time per standard.

### Elementary Education – Intermediate Level

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

Processes used to ensure Accomplishment:

We have a curriculum writing project which began this past summer to rewrite curriculum in certain subject areas to align with the new PACCSS. We created KUDs, Learning maps, and worked on some common assessments. However, we have a great deal of work to do to determine a more precise calculation of instructional time per standard.

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

We have a curriculum writing project which began this past summer to rewrite curriculum in certain subject areas to align with the new PACCSS. We created KUDs, Learning maps, and worked on some common assessments. However, we have a great deal of work to do to determine a more precise calculation of instructional time per standard.

### Middle Level

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

Processes used to ensure Accomplishment:

A cadre of JH teachers were given instruction this summer in how to access the SAS portal and find the PACCSS along with the eligible content. Teachers were then given instruction as to how to unpack the

PACCSS, then provided time to make KUDs, Learning maps, and common assessments. This newly created curriculum will be placed on our newly constructed curriculum portal, where all teachers can access the 7th and 8th grade curriculum that was developed. However, this curriculum is not complete as some grade level teachers were not able to work the summer hours, while others accomplished writing learning maps and KUDs for at least the first semester. The common assessments are in different stages of development as well.

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

We have a curriculum writing project which began this past summer to rewrite curriculum in certain subject areas to align with the new PACCSS. We created KUDs, Learning maps, and worked on some common assessments. However, we have a great deal of work to do to determine a more precise calculation of instructional time per standard.

### High School Level

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

Processes used to ensure Accomplishment:

The process used to ensure accomplishment is to continue to build in curriculum writing/revision time into the professional development schedule. As teachers create the learning maps, KUDs, and common assessments, which are coded in a way that they can then be uploaded into the curriculum portal. The portal has a feedback tag that allows users to provide their input to the curriculum using this component. We can review the curriculum on scheduled review dates and revise as needed.

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

We have a curriculum writing project which began this past summer to rewrite curriculum in certain subject areas to align with the new PACCSS. We created KUDs, Learning maps, and worked on some common assessments. However, we have a great deal of work to do to determine a more precise calculation of instructional time per standard.

## ***Modifications 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.

This past summer teachers from grades K-8, and DHS teachers in a variety of subjects worked in teams to read and unpack the new PACCSS and eligible content. They then wrote KUDs and learning maps for the grade level or subject area standards. Each grade level and subject area is in a different stage of development, however, we continue to build our curriculum and align it to the common core in grades K-12. Below is the curriculum goal for our 4 schools:

### **DSD Curriculum for DPS and DIS**

**Our Goal:** Each grade level will unpack the Common Core Standards and use those to create Student Learning Maps for language arts, math, and in the JH and HS for all courses. The student learning maps ARE the curriculum. From the student learning maps each grade level will develop common assessments. Once those are developed the grade level will develop a bank (library) of EATS and Extending Thinking lessons to teach the information found in the student learning maps.

**2012-2013:** Finish developing Student Learning Maps and create common assessments

**2013-2014:** Refine bank of EATS lessons to go along with Learning Maps and upload to the curriculum portal

Student Learning Maps: Based on the Common Core State Standards so that the program that is purchased should not make a difference in any section other than the resources. Grades 3-8 learning maps will also include any eligible content from the PSSA (in red ink).

EATS plans: Any new lesson plans, or plans ready to be uploaded to the curriculum portal, should be on the district standardized template.

#### **Math:**

All student learning maps should be PACCSS based and programmatic resources should be used to support instruction. However, the program is NOT the curriculum and does not dictate how/what should be taught.

#### **Language Arts:**

Primary – develop student learning maps by strand (phonics, comprehension...) but can pull a column from each to display

Intermediate – student learning maps can be unit based and can include all strands in one map.

DJHS and DHS courses - same goal as above for all courses.

## Instruction

### *Instructional Strategies*

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

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

- Building Supervisors
- District Administrators
- Instructional Coaches

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

Teachers are observed both formally and informally in accordance with the state plan. They receive feedback in writing as well as in the formal evaluation PDE forms. Teachers were provided training on the learning focused schools model and are expected to structure lesson plans according to the EATS and Extending thinking lesson plan structure as well as instruct using the LFS best practices. However, due to the new teacher effectiveness training we recently received, we will be transitioning into the new state mandate model where we work with the teacher to gather evidence of their planning, classroom climate, instruction, and professionalism. Principals are scheduled for PD to gain an understanding of how their evaluation practices will change in accordance with the new mandate.

Regular lesson plan review is done regularly by building administrators and intermittently by coaches and district administrators.

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

This past August, the district provided an academic coach the opportunity to be trained as an LFS trainer so we could have our coach train newly hired teachers in the LFS best practices instruction as well as support other teachers who may be struggling.

### *Responsiveness to Student Needs*

#### **Elementary Education – Primary Level**

Instructional Practices	Status
-------------------------	--------

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

### **Elementary Education – Intermediate Level**

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

### **Middle Level**

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

Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms
---	---

## High School Level

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

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

Tribe time is being used to provide structured grouping.

## Recruitment

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

We recruit teachers using PA Educator, recommendations from trusted others, and a thorough and extensive interview process.

We maintain our highly qualified teachers by providing supports and timely professional development.

## Assessments

### Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	6.00					
English	4.00					



Health	1.00					
Mathematics	4.00					
Minimum % Grade Required for Credit (Numerical Answer)	63.00					
Music, Art, Family & Consumer Sciences, Career and Technical Education	1.00					
Physical Education	4.00					
Science	4.00					
Social Studies	4.00					
Total Courses	28.00					

### *2014 Graduation Specifics*

#### **Reading**

- Proficiency on State Assessments

#### **Writing**

- Local Assessments aligned with State Standards

#### **Mathematics**

- Proficiency on State Assessments

### *2015 and beyond Graduation Requirement Specifics*

#### **English Language and Composition**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **English Literature**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **Mathematics**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

#### **Science & Technology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**Environment & Ecology**

*No methods have been identified for this standard*

***2017 and beyond Graduation Requirement Specifics*****Biology or Chemistry**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

**American History, Civics/Government or World History**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)

***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				
Economics		X				
English Language Arts		X				X
Environment and Ecology		X				
Family and Consumer Sciences						
Geography		X				
Health, Safety and Physical Education		X				
History		X				
Literacy in History/Social Studies, Science and Technical Subjects		X				
Mathematics		X				X
Science and Technology		X				X
World Language		X				

### *Methods and Measures*

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Keystone Exams and Teacher developed common assessments	X	X	X	X
<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
CDT			X	X
<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher developed				X
<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
CDT's and other assessments as determined by school team	X	X	X	X
MAP				

### *Validation of Implemented Assessments*

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

Provide brief explanation of District's process for reviewing assessments.

In all of the schools, building administrators review the assessments during grade level team meetings. In the HS, the Associate Principal schedules times to collaborate with each department chair and department members.

### *Development and Validation of Local Assessments*

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

NA

### *Collection and Dissemination*

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

Department collaboration monthly to review assessments and data.

### *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.

Teacher and department collaboration to identify students. Remediation provided by teachers at the end of the day (2:15-2:45)

### *Assessment Data Uses*

Assessment Data Uses	EEP	EI	ML	HS
Assessment results are reported out by assessment anchor or standards-aligned learning objective.		X	X	X
Instructional practices are identified that are linked to student success in mastering specific assessment anchors, eligible content or standards-aligned learning objectives.				X
Instructional practices modified or adapted to increase student mastery.	X	X	X	X
Specific 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

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

Student needs for remediation are identified and interventions planned and implemented accordingly.

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

We implemented the MAP assessments for K-8 and CDTs for Algebra I in the JH and in DHS for Biology, Algebra I, and Literature. These assessments will provide accurate data for to better guide our instruction.

In the EEP we are going to become more familiar with OCDEL standards.

### ***Distribution of Summative Assessment Results***

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEL</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				X
Directing Public to the PDE & AYP Websites		X	X	X
District Website	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
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases				
School Calendar				X
Student Handbook				X

Provide brief explanation of District's process for incorporating selected strategies.  
Strategies selected have proven effective as evidenced by community feedback.

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

The District determined that communication is appropriate to meet needs of the community.

## **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.

Our High School is a struggling school. We have the following processes have been put in place:

- Curriculum development aligned to the new PACCSS
- Common assessments
- SAP
- LDC
- Honing LFS strategies
- Employment of Associate Principal responsible for implementation of quality instruction
- PD for literacy strategies implemented across all disciplines

### *Programs, Strategies and Actions*

#### **Elementary Education – Primary Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

#### **Elementary Education – Intermediate Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

### **Middle Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- School-wide Positive Behavioral Programs
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

### **High School Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Counseling Services for Students Enrolled in Alternative Education Programs
- Internet Web-based System for the Management of Student Discipline
- Purchase of Security-related Technology
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:  
Our alternative education program is for secondary students.

Our counseling department is investigating reinstitution of peer helpers.

The district investigated the employment of a school resource officer, but the school board voted no on this proposal.

### ***Identifying Gifted Students***

Describe your entity's process for identifying gifted children.

Students are screened at the recommendation of teacher or parent, based on achievement and learning style. Once screened, those who receive a predetermined point value are referred to the psychologist for full evaluation. A rubric is in place to determine eligibility, so as to not rely on only IQ testing. If the student is eligible, a GIEP id developed. If not, a plan is put into place to accelerate and challenge the student as appropriate.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling			X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	
Career Awareness		X	X	X
Career Development/Planning		X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	
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	
Orientation/Transition	X	X	X	X
RtII	X	X	X	
Wellness/Health Appraisal	X	X	X	X

### *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	
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	X
Special Education Evaluation	X	X	X	X



Student Assistance Program	X	X	X	X
----------------------------	---	---	---	---

### *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	
Community Services Coordination (Internal or External)			X	X
Coordinate Plans	X	X	X	
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X		
Truancy Coordination	X	X	X	X
ML – We are currently without a social worker to assist with strengthening relationships between school personnel, parents and communities. The social worker helped to develop a support system for truancy and family support systems.			X	

### *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
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	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
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X

Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

Communication of Student Health Needs	EEP	EEI	ML	HS
District Website	X	X	X	X
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

#### **Elementary Education – Primary Level**

- More than once a month

#### **Elementary Education – Intermediate Level**

- More than once a month

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

Common planning time is available in all buildings to facilitate the ongoing collaboration between classroom and special education teachers, speech therapists, occupational therapists, and physical therapists. All buildings also have a dedicated core team time, including RTII and SAP, where students are discussed and interventions planned and reviewed. Students are brought forward based on a variety of needs, including behavioral and academic. Once interventions are planned, ongoing monitoring of progress takes place and this data is reviewed at predetermined intervals by the team. This ongoing collaborative process allows us to better meet the needs of all students.

### *Community Coordination*

Describe how the District accomplishes 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

Lancaster-Lebanon Intermediate Unit #13 provides Early Intervention Services for children age 3 to school age. When parents call the district special education office, they are referred directly to the IU. The district participates in any meetings we are invited to by the IU or families. The parents must sign a release of information, though, for us to be included as a result of the way the regulations are written. Once this release is signed, the district participates in extensive transition planning with the families to ensure necessary services remain in place.

The district partners with a local child care provider to offer both before and after school care in our 2 elementary schools. This includes children with identified special needs. Transportation to/from their educational program, if not in that school, is provided by the district from the child care site.

The district is partnering with a local non-profit organization that provides after school tutoring and care to students residing in the district. Students are picked up by van after school and taken to this off campus site. Referrals to the program are made via the guidance department to the family, who then contacts the organization. Students of all ages are welcome to participate.

Workforce development is enhanced through our contracted services with our IU#13. We work with a job trainer who provides direct service to students and the district.

### *Preschool Agency Coordination*

Explain how the District 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 District and those operated by community agencies under contract from the District.

3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Early intervention services are provided by Lancaster Lebanon IU13 to families with children with disabilities. They are responsible for the identification and provision of services. If a family agrees to share that information with the district, the district attends IEP and other planning meetings while the child is serviced by early intervention.

When the child is within a year of being eligible for school aged programs, transition meetings are held. At these meetings, information is provided to the district and a general plan for evaluation and subsequent programming is developed. There are many meetings with the family after that to ensure a smooth transition for the child and family. These meetings include formal and informal meetings where the child may come to visit the school and classroom on multiple occasions.

Donegal School District works very closely with the families of all children. They are our partners in the educational process.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education – Primary Level**

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

Provide explanation for processes used to ensure Accomplishment.

We have begun to work on creating a PACCSS aligned curriculum along with identifying instructional materials.

#### **Elementary Education – Intermediate Level**

<b>Material and Resources Characteristics</b>	<b>Status</b>
A robust supply of high quality aligned instructional materials and resources	Accomplished

available	
Accessibility for students and teachers is effective and efficient	Accomplished
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

Continuing to build our curriculum portal with learning maps, KUDs, and common assessments. We will then add the instructional resources in year 2. This year, we are gathering information as to the best resources to use to support the new curriculum.

### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

Continuing to build our curriculum portal with learning maps, KUDs, and common assessments. We will then add the instructional resources in year 2. This year, we are gathering information as to the best resources to use to support the new curriculum.

### **High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

Continuing to build our curriculum portal with learning maps, KUDs, and common assessments. We will then add the instructional resources in year 2. This year, we are gathering information as to the best resources to use to support the new curriculum.

### *SAS Incorporation*

#### **Elementary Education – Primary Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in 50% or more of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

Teachers were given information during the curriculum writing process on how to access the SAS website along with information provided by principals and coaches. However, we need to continue to work with our teachers to motivate them to use the SAS website and materials with ongoing professional development.

#### **Elementary Education – Intermediate Level**

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

	less than 50% of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is



	Unknown
American School Counselor Association for Students	Level of Implementation is Unknown
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

Teachers were given information during the curriculum writing process on how to access the SAS website along with information provided by principals and coaches. However, we need to continue to work with our teachers to motivate them to use the SAS website and materials with ongoing professional development.

### **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
Economics	Implemented in 50% or more of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms

Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in 50% or more of district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of

	Implementation is Unknown
--	---------------------------

Further explanation for columns selected "<50%", "UNK" or "NA".

Teachers were given information during the curriculum writing process on how to access the SAS website along with information provided by principals and coaches. However, we need to continue to work with our teachers to motivate them to use the SAS website and materials with ongoing professional development.

### 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
Economics	Implemented in 50% or more of district classrooms
English Language Arts	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Level of Implementation is Unknown
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Level of Implementation is Unknown
History	Implemented in 50% or more of

	district classrooms
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Level of Implementation is Unknown
Alternate Academic Content Standards for Reading	Level of Implementation is Unknown
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Level of Implementation is Unknown
School Climate	Level of Implementation is Unknown
World Language	Level of Implementation is Unknown

Further explanation for columns selected "<50%", "UNK" or "NA".

Teachers were given information during the curriculum writing process on how to access the SAS website. However, we need to continue to work with our teachers to motivate them to use the SAS website and materials with ongoing professional development.

### *Current Technology Services*

**Required for LEA applying for eRate Priority 2 Funding**

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

*This narrative is empty.*

### ***Future Technology Services***

#### **Required for LEA applying for eRate Priority 2 Funding**

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

*This narrative is empty.*

## **Professional Education**

### ***Characteristics***

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Empowers educators to work effectively with parents and community partners.	X	X	X	X
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
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X

Provide brief explanation of District's process for ensuring these selected characteristics.

The Director of C&I holds PDAC meeting 4 time a year with membership from each school and includes administrators and a community member. At these meetings we share information and review survey data that reflects the PD needs of the staff in our district. From this feedback, we develop PD opportunities such as learning focused schools, LETRS, MAP, and unpacking the standards. We are also continuing our work to develop curriculum aligned to the common core.

Our district makes use of a variety of data resources, e.g. MAP, CDTs, DIBELS, and our own common assessments.

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

*This narrative is empty.*

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

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

Provide brief explanation of District's process for ensuring these selected characteristics.

Our PDAC committee meets four times per year to review the PD needs and follow up support for our district. Our PDAC committee consists of a community member and representatives from each school

along with administration. At this point we want to focus on PD to support our LFS strategies, data analysis, and curriculum writing.

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

*This narrative is empty.*

### ***Induction Program***

- Inductees will assign challenging work to diverse student populations.
- 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 District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- 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 District's process for ensuring these selected characteristics.

Inductees are given two to four days in August to go over district expectations, professional code of conduct, special education expectations, along with general policies and procedures.

Provide brief explanation for strategies not selected and how the District plans 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 building supervisor to identify needs.
- Knowledge of successful research-based instructional models.
- Review of inductee lesson plans.
- Student PSSA data.

Provide brief explanation of District's process for ensuring these selected characteristics.

We have an induction program in place that includes mentors meeting regularly with the inductees. Additionally, we provide in-house training for our inductees on research based best practices as well as encourage them to attend other relevant trainings.

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

Our resources are limited and cannot support all of the above listed items.

### ***Mentor Characteristics***

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.

Provide brief explanation of District's process for ensuring these selected characteristics.

Mentors are selected based upon numerous observations.

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

We are working on improving the reflection component.

### ***Induction Program Timeline***

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Accommodations and Adaptations for diverse learners	X			X		
Assessments	X	X				
Best Instructional Practices	X	X		X		
Code of Professional Practice and Conduct for Educators	X					
Curriculum	X					
Data informed decision making	X					



Instruction	X	X				
Materials and Resources for Instruction	X	X				
Safe and Supportive Schools	X					
Standards	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 and mentors are given surveys to evaluate the program.

### ***Recording Process***

- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

## **Special Education**

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

Total students identified: 410

### ***Identification Method***

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

The district is currently using an RTII process at the elementary level. Students are referred to the team with specific concerns. Interventions are developed and data is collected at set intervals. If progress is not noted after interventions are implemented with fidelity and adjusted, the district requests parent permission to evaluate. The district psychologist administers intelligence and achievement tests. (We use the discrepancy model.) Parent and teacher input is requested and incorporated into the evaluation report. The evaluation report is written and presented to parents. If the student does display a discrepancy that requires specially designed instruction, in accordance to Pennsylvania regulations and standards, an IEP is developed.

At the junior and high school level, a parent or teacher refers the student to the guidance counselor or Director of Special Education for testing. Permission is obtained and the psychologist completes the multidisciplinary evaluation. If the student shows a discrepancy between ability and achievement and is in

need of specially designed instruction, the child is identified with a specific learning disability and an IEP is developed.

### ***Enrollment***

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

There are no significant discrepancies. However, the district remains vigilant in analyzing our ongoing data collection to ensure every student has the supports and services needed to be successful learners.

### ***Non-Resident Students Oversight***

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

The district is not a host district under section 1306. LRE is ensured at every IEP meeting. The general education setting is always the starting place. Once the goals are established with the necessary specially designed instruction and related services, placement is determined. The district is able to meet all obligations, whether internally or via contract with neighboring districts or the IU.

### ***Incarcerated Students Oversight***

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

The district works closely with our local law enforcement agencies. If a special education student is incarcerated, services are provided by the district where student is now located and billed back. If a concern is brought forward that a student may be eligible for services, under child find the district is obligated to go to the student and complete the evaluation. If found eligible, we work with the district serving the facility to provide FAPE.

### ***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.)

A). The general education environment is the starting point when determining where special education supports and services are delivered. The vast majority of our students receive services via both the general education environment and curriculum. Use of an alternate setting only occurs when a replacement curriculum is necessary or when behaviors are so significant as to impact the general education environment in a negative fashion. Prior to this happening, all necessary supports and services are provided in the general education environment to the greatest extent possible, including use of a PCA when deemed appropriate by team.

B). The district has implemented an RTII model at the elementary level. Additional, we have a SWPBS model at the elementary and junior high schools. We work closely with our local IU (13) for on site technical assistance and professional development opportunities. We also work closely with the BrainSteps Team to provide students with brain injuries the most appropriate interventions. The district sends teams to PaTTAN for specialized training as well.

### ***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).

The district policy on behavior support focuses on the development and maintenance of skills that enhance a student's opportunity for learning and building of self-esteem. The district believes that no behavior is in and of itself a problem. Rather, it is contextual and only a problem when it interferes with productive learning processes.

As students present with behavior that is interfering with their learning (or that of others), the team, including school psychologist, meets to review school wide plan and assess area of difficulty. If additional intervention necessary, district seeks permission from family to complete a behavioral assessment. After this data is collected, a behavior support plan is developed with emphasis on replacement behaviors to be taught. Data continues to be collected and the plan is

tweaked as data suggests.

All staff has been trained by our IU, PaTTAN or turn around trainings in house.

### *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 district uses many available options to ensure FAPE for all students. The most challenging students to program for include our low functioning students on the autism spectrum. We have many students moderately impacted by autism being served in the district (in the general education classroom, learning support, or life skills support). We also refer students to our local IU, New Story, and Vista when we are unable to provide the amount of supports and services needed for ongoing growth.

Students who present with significant, explosive behaviors are also referred to our IU for services. Other students identified as needing emotional support receive their services in house.

As a relatively small district, we also work closely with our neighboring districts to provide supports and services for our more challenging students. For example, Elizabethtown Area School District offers a program for students with autism. This is less restrictive than other placements in that it is in a typical school and provides ongoing opportunities for participation with differently abled peers.

Our district will be adding a secondary level LSS classroom in the near future. We will be bringing back students from other placements now that we have a critical mass. This will allow them to fully participate in their home school and truly be "Donegal Proud".

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs.

Our department is extraordinarily student focused, from K-12th grade. Our teachers are our greatest asset. This is a small community and most know each other and families. We have expanded our continuum of services over the years to meet the needs of our students. We have a good RTII model that is getting stronger each year. School wide PBS is also getting stronger and implementation will be district

wide. Teams to lead the charge volunteer and we always have volunteers! The administrative team consists of many former special education teachers, so they lead with that commitment to ALL students.

# Assurances

---

## Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with § 12)
- Free Education and Attendance (in compliance with § 12.1)
- School Rules (in compliance with § 12.3)
- Collection, maintenance and dissemination of student records (in compliance § 12.31 (a) and § 12.32)
- Discrimination (in compliance with § 12.4)
- Corporal Punishment (in compliance with § 12.5)
- Exclusion from School, Classes, Hearings (in compliance with § 12.6, § 12.7, § 12.8)
- Freedom of Expression (in compliance with § 12.9)
- Flag Salute and Pledge of Allegiance (in compliance with § 12.10)
- Hair and Dress (in compliance with § 12.11)
- Confidential Communications (in compliance with § 12.12)
- Searches (in compliance with § 12.14)
- Emergency Care and Administration of Medication and Treatment (in compliance with 35 P.S. § 780-101—780-144)
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with § 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) and in compliance with § 12.41(d))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with § 12.41(e))
- Development and Implementation of District Wellness Program (in compliance with Public Law 108-265, Section 204)
- Early Intervention Services System Act (11 P.S. § 875-101—875-503)
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

The Local Education Agency (District) assures that there are local policies and procedures in place that address:

- 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.

## Special Education Facilities

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Rheems Elementary School , Elizabethtown Area School District	Neighboring School Districts	Autistic Support	2
Reidenbaugh Elementary School	Neighboring School Districts	Autistic Support	3

Reidenbaugh Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Bainbridge Elementary School	Neighboring School Districts	Learning Support/Emotional Support	1
Farmdale Elementary School	Neighboring School Districts	Emotional Support	2
Friendship Center	Special Education Centers	Basic Occupational Skills	5
Bear Creek Elementary School	Neighboring School Districts	Emotional Support	2
Bear Creek Elementary School	Neighboring School Districts	Autistic Support	1
Ephrata High School	Neighboring School Districts	Emotional Support	1
Elizabethtown High School	Neighboring School Districts	Full Time Learning Support	1
Elizabethtown Middle School	Neighboring School Districts	Emotional Support	1
Park Elementary School	Neighboring School Districts	Life Skills Support	2
Manheim Education Center	Special Education Centers	Autistic Support	1
JE Fritz Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Akron Elementary School	Neighboring School Districts	Deaf/ Hard of Hearing Support	1
Warwick High School	Neighboring School Districts	Deaf/ Hard of Hearing Support	2
Fairland	Special Education Centers	Emotional Support	1



Community School SE	Special Education Centers	Emotional Support	1
Penn Manor High School	Neighboring School Districts	Autistic Support	1
Elizabethtown High School	Neighboring School Districts	Multiple Disabilities Support	1
Yellow Breeches	Special Education Centers	Emotional Support	1
Lampeter Elementary School	Neighboring School Districts	Autistic Support	1
Burle	Special Education Centers	School to Work	2
Manheim Education Center	Special Education Centers	Emotional Support	2
McCaskey High School	Neighboring School Districts	Multiple Disabilities Support	1
Student's home	Instruction in the Home	Multiple Disabilities Support	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal Primary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	12	0.9
Donegal	An	A building	Itinerant	Learning	6 to 8	2	0.1

Primary School	Elementary School Building	in which General Education programs are operated		Support			
----------------	----------------------------	--	--	---------	--	--	--

**Program Position #2**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	17	0.8
Donegal Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	4	0.2

**Program Position #3**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1

**Program Position #4**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/	Grade	Building	Support	Service	Age	Caseload	FTE
-----------	-------	----------	---------	---------	-----	----------	-----

<b>Building</b>		<b>Type</b>		<b>Type</b>	<b>Range</b>		
Donegal Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	30	1

**Program Position #5**

*Operator:* School District

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	20	0.9
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	1	0.1

**Program Position #6**

*Operator:* School District

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	11 to 14	4	0.4
Donegal Junior	A Junior High	A building in which	Supplemental (Less	Life Skills Support	11 to 14	7	0.6

High School	School Building	General Education programs are operated	Than 80% but More Than 20%)				
-------------	-----------------	---	-----------------------------	--	--	--	--

**Program Position #7**

*Operator:* School District

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	0.5
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	10	0.5

**Program Position #8**

*Operator:* School District

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 14	10	0.6
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	8	0.4

		are operated					
--	--	-----------------	--	--	--	--	--

**Program Position #9**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 14	6	1

**Program Position #10**

*Operator:* School District

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 17	5	0.4
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Emotional Support	16 to 16	1	0.1
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 17	5	0.5

**Program Position #11**

*Operator: School District*

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	18	1

**Program Position #12**

*Operator: School District*

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Suppleme ntal (Less Than 80% but More Than 20%)	Learning Support	14 to 18	13	1

**Program Position #13**

*Operator: School District*

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	13	1

**Program Position #14**

*Operator: School District*

**PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal	A Senior	A building	Itinerant	Learning	16 to 20	22	1

High School	High School Building	in which General Education programs are operated		Support			
-------------	----------------------	--	--	---------	--	--	--

**Program Position #15**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 20	16	1

Justification: 4 students attend a vocational program out of the building part of the day. Students are eligible to remain until 21.

**Program Position #16**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal Primary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 8	51	1

**Program Position #17**

*Operator:* Intermediate Unit

**PROGRAM SEGMENTS**

Location/ Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Donegal Intermedia	An Elementary	A building in which	Itinerant	Speech and	10 to 12	57	1

te School	y School Building	General Education programs are operated		Language Support			
-----------	-------------------	---	--	------------------	--	--	--

#### **Program Position #18**

*Operator:* School District

#### **PROGRAM SEGMENTS**

<b>Location/ Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Donegal Intermediate School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	8 to 10	31	0.5
Donegal Junior High School	A Junior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 14	24	0.4
Donegal High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 16	5	0.1

### **Special Education Support Services**

<b>Support Service</b>	<b>Location</b>	<b>Teacher FTE</b>
Psychological Counseling	Donegal Primary School/Donegal High School	1
Psychological Counseling	Donegal Intermediate School/Donegal Junior High	1



	School	
--	--------	--

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Outside Contractor for the School District	4 Days
Physical Therapy	Outside Contractor for the School District	2 Days
Autistic Support	Intermediate Unit	120 Minutes

# Needs Assessment

---

## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

A pattern or trend is that we are not able to identify student learning needs as they go undetected until it is too late. We need a more timely effective strategy/tool to allow students' thinking to become transparent before they are too bored or frustrated. Furthermore, we need a viable PACCSS aligned curriculum so we can build instructional coherence.

## District Accomplishments

### Accomplishment #1:

---

1. Some student groups are exceeding the target.
2. Students scoring in the basic and below basic categories improved overall.
3. Aligning our curriculum to the common core is a task that is in process.
4. We are working to create common assessments at each grade level and in the HS for each course.
5. A plan to promote and support the teacher collaboration process was implemented.

### Accomplishment #2:

---

We grew 21% points in academic achievement across the 4 PSSA assessments. We were cited as third in the county in math and fourth in the county for reading growth in grades 4-8.

The district is on the PDE list of top districts across the state regarding math growth and achievement district wide.

## District Concerns

### Concern #1:

1. A concern is in how we are serving our advanced students as they do not show the growth that we wanted for them to achieve.

### Concern #2:

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

### Concern #3:

We do not provide enough or consistent collaboration time to build lessons and reflect on students' work.

### Concern #4:

We are concerned about our continuum of subjects from K-12 and especially in math grade 6-12.

### Concern #5:

A concern is the identification of at risk learners and getting them the supports they need to address deficit skill areas.

### Concern #6:

There is a concern in regard to instructional coherence especially in our high school.

## Prioritized Systemic Challenges

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

### Aligned Concerns:

We are concerned about our continuum of subjects from K-12 and especially in math grade 6-12.

There is a concern in regard to instructional coherence especially in our high school.

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

**Aligned Concerns:**

1. A concern is in how we are serving our advanced students as they do not show the growth that we wanted for them to achieve.

---

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

---

We do not provide enough or consistent collaboration time to build lessons and reflect on students' work.

---

A concern is the identification of at risk learners and getting them the supports they need to address deficit skill areas.

---

There is a concern in regard to instructional coherence especially in our high school.

**Systemic Challenge #3** (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

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

**Aligned Concerns:**

1. A concern is in how we are serving our advanced students as they do not show the growth that we wanted for them to achieve.

.....

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

.....

We do not provide enough or consistent collaboration time to build lessons and reflect on students' work.

.....

A concern is the identification of at risk learners and getting them the supports they need to address deficit skill areas.

.....

There is a concern in regard to instructional coherence especially in our high school.

**Systemic Challenge #5 (System #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:**

1. A concern is in how we are serving our advanced students as they do not show the growth that we wanted for them to achieve.

.....

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

.....

We are concerned about our continuum of subjects from K-12 and especially in math grade 6-12.

.....

There is a concern in regard to instructional coherence especially in our high school.

**Systemic Challenge #6 (System #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:**

A concern is the identification of at risk learners and getting them the supports they need to address deficit skill areas.

---

There is a concern in regard to instructional coherence especially in our high school.

**Systemic Challenge #7** (*System #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:**

There is a concern in regard to instructional coherence especially in our high school.

**Systemic Challenge #8** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

We do not have enough opportunities for parents to be included in the students' learning process. We need to create more opportunities for that to occur as well as more open lines of communication with parents.

---

We do not provide enough or consistent collaboration time to build lessons and reflect on students' work.

---

A concern is the identification of at risk learners and getting them the supports they need to address deficit skill areas.

**Systemic Challenge #9** (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

# District Level Plan

---

## Action Plans

**Goal #1:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities at no cost to a parent.

### Indicators of Effectiveness:

Type: Summative

Data Source: PSSA, Keystone, PVAAS data

Specific Targets: Meeting AYP targets

Posted learning maps from the curriculum portal

Type: Formative

Data Source: CDTs, MAP, MPG

Specific Targets: 85% or higher proficiency

## 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.](#))

[ASCD.](#))

**SAS Alignment:** Assessment, Instruction

### *Instructional Conversations*

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

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

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

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

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping:

[http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)



**SAS Alignment:** Standards, 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

### **Action Steps:**

#### *Autism*

**Indicator of Implementation:**

Teachers attend autism trainings provided by IU 13

**Start Date:** 10/1/2012      **End Date:** 5/31/2013

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

**Supported Strategies:** None selected

#### *Transition*

**Indicator of Implementation:**

Participation in Indicator 13 training series and subsequent review of transition plans

**Start Date:** 9/24/2012      **End Date:** 5/31/2013

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

**Supported Strategies:** None selected

### *Reading NCLB #1*

**Indicator of Implementation:**

Increase in standardized and classroom based assessment

**Start Date:** 8/27/2012      **End Date:** 5/31/2015

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

**Supported Strategies:** None selected

### *PACCSS Aligned Curriculum*

**Indicator of Implementation:**

Teachers will receive in house PD on unpacking the standards for language arts and math. They will review the process of creating Learning focused schools student learning maps (SLM), know/understand/do charts and how to unpack the standards. They will have time to unpack the standards and create learning maps and common assessments. These will be reviewed then posted on the newly developed curriculum portal. Evidence that this task has been completed will be that the curriculum portal has for each grade level for LA and Math will have a SLM, common assessments, and KUDs.

**Start Date:** 7/9/2012      **End Date:** 6/7/2013

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

**Supported Strategies:**

- *Common Assessment within Grade/Subject*
- *Instructional Conversations*
- *Substantial Professional Development*
- *Technology Infrastructure Enhancement/Technology Access and Training Increase*
- *Curriculum Mapping*
- *Differentiating Instruction*
- *Reading Across the Curriculum*

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

**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 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 students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Indicators of Effectiveness:**

Type: Summative

Data Source: PVAAS, Keystones, common assessments

Specific Targets: Students will demonstrate academic proficiency.

Type: Formative

Data Source: NWEA-MAP, CDTs

Specific Targets: Data will indicate students' levels of growth.

***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

***Instructional Coaching***

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact

on achievement at the secondary level. )Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source:

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the

following link provides an overview of curriculum mapping:

[http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

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

### *Instructional (Distributed) Leadership Capacity Building*

**Description:** Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources:

[http://www.learningpt.org/pdfs/leadership\\_turnaround\\_schools.pdf](http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf) , and

<http://www.pakeys.org/docs/SL%20PP%201.pdf> )

**SAS Alignment:** Safe and Supportive Schools

### *Action Steps:*

#### *Effective instructional strategies and assessments*

##### **Indicator of Implementation:**

Effective instructional strategies will be observed in classrooms and written into lesson plans. Data analysis dialogues will be led by principals using our identified assessments.

**Start Date:** 8/27/2012     **End Date:** 10/19/2012

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

**Supported Strategies:**

- *Common Assessment within Grade/Subject*
- *Instructional Coaching*
- *Substantial Professional Development*
- *Curriculum Mapping*
- *Instructional (Distributed) Leadership Capacity Building*

**Goal #3:** Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Related Challenges:**

- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Indicators of Effectiveness:**

Type: Summative

Data Source: blogs on the school websites

Specific Targets: Sign in sheets for parent events , comments from parent feedback forms, and monitoring administrator blogs for parent/community member comments

***Strategies:******Instructional Conversations***

**Description:** Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: [http://gse.berkeley.edu/research/credearchive/research/pdd/5stand\\_evidence.html](http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) ) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: [http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_ICLL\\_102606.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf) )

**SAS Alignment:** Instruction

***Peer Tutoring and Response Groups***

**Description:** Peer Tutoring and Response Groups involve pairing or grouping ELL students to work on a task. The students may be grouped by age or ability (English-only, bilingual, or limited English proficient) or the groups may be mixed. Peer tutoring typically consists of two students assuming the roles of tutor and tutee, or “coach and

player” roles. Peer response groups give four or five students shared responsibility for a task, such as editing a passage or reading and answering comprehension questions. When working in a small group to edit a writing assignment, one student edits punctuation, another edits spelling, and another provides overall feedback on writing focus and clarity. Both peer tutoring pairs and peer response groups emphasize peer interaction and discussion to complete a task. The WWC reports that Peer Tutoring and Peer Response Groups have a positive effect on English language development for ELL students. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Peer\\_Tutoring\\_070907.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Peer_Tutoring_070907.pdf) )

**SAS Alignment:** Safe and Supportive Schools

### *Social and Emotional Wellness Programs*

**Description:** WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source:

<http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0> )

**SAS Alignment:** Safe and Supportive Schools

### *Parent engagement and school climate*

**Description:**

School community building practice - monthly activities/meetings for parents to come to the school, e.g. LFS presentation, PSSA prep, test taking strategies information presented to parents as well as activities such as movie night, math games night. Parent and community feedback system - This will happen through the principal blog where parents and community members would be encouraged to read and respond to updates and information provided by principals.

**SAS Alignment:** Safe and Supportive Schools

### *Action Steps:*

#### *Morning check in procedure*

**Indicator of Implementation:**

Morning check in - 5 minutes to set a positive tone for the day. This could be done during the morning announcements of the PA system communicated by grade level teams and/or building principal. Review morning announcement script and random checks to hear the announcements.

**Start Date:** 8/27/2012      **End Date:** 11/30/2012

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

**Supported Strategies:**

- *Instructional Conversations*

- *Social and Emotional Wellness Programs*
- *Parent engagement and school climate*

*Monthly coffee group to socialize without an agenda*

**Indicator of Implementation:**

Teacher/staff attitude survey.

**Start Date:** 12/7/2012     **End Date:** 3/15/2013

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

**Supported Strategies:**

- *Social and Emotional Wellness Programs*