

Bellefonte Area SD

**District Level Plan**

07/01/2018 - 06/30/2021

# District Profile

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## Demographics

318 N Allegheny St  
 Bellefonte, PA 16823  
 (814)355-4814  
 Superintendent: Michelle Saylor  
 Director of Special Education: Gina MacFalls

## Planning Process

The Bellefonte Area School District used a collaborative process for comprehensive planning. A District level committee worked to review and hone and/or rewrite our mission, vision, and goals. Together we worked through the core foundations of the planning process as well as the needs assessment. Membership consisted of a mix of stakeholders in accordance with legislative requirements, including, but not limited to Chapters 4, 12, 14, 16 and 49 (6 teacher reps (ele-HS), 2 specialists, 2 administrators, 2 parents, 2 business reps, 2 community reps, and 2 Board reps (Board reps may also fall into the business or community categories, however, they will not both cross the same category). Subcommittees, ad hoc, were created to supplement our planning process in specific areas of special education, professional learning, curriculum and instruction, and or technology. Membership included a mix of stakeholders who could best support development in these areas. Our superintendent and assistant superintendent facilitated our district planning committee and process. Committee members were contacted in September to provide feedback for the plan. Meetings were held in September and October. and throughout to facilitate the process or as workload dictated. Meetings were held at pre-designated sites within the school district. Meeting dates were 7/19, 8/18, 9/15, 10/5/16; in our HS Training Room.

Concurrently, building principals, with assistance from the assistant superintendent, led the school level planning process. A meeting was held in July to review the tool and work flow. Principals, in collaboration with their building level team and the assistant superintendent, completed their school profiles, assurances, and needs assessments. Working collaboratively they consolidated and analyzed their data and prioritized systemic challenges. Building principals scheduled the meeting dates, times, and places for their building level planning.

Communication between planning teams occurred on a regular basis via regularly scheduled administrative meetings via the superintendent's office.

Team recorded and discussed patterns of systemic challenges, completed the analysis, and constructed district level action plans in compliance with this designated process. Some of this planning occurred in our ad hoc committees with work brought together for discussion at designated meetings. This work was completed in October. Final edits and Board review took place

in October and November. It was publically shared via our website, our Board documents, and our public library for the month of October - November. Board approval took place on December 6, 2016 with submission of our final version to PDE immediately thereafter. There were public updates of the plan brought to the Board during regularly scheduled Board meetings. Throughout the process, principals shared planning progress and identified challenges and goals with their building stakeholders.

Following the recommended work flow, Principals reviewed the feedback with their school level teams in September and October. Any necessary adjustments were made. This information was shared with the district level team who also received feedback on the district level action plans as documented above. Buildings will continue to review and implement their SLP making necessary revisions for effectiveness. Upon approval of the District Level Plan, we will begin implementation (on or around July 1, 2017) and continue to identify successes and struggles associated with our identified goals. We will continually record evidence of implementation and effectiveness at both levels. Based upon this evidence, data, we will on an ongoing basis, revise, edit, and or delete district action goals. The superintendent and/or assistant superintendent will facilitate this ongoing process at the district level.

In the winter of 2017, PDE returned all Phase 2 Comprehensive Plans for further review and analysis with special regard to new ESSA requirements. During the summer of 2017, the BASD Administrative team reviewed each school plan, as well as the overall district plan, and made the necessary adjustments or changes. As school began in August and throughout the process, principals shared planning progress and identified challenges and goals with their building stakeholders. The newly revised Comprehensive Plan was presented to the BASD Board of Education on October 10, 2017 and posted for public comment via the district's website and hard copy available in the Centre County Library which is located in the district. Board approval was granted on November 9, 2017.

We will regularly communicate the planning process and our identified goals and ongoing adjustments with all of our stakeholders via our Board meetings, newsletters, and our district website.

## **Mission Statement**

The mission of the Bellefonte Area School District is to *Inspire and Prepare Today's Learners to Embrace Tomorrow's Challenges.*

## **Vision Statement**

Working collaboratively, we inspire a passion for learning, a commitment to excellence, and a respect for individuals and diversity as we prepare all students to be successful in an ever-changing global society.

- Schools have safe, healthy, respectful, and intellectually stimulating environments where students feel motivated to contribute
- Schools are student-centered, research and data informed, and future focused
- Successes and challenges are used as a catalyst for future growth, change, and improvement
- Curriculum, instruction, and assessment are continually evolving to ensure alignment with Common Core Standards and use of best instructional and assessment practices
- Students, staff, and community demonstrate a passion for teaching and learning, a commitment to personal growth, and a respect for individuals
- District advocates and nurtures a climate conducive to student learning and staff professional growth by building leadership capacity throughout the system
- Learners accept the responsibility to embrace educational and technological learning opportunities
- Learners utilize purposeful technology in order to engage in meaningful learning experiences
- District continually strives to provide exceptional customer service to our parents, students, staff, and community
- District provides facilities and resources that support learning, Pre-K through Adult

## Shared Values

The Bellefonte Area School District believes that:

- We are a community of learners
- Our community consists of students, parents, faculty, staff, administrators, School Board, and community members
- Growth and achievement take place in a global community inclusive of academic, emotional, physical, and social contexts
- Learning environments must be engaging, challenging, rigorous, purposeful, and relevant

- Educational opportunities embrace best practices, data informed decisions, and a culture conducive to learning and continuous growth
- All members of the learning community can achieve within safe, secure, inclusive, and supportive environments
- Our learning community embraces and cultivates globally diverse backgrounds and experiences
- Everyone has worth and deserves to be treated with dignity and respect
- Education is enhanced when there is collaboration and open communication among learning community members

## Educational Community

The Bellefonte Area SD community is a rural district with a small town characterized by historic sites and Victorian architecture. The boundaries include one borough and four townships. Bellefonte is the Centre County seat and the national headquarters of the Philatelic Society. It is a very stable community without a lot of transience inclusive of multi-generational families.

Recent data indicates that the per capita income in Bellefonte in 2015 was \$25,185. The unemployment rate in 2015 was 2.6%. The poverty level in 2015 was 19.5%. Median earnings from males was \$32,654 and female \$24,040. The median household income in Bellefonte is 21% lower than the national average. The poverty level is 25% greater than the national average. The median value of homes was \$168,100.00 in 2015 which is slightly higher the state average and lower than the national average by about \$9000. The median house value has remained steady since 2012. ([www.areavibes.com/bellefonte-pa](http://www.areavibes.com/bellefonte-pa))

According to the most recent, available data, our largest age band is 25-34 years old at 16.76% of the population. Our senior population (65 and older) is approaching 17% of the population. 19.47% of our community membership has less than a high school diploma, 31.32% are high school graduates, 24.39% have an associate's degree or some college, 20.44% have a bachelor degree, and 14.38% possess a master/doctorate/professional degree.

The current and projected fiscal status of the district is solid. The district does not anticipate any need to cut programming or decrease it's work force in the immediate future. In fact, the district works to leverage it's resources to better provide increased opportunities for learning and growing for our students, staff, and stakeholders.

Types of industry represented within our community include:

- Chromatography
- Lime stone/quarries
- Fly fishing
- Tourism
- Agriculture
- Small businesses
  - Restaurants
  - Boutiques
  - Pharmacies
  - Banks
  - Wood craft
  - Bed and Breakfasts
  - Local artisans

Our community is blessed with a wealth of local small businesses and franchise owners willing to contribute material resources, such as food for events, etc. for our students and local entrepreneurs – Centre Region Entrepreneur network willing to volunteer as mentors for our students. We have numerous environmental resources that enable us to extend our classrooms. Penn State is located just outside our district borders and provides numerous cultural and educational opportunities and resources for our students and staff.

We have a bounty of parent and community volunteers including but not limited to: SMILES program where senior citizens come in to assist within our classrooms, Scouting programs, 4H, FFA, United Way organizations, YMCA, PTO/PTA, cooperative programs with Penn State, Booster clubs and parent organizations, Bellefonte Educational Foundation, student teacher support from numerous PA universities, human service providers (public and private/volunteer, i.e. TIDES), Kiwanis, Elks, Knights of Columbus, Special Olympics, Rotary, local faith organizations, Big Brothers/Big Sisters, FBLA, and CPI.

The breakdown of our student population follows:

**Bellefonte Area School District  
2015-2016**

SCHOOL	TOTAL	Females	Males	Am Indian	Asian	African Am	Hispanic	White	Multi-R
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Bellefonte Elementary	410	201	209	0	2	9	15	371	13
Benner Elementary	270	121	149	0	7	0	6	251	6
Marion-Walker Elem	360	190	170	0	1	1	7	341	10
Pleasant Gap Elem	232	112	120	0	2	5	3	213	9
Middle School	674	353	321	0	6	7	14	626	21
Senior High School	865	410	455	1	5	7	9	837	6
<b>TOTALS</b>	2811	1387	1424	1	23	29	54	2639	65
<b>Percentages</b>		49.3%	50.7%	0.04%	0.82%	1.03%	1.92%	93.88%	2.31%

Opportunities offered to our students and adult community members include but are not limited to: CPI adult program, Support for Relay for Life, Day of Caring, recreational facilities for youth and community organizations, Make a Wish and other charitable contributions/support by our students, musical and cultural/theatre opportunities, craft shows, athletics, family educational nights (math, science, reading), Title I parent evenings, Bellefonte Community Days, community volunteerism embraced by students and staff, veteran day celebrations, evening adult classes, cross cultural events, online learning, career awareness and numerous other cultural and athletic events.

Our community offers our students internship opportunities, apprenticeships, cooperative learning opportunities, mentor luncheons, career awareness, public library resources, D.A.R.E., fire prevention education, crisis/safety planning/support, vocational mentoring days (job exploration and shadowing), guest speakers, alternative education options, and college partnerships for enrollment into p/secondary institutions.

Our community believes in the values represented by our district and the direction it is taking for our learners. Recent surveys indicate that our community embraces feelings rich in pride and tradition and are supportive of education. This includes multi-generational support.

## Planning Committee

Name	Role
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Jennifer Brown	Administrator : Professional Education
Michelle Saylor	Administrator : Special Education
Michelle Saylor	Administrator : Special Education
Michelle Simpson	Administrator
Sherry Yontosh	Administrator : Professional Education
Rodney Musser	Board Member : Special Education
Rodney Musser	Board Member
Roger Bagwell	Business Representative : Professional Education
Karen Krisch	Business Representative : Professional Education Special Education
Shari Reed	Community Representative : Professional Education
Becky Rock	Community Representative : Professional Education
Shawn Barbrow	Ed Specialist - School Counselor : Professional Education
Jeannie Burns	Ed Specialist - School Counselor : Professional Education Special Education
Paula Hendershot	Elementary School Teacher - Regular Education : Special Education
Stacey Miller	Elementary School Teacher - Regular Education : Professional Education
Amy Wilson	Elementary School Teacher - Regular Education : Professional Education
Jennifer Kroboth	Elementary School Teacher - Special Education : Special Education
Ed Fitzgerald	High School Teacher - Regular Education : Professional Education
Kim Gasper	High School Teacher - Special Education : Professional Education Special Education
Jackie Wynkoop	Instructional Coach/Mentor Librarian : Professional Education
Richard Knepp	Instructional Technology Director/Specialist
Arlin Roth	Instructional Technology Director/Specialist : Professional Education
Brian Kresley	Middle School Teacher - Regular Education : Professional Education
Brenda Rogers	Middle School Teacher - Regular Education : Professional Education
Ken Bean	Parent : Professional Education



Kim Gasper	Parent : Professional Education Special Education
Brenda Milliken	Parent : Special Education
Kelly Uchneat	Parent : Professional Education
Claudia Vinnedge	Parent
Gina MacFalls	Special Education Director/Specialist : Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

With the transition to the new Common Core Standards and their higher rigor, the district is striving to identify curricular areas of need and develop those areas that best address identified needs. We have a plan in place that moves through each content area based upon available resources. Please note, there of course is cross content integration of standards, but primary foci for the sake of resources is as listed above.

#### Elementary Education-Intermediate Level

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

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

With the transition to the new Common Core Standards and their higher rigor, the district is striving to identify curricular areas of need and develop those areas that best address identified needs. We have a plan in place that moves through each content area based upon available resources. Please note that this year as we address the re-alignment of our special classes. Please note, there of course is cross content integration of standards, but primary foci for the sake of resources is as listed above.

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Accomplished	Accomplished
Civics and Government	Accomplished	Accomplished
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Accomplished
Economics	Accomplished	Accomplished
Environment and Ecology	Accomplished	Accomplished
Family and Consumer Sciences	Non Existent	Non Existent

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

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

With the transition to the new Common Core Standards and their higher rigor, the district is striving to identify curricular areas of need and develop those areas that best address identified needs. We have a plan in place that moves through each content area based upon available resources. Please note, there of course is cross content integration of standards, but primary foci for the sake of resources is as listed above.

### High School Level

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

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

With the transition to the new Common Core Standards and their higher rigor, the district is striving to identify curricular areas of need and develop those areas that best address identified needs. We have a plan in place that moves through each content area based upon available resources. Please note, there of course is cross content integration of standards, but primary foci for the sake of resources is as listed above.

## *Adaptations*

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

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

### **Middle Level**

#### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

*Unchecked answers*

*None.*

## **High School Level**

*Checked answers*

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

*Unchecked answers*

*None.*

Explanation for any standards checked:

Our district has elected to remain true to the integrated standards as brought forward by the national body of work. We have aligned our ELA and Math to the Common Core. Our curricula encompasses the PaCC but by insisting on the integrity of the CCSS continues to elevate rigor and complexity. Additionally we have elected to and have completely aligned our science curricula to the Next Generation Science Standards. We are emphasizing the mathematical standards of practice within our mathematics curriculum.

## **Curriculum**

### *Planned Instruction*

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

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary	Needs

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

Processes used to ensure Accomplishment:

Our district is methodically reviewing current curriculum and re-aligning as needed. We are following the UBD protocol and ensuring fidelity to the process via use of aligned templates, electronic access, and horizontal and vertical conversations. Our decisions are data driven and resources and instructional practices are reflective of research based sources. Once our initial alignment is satisfactorily achieved and the consensus maps are completed, departments will regularly review the curricula in light of student data on an ongoing basis, making adjustments to components as data informs.

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

English language arts was a focus for development during the 2011-2012 school year; mathematics during the 2012-2013 school year; science will begin development during the 2013-2014 school year. Using our time and resources (material and human) to our greatest advantage we intend to systematically address each content area across grade levels over the course of the next several years.

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

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

Processes used to ensure Accomplishment:

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### **Middle Level**

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

Processes used to ensure Accomplishment:

Our district is methodically reviewing current curriculum and re-aligning as needed. We are following the UBD protocol and ensuring fidelity to the process via use of aligned templates, electronic access, and horizontal and vertical conversations. Our decisions are data driven and resources and instructional practices are reflective of research based sources. Once our initial alignment is satisfactorily achieved and the consensus maps are completed, departments will regularly review the curricula in light of student data on an ongoing basis, making adjustments to components as data informs.

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### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Needs Improvement
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing



The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Needs Improvement

Processes used to ensure Accomplishment:

Our district is methodically reviewing current curriculum and re-aligning as needed. We are following the UBD protocol and ensuring fidelity to the process via use of aligned templates, electronic access, and horizontal and vertical conversations. Our decisions are data driven and resources and instructional practices are reflective of research based sources. Once our initial alignment is satisfactorily achieved and the consensus maps are completed, departments will regularly review the curricula in light of student data on an ongoing basis, making adjustments to components as data informs.

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

English language arts was a focus for development during the 2011-2012 school year; mathematics during the 2012-2013 school year; science will begin development during the 2013-2014 school year. Using our time and resources (material and human) to our greatest advantage we intend to systematically address each content area across grade levels over the course of the next several years.

### ***Modification and Accommodations***

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

English Language Arts, Mathematics and Science provides resources that enable educators to utilize the tools and understandings to scaffold and differentiate instruction. The district also provides expertise through literacy, math, and technology coaches to provide support and guidance to instructors for planning and organizing modifications and accommodations to assist students in academic success. In addition, learning support teachers, ELL teachers and reading specialist provide additional opportunities for students to revisit or receive additional practice and/or accommodations within the curriculum.

## **Instruction**

### ***Instructional Strategies***

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction

- Annual Instructional evaluations
- Peer evaluation/coaching
- Instructional Coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors
- Instructional Coaches

##### *Unchecked Answers*

- Department Supervisors
- Not Reviewed

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

The district has an approved differentiated supervision plan whereby teachers are moved through an organized cycle of observation and reflection on their teaching practices. Formal observations as well as informal (walk through observations) are conducted by district and building level administrators to offer frequent feedback (oral and written) with teachers to improve instruction. Teacher mentors also provide input and feedback to first year teachers as a means of assisting them in their practice. Literacy and math coaches are charged to assist teachers with modeling and supporting teachers on researched-based practices as well. A technology coach is charge with helping teachers effectively integrate best practices in teaching to enhance student learning. All teaching staff participates in a formal evaluation system. Teachers who hold Instruction I certification are evaluated semi-annually while Instruction II teachers are targeted with annual evaluations. The States SLO requirements have been very beneficial in moving instructional best practices forward. There is opportunity for ongoing grade level (horizontal and vertical) collaboration. The district adopted a system in the 2011-2012 school year whereby all teachers submit lesson plans electronically to a shared system. Lesson plans are structured with specific components and can be viewed by peers and reviewed by supervisors.

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

Departmental review of lesson plans could provide opportunities to identify continuity across buildings, departments and/or grade levels.

### ***Responsiveness to Student Needs***

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

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

Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

### Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

### Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was  
*This narrative is empty.*

## High School Level

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

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

*This narrative is empty.*

## Recruitment

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

All teachers hired meet the highly qualified status. Bellefonte Area School District will not even consider for an interview any applicant that is not highly qualified; 100% of our professional staff is highly qualified. Additionally, we ensure that highly qualified teachers work with our tier 2 and tier 3 students with research based interventions to meet the needs of our highest risk students. Highly qualified teachers work with our students who are at risk of graduation through a remediation/tutoring process in addition to standards aligned core content instruction. As noted above, all students' needs are met at tier 1 by a highly qualified teacher. All teachers are part of our ongoing observation and evaluation process that insists every teacher provides every student with high quality instruction.

## Assessments

### Local Graduation Requirements

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	25.00	25.00	25.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00

Science	3.00	3.00	3.00
Physical Education	2.00	2.00	1.00
Health	0.50	0.50	0.50
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.75	0.75	0.25
Electives	6.75	6.75	8.25
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

### *Unchecked answers*

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
  - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

- III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
- IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
- V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
- VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

History		X				
Science and Technology and Engineering Education		X				X
World Language		X	X			

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA, PASA, End of Chapter, End of Unit, End of Year Assessments	X	X	X	X
PSSA, PASA, Keystone Exams, Final Exams		X	X	X
End of Chapter, End of Unit, End of Year Assessments	X	X	X	X
W-APT, ACCESS for ELLs	X	X	X	X
PSAT, SAT, ASVAB, ACT			X	X
Advanced Placement (AP) Exams				X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Core benchmark assessments (Everyday Mathematics, LEAD 21(or similar), Springboard), LLI Benchmark Assessments	X	X	X	X
AIMSweb	X	X	X	
Read 180, Systems 44			X	X
Readwell	X	X		

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Weekly core assessments, classroom based measurements, informal assessments, anecdotal records, Recognizing Student Achievement (RSA)	X	X	X	X
Progress Monitoring	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools		X	X	X
Classroom based (Reading Progress Assessments)	X	X	X	X
Checklists, anecdotal records, observations	X	X	X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

At the elementary level, the district reviews assessments by grade level teams. Assessments are analyzed to determine progress or mastery. Assessments are also evaluated to ascertain whether the information gleaned from them provide classroom teachers with pertinent data to either inform their instruction or note attainment of knowledge.

### *Development and Validation of Local Assessments*

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

Not applicable.

### *Collection and Dissemination*

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

At the elementary level, the district provides opportunity for building grade level teams to analyze their data. Time is set aside on identified days throughout the school year. This data is accessed through data warehousing systems secured by the district. For specific student needs, the elementary level has developed a education support teaming whereby individual student data is reviewed by the designated child study team and instructional or program decisions to support that student are made within those meetings.

### *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.

Assessment information is used to determine differentiation needs within the classroom instruction. It is also used support decision making when determining modifications



and/or accommodations for a student or group of students. The data will also provide evidence when support services are being considered for a student.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Our District goals continue to be inclusive of improvement in this area. We are working toward honing our common assessments; better integrating data teams and involving students in self-assessment and 1-1 conferencing with their individual learning data; we continue to work on incorporating use of SAS within our district, and we continue to look for ways to provide collaborative time to examine student work and assessments, discuss best instructional practices, and for both vertical and horizontal conversations around assessment, data, and practice.

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

Not applicable.

### *Distribution of Summative Assessment Results*

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

Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar				
Student Handbook				

Provide brief explanation of the process for incorporating selected strategies.

Generally speaking, information regarding student achievement on summative assessments is communicated with parents at the building level; basic information regarding the assessments administered (types, FAQs, etc.) can be found via the district web site when deemed relevant. General information regarding aggregate scores or AYP achievement levels is communicated at both the building and district level to our constituents. We strive to incorporate the most cost effective measures for communication and embed our communication into already existing mailings, or utilize technology to help our district remain fiscally responsible.

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

We are currently looking at ways to update our website with clear and concise assessment information; and working on plans to increase our marketing/communication efforts at the district level.

## 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.

Within our high school we have a student safety committee that explores ways to increase student moral, decrease bullying, address drug and alcohol issues, and help create a school environment that is conducive to learning. The School-Wide Positive Behavior Support Program at our high school supports positive behaviors all the while encouraging students to make appropriate choices. Our high school offers varying levels of support to students of our high school who need academic enrichment opportunities or opportunities for growth and support. At our elementary level, we offer a positive schoolwide behavior support system as well as supportive groups and developmentally appropriate behavioral/social curriculum to assist struggling students. Additionally we use the Second Step program - a

research based program. At the middle school we offer schoolwide student assistance programming, intervention and enrichment programming, and a recovering academic program that supports those students who might be struggling academically on multiple levels and need additional support beyond the regular education classroom. Our counselors have also completed their 339 plan.

### *Programs, Strategies and Actions*

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

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

At some level within our district, we employ all suggested strategies. We do not utilize every strategy at every level. We are looking at ways to increase curricula opportunities for safety and violence prevention at the secondary level, however, we do have in place safety committees that look at ways to better support this area as well as positive school wide behavior support programming at all levels. Our PSWBSP is helping with conflict resolution at the elementary level and we hope to explore the development of peer helper programs - our possible entry is for support of our autistic students. The SWPBIS initiative is present and effective at all levels at this time. In early September, the ML and HL students participated in the "Rachel's Challenge" program.

### *Screening, Evaluating and Programming for Gifted Students*

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

As of the 2012-13 school year the Bellefonte Area School District implemented a comprehensive screening process for the purpose of identifying potential gifted students. The following represents a synopsis of the process:

- Each elementary grade level teacher will fill out a gifted characteristics worksheet on each student.
- If the student scores a minimum of 6/12 characteristics on the worksheet, then a team meeting will be held to look at curriculum based reading and mathematics scores. If the student has a reading level 2 years above his or her grade level and scored an 85% to 90% on the grade level math assessment, the school psychologist will administer an IQ screener. If the student achieves a score that is 2 standard deviations above the average, then the student will be referred for formal IQ testing for gifted.
- If a student achieves an IQ of 130 with multiple criteria and demonstrates the need for specially designed instruction, the student will be eligible for a Gifted Individualized Education Program (GIEP) that addresses a student's area of giftedness. IQ alone is not a qualifier for gifted education.
- The district has purchased the Otis Lennon group IQ test. This will be administered to ALL second graders. If the students meet the IQ criteria to move on to formal testing, the score will be considered in conjunction with the gifted characteristics sheet filled out by the classroom teachers, achievement testing, and reading and mathematics scores presented in bullet 2 above.
- At any time a parent can request formal gifted testing and the district will comply with this request.

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

As of the 2012-13 school year the Bellefonte Area School District implemented a comprehensive screening process for the purpose of identifying potential gifted students. The following represents a synopsis of the process:

- Each elementary grade level teacher will fill out a gifted characteristics worksheet on each student.
- If the student scores a minimum of 6/12 characteristics on the worksheet, then a team meeting will be held to look at curriculum based reading and mathematics scores. If the student has a reading level 2 years above his or her grade level and scored an 85% to 90% on the grade level math assessment, the school psychologist will administer an IQ screener. If the student achieves a score that is 2 standard deviations above the average, then the student will be referred for formal IQ testing for gifted.
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- At any time a parent can request formal gifted testing and the district will comply with this request.

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

As of the 2012-13 school year the Bellefonte Area School District implemented a comprehensive screening process for the purpose of identifying potential gifted students. The following represents a synopsis of the process:

- Each elementary grade level teacher will fill out a gifted characteristics worksheet on each student.
- If the student scores a minimum of 6/12 characteristics on the worksheet, then a team meeting will be held to look at curriculum based reading and mathematics scores. If the student has a reading level 2 years above his or her grade level and scored an 85% to 90% on the grade level math assessment, the school psychologist will administer an IQ screener. If the student achieves a score that is 2 standard deviations above the average, then the student will be referred for formal IQ testing for gifted.
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- The district has purchased the Otis Lennon group IQ test. This will be administered to ALL second graders. If the students meet the IQ criteria to move on to formal testing, the score will be considered in conjunction with the gifted characteristics sheet filled out by the classroom teachers, achievement testing, and reading and mathematics scores presented in bullet 2 above.
- At any time a parent can request formal gifted testing and the district will comply with this request.

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

BASD offers both acceleration and enrichment opportunities based on the students' individual needs.

### *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	X
Career Awareness	X	X		X
Career Development/Planning				X
Coaching/Mentoring	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		
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS				
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### *Diagnostic, Intervention and Referral Services*

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

Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

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

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X
REACH - Partial hospitalization program			X	

Explanation of consultation and coordination services:

*This narrative is empty.*

### ***Communication of Educational Opportunities***

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites				X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports			X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases			X	X

School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

- More than once a month

#### **High School Level**

- More than once a month

### *Collaboration for Interventions*

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

Our district employs a literacy coach at the secondary level who works with our teachers to support growth in instructional practice (embedded professional learning), use of assessments to drive instruction to meet student needs, and to help teachers identify and facilitate appropriate and effective interventions for both individual and groups of students. At the elementary level we employ math interventionists and reading specialists who work with teachers to improve practice, analyze data, and to help identify appropriate student interventions. Our interventionists/specialists also work directly with students to



facilitate interventions with our neediest students. We have math and reading specialists/interventionists at the middle and high school levels also to support both teachers and students. We also employ a k-12 math specialist who embeds professional learning for our teachers in practice, content, and data analysis. This serves to help our classroom teachers identify individual student needs and employ appropriate instruction and intervention to improve academic progress. Our ELL teacher and learning support teachers at the elementary and secondary levels collaborate and consult with teachers and students to meet student learning needs.

In addition, each building has their own school psychologist to ensure students are pre-screened and receive needed programming in a timely manner. Our psychologists regularly consult with teachers to assist with planning for students' behavioral, academic, and social needs.

### *Community Coordination*

Describe how you accomplish coordination with community operated infant and toddler centers, as well as preschool early intervention programs. In addition, describe the community coordination with the following before or after school programs and services for all grade levels, including pre-kindergarten, if offered, through grade 12.

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

Our district provides or supports our local Head Start/Pre-K Counts program. Teachers/administrators also meet with local child care providers in May/June to ease student transitions. We engage the Bridges program. We house a before and after school YMCA program within our district. In addition we offer summer tutoring opportunities to our students.

### *Preschool Agency Coordination*

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

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

We utilize a transition program to address coordination activities designed to identify and serve our children with disabilities. We meet with early intervention service providers to hold transition meetings. Our high school provides a pre-school program addressing pre-kindergarten learning; we also house our local Head Start Program within Bellefonte Elementary. In order to provide for a smooth transition for our youngest learners from the home setting to an educational setting we provide a kindergarten camp (K-Camp), hold meetings with child care providers prior to student entry into the public school system, and provide kindergarten orientation/registration opportunities for our students and parents. We ensure that our school psychologists are a part of our transition process (inclusive of observations and assessments in the pre-school/child care setting) to ensure a continuation of services. Additionally, we meet quarterly with outside service providers to ensure our procedures and protocols are best serving our children's needs.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

As we move through the process of reviewing our curriculum, it's alignment to CC, and our updating of applicable instructional resources, we are also looking at issues of equity, accessibility, and supply. This includes access to technology.

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

We instituted a plan to address each instructional area over a 5 year time span: 2011-12 - ELA; 2012-13-Math, engineering, world languages (access only); 2013-14-science; 2014-15-humanities, world language; 2015-16-guidance, safety, PE/Health, specials not addressed with the humanities. In the 16-17 school year, we will be reviewing our ELA curriculum and securing the necessary resources for implementation. During the 17-18 school year, BASD began implementation of the Fountas and Pinnell Classroom system which is based on the Responsive Teaching principles.

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

As we move through the process of reviewing our curriculum, it's alignment to CC, and our updating of applicable instructional resources, we are also looking at issues of equity, accessibility, and supply. This includes access to technology.

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

We instituted a plan to address each instructional area over a 5 year time span: 2011-12 - ELA; 2012-13-Math, engineering, world languages (access only); 2013-14-science; 2014-15-humanities, world language; 2015-16-guidance, safety, PE/Health, specials not addressed with the humanities. In the 16-17 school year, we will be reviewing our ELA curriculum and securing the necessary resources for implementation. During the 17-18 school year, BASD began implementation of the Fountas and Pinnell Classroom system which is based on the Responsive Teaching principles.

### Middle Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

As we move through the process of reviewing our curriculum, it's alignment to CC, and our updating of applicable instructional resources, we are also looking at issues of equity, accessibility, and supply. This includes access to technology.

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

We have a plan in place to address each instructional area over a 5 year time span: 2011-12 - ELA; 2012-13-Math, engineering, world languages (access only); 2013-14-science; 2014-15-humanities, world language; 2015-16-guidance, safety, PE/Health, specials not addressed with the humanities. The PE/Health Curricula was reviewed and revised during the 16-17 school year.

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	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.

As we move through the process of reviewing our curriculum, it's alignment to CC, and our updating of applicable instructional resources, we are also looking at issues of equity, accessibility, and supply. This includes access to technology.

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

*This narrative is empty.*

### SAS Incorporation

#### Elementary Education-Primary Level

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

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

	50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

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

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

	50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

*This narrative is empty.*

### **Middle Level**

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

	classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Level of Implementation



	is Unknown
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### High School Level

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

	classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 50% or more of district classrooms
Interpersonal Skills	Not Applicable
School Climate	Not Applicable
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

*This narrative is empty.*

### ***Early Warning System***

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

*Not answered*

## Professional Education

### Characteristics

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

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

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

Ongoing review at both the building and district level of current processes. Annual needs assessments and cross district planning based upon identified needs assessments and district goals. Ongoing review of student achievement data at the district, building, and individual student levels to look for trends, patterns, areas of growth, and strengths.

Embedded opportunities for professional learning in the areas of ELL and Gifted.

Instructional literacy and technology coaches are employed to ensure embedded research informed professional learning that supports the desired professional growth of our staff and by extension positively affects student learning, achievement, and academic growth. Since development of this plan, we have also implemented a Leadership professional learning series to support administration in the strategies to hone and coach their teachers as well as support best instructional practices within the classroom. Additionally, a Professional Learning committee comprised of teachers, specialists, administrators and support staff was formed prior to the 16-17 school year. This group will guide and provide differentiated, professional learning opportunities over this school year and those to come. The Professional Learning model that was created provides for personalized and more effective professional learning.

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

Although checked, as we have engaged more than we did when we completed in the 2014 plan; we still do not feel that we do enough professional learning with our administrative team in the area of gifted learning. We plan on continuing to develop learning opportunities facilitated by our teachers of gifted students and/or IU staff to further our understanding.

Additionally, we believe we must continue to develop our understanding of learning strategies that best support students from our lower economic demographics so we can work for affectively toward closing our achievement gap.

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

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

Questions
The LEA has conducted the required training on:
11/1/2014 An online curricula was provided for all LEA employees. LEA has until 12/31/2015 to complete the initial 3 part series. And then will need to continue to complete every 5 years thereafter. All new employees are given login information and instructions to complete the training upon their hire.
6/1/2015
12/31/2015 Employees must send their certificates of completion to the office of the Assistant Superintendent for documentation of completion. The report is regularly reviewed. Employees who have not completed the training are notified.
The LEA plans to conduct the required training on approximately:
8/16/2016 Access to training will continue to roll out to existing and new employees as noted above.
10/2/2017 Access to training will continue to be available for all new employees.

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

Questions
The LEA has conducted the training on:
9/21/2017 Information about the online program was shared with administrators
The LEA plans to conduct the training on approximately:
9/1/2017 Online learning modules will be made available via Eduplanet (approved, research based curricula). Employees will follow the same format as with Act 126. Time will be build into a professional learning date each year also.
10/20/2017 All prof. and support staff will begin online modules to meet Act 71 requirements.
6/2/2018 Employees will be required to send documentation of completion to the Assistant Superintendents office as with the Act 126 process.

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

Questions
The LEA plans to conduct the training on approximately:
9/1/2017 Online learning modules will be made available via Eduplanet (approved, research based curricula). Employees will follow the same format as with Act 126. Time will be build into a professional learning date each year also.
10/20/2017 Teacher training for those involved in the instructional process (as identified above)
6/1/2018 Employees will be required to send documentation of completion to the Assistant Superintendents office as with the Act 126 process. Training will continue to be embedded for teacher access to 4 hours every five years.

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

### *Unchecked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Ongoing review at district and building levels. We survey our faculty at multiple levels to discover self-assessed needs; we examine data to discover systemic needs, we review exit tickets post every professional learning session, we meet as an administrative team to discuss observation protocols and to ensure consistency, we regularly review our plan to ensure we are addressing identified goals. We look for transfer of professional learning to classroom practice.

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

In spring of 2013/fall of 2014 a planning team is meeting to review our professional learning process/needs and to begin to make recommendations, goals, and action plans for moving forward. This planning process will take into consideration those strategies not selected above, as well as ways to improve those that are utilized. We anticipate this being an ongoing dynamic process.

## *Induction Program*

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- We will ensure inductees are aware of the protocols and training available to meet Act 71 and Act 126 requirements.

*Unchecked answers*

*None.*

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

As an extension of our 2014-2017 comprehensive plan, we reviewed our induction process.

Changes were made to ensure all characteristics for a robust induction program are being met. New teacher portfolios, new teacher feedback, and new teacher observation and evaluation data is reviewed to ensure teachers are being adequately supported throughout the three year induction process and beyond. As noted above, moving forward with the 2016-17 school year, we will ensure inductees are aware of the process and training necessary to meet Act 126 and Act 71 requirements.

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

n/a

### *Needs of Inductees*

*Checked answers*

- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

#### *Unchecked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.

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

Processes are monitored at both the building and district levels. Central office administration both regularly monitors principal practice and documentation of support as well as assists in the coaching and observation processes. Principals and the assistant superintendent review lesson plans and inductee portfolios on a regular basis. Exit tickets and end of the year survey information is collected and reviewed to improve the induction process and to ensure fidelity to that process. Within our differentiated supervision plan, new teachers are observed a minimum of four times per year with informal walkthroughs integrated. Our district utilizes the PAETEP system to ensure collaboration and a thorough evaluative process.

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

We are currently reviewing our process and programming to ensure, moving forward, all strategies are incorporated in our new teacher induction programming. This is a dynamic process with changes made as our data and State mandates dictate to ensure new teachers grow into great teachers.

### ***Mentor Characteristics***

#### *Checked answers*

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



### Unchecked answers

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Mentors are reviewed at the building level; only teachers that meet the above criteria are selected. All mentors must meet with district administration prior to beginning the mentoring process to ensure they are clear on district expectations and have the tools, skills, and desire to be able to successfully mentor our new teachers. Mentors meet with their building principals as well as district administration as needed for both clarification of roles and ongoing process support.

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

We continually reviewing our process to make sure all strategies are incorporated into our mentoring programming. Although we strive to provide mentors and inductees with compatible schedules, that is not always logistically possible within our instructional day. However, we do provide coverage as needed for mentors to observe mentee classrooms and provide feedback (if requested), and mentors ensure they meet with their respective inductees as needed to support their professional growth. Mentors and Inductees to complete end of the year surveys to provide administration feedback on how to better support the induction program for the following year.

### Induction Program Timeline

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

If necessary, provide further explanation.

Scope and sequence of approved topics may vary year to year and based upon the assessed needs of each induction cohort. Information regarding Acts 71 and 126 will be included.

## *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

We utilize teacher surveys; exit tickets for teacher workshops; student achievement data; needs assessments; walk throughs; and conferencing to monitor and evaluate the program.

## *Recording Process*

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

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

*Unchecked answers*

- A designated administrator receives, evaluates and archives all mentor records.

## **Special Education**

### *Special Education Students*

Total students identified: **407**

### *Identification Method*

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

The Bellefonte Area School District will address whether or not the child does not achieve adequately for the child's age or meet State approved grade level standards in one or more of the following areas: Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculations, mathematics problem solving

The District shall use a process to ensure that the under achievement of a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that prior to, or as a part of, the referral process, the child has been provided scientifically based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom

instruction. The repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

The District does not use a screening process to bar a parent from making a request for a formal evaluation for identification of a learning disability. The comprehensive report will include the appropriate components of observation, behavioral assessments, achievement tests, local assessments, interest/vocational inventories as appropriate. Screening will not be considered a formal evaluation for testing.

### ***Enrollment***

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

According to the 2014-15, Penn Data report, significant disproportionality exists in the following areas as compared to the state percentages in the Bellefonte Area School District:

**Bellefonte: Autism 12% versus State 9.9%:**

The District previously was well below the State average in years past. However, additional training of school psychologists in various testing methods has allowed for better identification of students with autism. We have also seen a number of students move into the District with the autism exceptionality as well as additional students coming in from Early Intervention programs where they are identified as being on the Autism spectrum.

**Bellefonte: Emotional Disturbance 7.9% versus State 8.5%:**

The District is above the state average in this disability category. One possible reason for this discrepancy could be due to the District being the county seat. Students with emotional disturbance typically have mental health needs and the District is located in the county seat where many of these services could be accessed.

**Bellefonte: Intellectual Disability (Mental Retardation) 4.2 versus State 6.6%:**

The District is below the state average in this disability category. The District continuously addresses this issue by conducting biennial evaluations to determine if students are still eligible for services under this disability category

**Bellefonte: Other Health Impairment 9.6% versus State 13.2%:**

The district is below the state average in this disability category and the District continuously addresses this issue by conducting triennial evaluations to determine if students still qualify for services under this disability category.

**Bellefonte: Speech and Language Impairment 21.1% versus State: 15.4%**

The District is above the State average in this disability category. This is due to a number of students who also have other disabilities where a speech and language disability is concurrent--such as autism and intellectual disability.

### *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 Bellefonte Area School District does not house any students under Section 1306. However, if the District did have students that fit into this category it would insure that the appropriate regulatory guidance through the most recent Basic Education Circular (BEC) would be followed. In addition, the District would also insure that Child Find involvement would occur. The District would comply fully with the requirements of IDEA and Chapter 14 to meet its obligations.

Should any barriers exist, the District would continue to collaborate with the 1306 facilities to make sure that child find took place and that students with disabilities received FAPE . We could, for example, network with outside agencies and programs that would foster interagency collaboration.

### *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).

Bellefonte Area School District takes responsibility to ensure that FAPE is offered to each student who is eligible for special education within a correctional facility. Specifically, the District is required to provide special education services to incarcerated school aged youth in addition to complying with "child find" obligations under IDEA. The District also utilizes appropriate evaluation procedures and diagnostic screening instruments to determine the eligibility and educational needs of inmates. The District also implements and reviews timely and appropriate Individual Education Programs (IEPs) for eligible students in accordance with federal and state regulations, including compliance with procedural safeguards, and provide FAPE in conformity with the IEP.

### *Least Restrictive Environment*

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

The Bellefonte Area School District meets the letter and spirit of IDEA and Chapter 14 as it relates to least restrictive environment. The IEP team meets and makes the determination of where the student's educational program will be delivered and what supplementary aids and services will be brought in to support the student in the general education environment. The team will only consider removal from general education if the team tries to implement programming in the general education setting with supplementary aids and services. If the team feels the student needs something more restrictive, then data will be brought to the meeting and other alternatives explored.

The Bellefonte Area School District offers a full range of supplementary aids and services to all student who need them. These services are designed to provide meaningful educational benefit and are provided in a manner that does not stigmatize students. In addition, the IEP team considers supplementary aids and services within a framework that covers collaborative, instructional, physical, and social behavioral services. The following paragraph illustrates just a snapshot of some of the services our district provides.

The Bellefonte Area School District implements a host of evidenced based models to both enhance and expand services to students with various disabilities in our K-12 special education programs. For example, for those students who require additional reading intervention than can be provided in the core curriculum, the district offers a variety of research based reading programs. With regard to the core language arts program, students receive differentiated instruction to help support their needs in the general education program. The district also consults with the local intermediate unit TAC coordinator to assist with complex services for students with autism. The district has brought in a research based lesson planning and intervention program for those students with autism to assist teachers in developing visual strategies and appropriate social skills activities for this population. In addition, the district is exploring a Competent Learner Model (CLM) at the middle school level for the 2015-16 school, in addition to the CLM elementary class that was added in 2013-14. Our elementary and middle school staff have attended this training and

have began to implement the research based process of data collection with the ultimate goal of designing appropriate interventions for our students with the most challenging behaviors. Various professionals who work with students are offered professional development time to collaborate and design supports unique to individual students.

### *Behavior Support Services*

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

The Bellefonte Area School District's District policy aligns with all of the provisions of IDEA 2004 and Pa 22 School Code Chapter 14.133 in which positive, rather than negative, measures must form the basis of behavior support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques, and the unreasonable use of restraints. The use of restraints is a measure of last resort and the district provides annual de-escalation and positive behavioral support training as outlined below.

The Bellefonte Area School District maintains a positive behavioral support policy that aligns with federal and state regulations as they refer to this topic. Essentially, all behavior techniques must be positive in nature and not be punitive toward the student. With regard to training in de-escalation techniques, key staff are training annually in de-escalation techniques and safe physical management. The policy also outlines that no prone restraints will be utilized and that if a mechanical device is necessary that it would be included in the student's IE. In addition, the policy discussed positive behavior support plans and the types of interventions that could be used to assist a student with challenging behaviors.

For example, the district has trained three in house Safety Care trainers to address de-escalation techniques. These trainers do monthly initial two day trainings for any staff who require it, and they also update our staff annually to insure that they are up to date with refreshers and certified. This has been a change from the last submission of this plan because the district relied on the Intermediate Unit for these services. Now we can better meet the needs of our ever changing student and staff populations.

At time, both elementary and middle school staff have been trained in how to give and interpret universal behavior screeners as well as how to conduct small social skills training, check in and check out procedures.

In addition, the district offers school based behavioral health services by contracting out private psychological services, social skills groups training and counseling provided by in house staff, and elementary and secondary levels, as well as school based partial hospitalization programs for elementary and middle school students.

### *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.

Our district has a crucial role in identifying which students require intensive interagency coordination since these are students whom the school district has determined cannot successfully be served in a public school education setting. In addition to assisting school districts with providing appropriate educational programs and placements the system of interagency coordination also works toward the goal of enhancing the capacity of local school district programs so that the needs of students with disabilities can be met in public educational settings in most situations.

The Bellefonte Area School District ensures that to the maximum extent appropriate, children with disabilities in public or private institutions or other care facilities are educated with nondisabled peers, and removal from the regular environment only occurs if the nature and the severity of the disability is such that education in a regular class cannot be satisfactorily achieved with supplementary aids and services.

We do not make placement recommendations based on a lack of services, resources, facilities, staff, or administrative convenience. Rather, the district offers a continuum of special education services. Again, removal from the general education placement//program only occurs if the nature and the severity of the disability is so severe as to warrant a separate or more restrictive placement.

Currently there are no students who fit into this category within the school district. However, if there were, we would meet as an interagency team and determine if an out of building or district option would be appropriate. At this time, we do offer autism and emotional support classes in a separate setting, school based mental health/partial hospitalization services with additional tutoring if needed, and AEYD services should the student require that type of programming.

### *Strengths and Highlights*

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

- Special education teachers are provided training opportunities along with their general education counterparts. They receive training in assessments, research based implementation of core academic programming in both language arts and mathematics. As of May, 2015 and into the beginning of the 2015-16 School Year, the District has added in a supplemental mathematics program "Number Worlds" in grades K-12 as another intervention to assist students in Mathematics.
- Time is carved out to provide training with the ICAN Talk Clinic from Pittsburgh, Pennsylvania for those students with more low incidence or severe disabilities. The core team working with a child meets and outlines what adaptations need to be made to the general curriculum and then time is allotted for teachers to plan units of instruction together on an as needed basis. This program continues to be used in conjunction with their staff to provide imbedded professional development for the 2015-16 school year.
- The district has implemented research based supplemental reading programs for struggling readers in its k-12 programs. Professional development and coaching has been provided to assist teachers with monitoring student progress as well as how to implement programming in general. Programs include: Read Well, Read 180, Leveled Literacy Instruction, and Systems 44. The District has also added a number of phonics based programs--Blitz, Boost, and Blast to its repertoire of research based reading programs.
- Special education staff have received training in the revised Every Day Mathematics program. The district also has purchased a companion program to help "fill in the gaps" through an on-line, computer assisted mathematics program.
- The District is in its third year of implementation of the Competent Learner Model for students with autism. The District employs two coaches to help provide training to special education teachers and para educators who work with students in this model.
- The district provides in house training for para educators on a monthly basis on a variety of topics based on needs.
- Parents are made aware of trainings in the area of transition, disability awareness, and psychological services.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
NHS Autism School	Special Education Centers	Autistic Support, K-12	12
Pa Treatment and Healing	Other	Alternative Education-- learning support, emotional support	2
Soaring Heights Autism School, State College	Special Education Centers	Full Time Autistic Support	1
HEARTS	Neighboring School Districts	itinerant emotional support/partial hospitalization elementary	3
STRIDES	Neighboring School Districts	itinerant emotional support/partial hospitalization middle school	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 8	7	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	13	1

Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 2, 2016*Reason for the proposed change:* Teacher has lower numbers and provides support to different types of students within the Benner Elementary Building.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	9	1
Justification: There is only one learning support teacher in this building. At no time is there more than a three year age span when students with disabilities are grouped for instruction.				
Locations:				
Benner Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 2, 2016*Reason for the proposed change:* Teacher provides services to all students who get learning, emotional, and autistic support**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	12	1
Justification: There is only one learning support teacher in this building. At no time is there more than a three year age span when students with disabilities are grouped together for instruction.				
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 11	20	1
Justification: There is only one learning support teacher in this building. At no time are students with disabilities grouped in a setting where no more than a three year age range exists.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* March 2, 2016*Reason for the proposed change:* Continued need for itinerant learning support at the middle level.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 13	15	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	11	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	1
Locations:				
Bellefonte Area Middle School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	15	1
Locations:				

Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		
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**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	14	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	18	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 18	9	0.25
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	13	0.75
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

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

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	18	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	17	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 2, 2016

Reason for the proposed change: Teacher provides itinerant support

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	15	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #16**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: March 2, 2016

Reason for the proposed change: Teacher now carries only learning support students on her roster.

**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	6	0.25
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* March 2, 2016*Reason for the proposed change:* Continued need for support based on caseload number change from previous plan.**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 10	7	1
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 16	7	1
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 19	12	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #20**



*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	6 to 11	6	0.5
Justification: There is only one autistic support teacher in this building. At no time are students grouped where there is more than a three year age span--either in pull out and/or general education settings.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #21**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	6	0.5
Justification: At no time is there any more than a three year age span when students with disabilities are grouped for instruction.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #22**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	11 to 15	6	0.5
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #23**

*Operator:* School District

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* March 2, 2016

*Reason for the proposed change:* Teacher services both students with autism and emotional support needs.

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
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Itinerant	Autistic Support	11 to 15	12	0.5
Justification: Teacher services both itinerant emotional and autistic support students.				
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 15	15	0.5
Locations:				
Bellefonte Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	15 to 18	5	0.5
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 19	14	0.5
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	30	0.75
Justification: At no time is there an age range variance of more than three years when students are grouped for instruction.				
Locations:				
Bellefonte	An Elementary School	A building in which General Education		

Elementary School	Building	programs are operated		
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**Program Position #27***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	12 to 16	12	0.25
Locations:				
Bellefonte Area Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #28***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	15 to 19	10	0.25
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #29***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	25	0.75
Justification: At no time are there more than a three year age range when students are grouped together for instruction.				
Locations:				
Pleasant Gap Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #30***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	20	0.5
Justification: At no time is there more than a three year age range when students are grouped together for instruction.				
Locations:				
Benner Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 11	23	0.5
Justification: At no time is there more than a three year age range when students are grouped together for instruction.				
Locations:				
Marion Walker Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2013**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	7 to 10	8	1
Locations:				
Bellefonte Elementary School	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* August 22, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 15	8	1
Locations:				
Bellefonte Middle School	A Middle School	A building in which General		

	Building	Education programs are operated		
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**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* March 2, 2016**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	6 to 11	15	1
Justification: students are not grouped with more than a three year age range.				
Locations:				
Bellefonte Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 28, 2017**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 18	8	1
Locations:				
Bellefonte Area High School	A Senior High School Building	A building in which General Education programs are operated		

*Advisor:* Shannon Eye *Action:* Approved**Special Education Support Services**

Support Service	Location	Teacher FTE
School Psychologist	Bellefonte Area High School and Benner Elementary Schools	1
School Psychologist	Bellefonte Elementary School and Pleasant Gap Elementary School	1
School Psychologist	Benner Elementary School and Marion Walker Elementary School	1
Special Education Director	District-wide supervisor: all 6 BASD buildings	1
Para educator	Bellefonte Elementary	1
Para educator	Bellefonte Elementary	1
Para educator	Bellefonte Elementary School	1
Para educator	Benner Elementary	1



### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Occupational Therapy Services	Intermediate Unit	4 Days
Physical Therapy Services	Intermediate Unit	4 Days
Psychological Services	Outside Contractor	1 Days
ICAN Talk Clinic (for assistive technology)	Outside Contractor	75 Hours
occupational therapy services	Outside Contractor	2 Days
Educational Interpreter	Intermediate Unit	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

Across buildings there was an identified need to establish a system that fully addressed at risk student needs and provided support, intervention, and progress monitoring. Buildings felt that this need was not limited to academic achievement, but also encompassed emotional, behavioral, and social needs.

We also noted a pattern of need with regard to assessment and the use of formative assessments to inform instruction as well as the development of tightly aligned summative assessments that would provide more informative data with regard to student learning progressions and standard mastery. We also noted a need to establish a system that fully ensures embedded professional learning that is focused and strategic. This need was identified not only for our faculty, but also for our staff, administration, and community. We are seeking ways to make professional learning more differentiated and personalized for all staff members.

We felt that we still needed to examine our district data to see if it supported or contradicted identified building systemic challenges; and to make sure there were not any other patterns of achievement or lack thereof that had not been identified. Analyzing and using data to inform instruction is an ongoing challenge in all buildings.

## District Accomplishments

### Accomplishment #1:

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BASD has a schoolwide positive behavior support program in place k-12 as well as district wide safety/crisis plans and protocols

### Accomplishment #2:

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BASD has a robust evaluation and supervision plan aligned to the PDE Danielson model in place for all professional staff

### Accomplishment #3:

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BASD meets SPP targets for least restrictive environment translating into a high level of inclusion k-12

#### **Accomplishment #4:**

BASD has both reading and math interventions (supplemental, tiers 2 and 3) at the elementary and middle levels and reading interventions at the high school level with equitable access to all students determined at risk

#### **Accomplishment #5:**

BASD has a strong representation of summative, formative (although as addressed in our school patterns this needs to be more purposeful and utilized in a more consistent manner to inform instruction), and diagnostic assessments

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

In science, BASD students consistently outperform the state performance average

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

91% of BASD students graduate on time in comparison to 83% of students across the state

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

A well developed infra-structure to support robust, embedded and personalized professional learning is established.

## **District Concerns**

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

Need for improved supports for students with autism: training for staff and placement alternatives

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

Inconsistent use of data to make instructional decisions; lack of understanding on application of the data

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

Little if any alignment of curriculum to early childhood program standards

#### **Concern #4:**

On the 2016 SPP reports, there seems to be relative weakness in the ELA scores at the elementary level.

#### **Concern #5:**

On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

### Aligned Concerns:

On the 2016 SPP reports, there seems to be relative weakness in the ELA scores at the elementary level.

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On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

**Systemic Challenge #2** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Aligned Concerns:

Inconsistent use of data to make instructional decisions; lack of understanding on application of the data

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On the 2016 SPP reports, there seems to be relative weakness in the ELA scores at the elementary level.

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On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

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

### Aligned Concerns:

Little if any alignment of curriculum to early childhood program standards

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On the 2016 SPP reports, there seems to be relative weakness in the ELA scores at the elementary level.

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On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

**Systemic Challenge #4** (*Guiding Question #0*) Establish a system that uses standards aligned assessments to monitor student achievement and to adjust instructional practices based upon formative and diagnostic assessments and identified student data.

**Aligned Concerns:**

Inconsistent use of data to make instructional decisions; lack of understanding on application of the data

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On the 2016 SPP reports, there seems to be relative weakness in the ELA scores at the elementary level.

---

On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

**Systemic Challenge #5** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Need for improved supports for students with autism: training for staff and placement alternatives

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Inconsistent use of data to make instructional decisions; lack of understanding on application of the data

**Systemic Challenge #6** (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Need for improved supports for students with autism: training for staff and placement alternatives

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Inconsistent use of data to make instructional decisions; lack of understanding on application of the data

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Little if any alignment of curriculum to early childhood program standards

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On the 2016 SPP reports, there is a lack of consistency and/or low scores in all buildings for growth indicators.

**Systemic Challenge #7** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

Little if any alignment of curriculum to early childhood program standards

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

### 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 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 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.
- Establish a system that uses standards aligned assessments to monitor student achievement and to adjust instructional practices based upon formative and diagnostic assessments and identified student data.

### Indicators of Effectiveness:

Type: Interim

Data Source: curriculum maps (dynamic); learning walks/walk throughs; instructional conversations; SAS integration; student achievement

Specific Targets: data team proficiency; observation of transfer of professional learning; student growth/achievement

Type: Annual

Data Source: teacher designed assessments; student achievement; teacher performance outcomes, PSSA/Keystone

Specific Targets: Student achievement/growth data; teacher evaluation and portfolios; participant surveys; customer surveys; climate surveys;

### ***Strategies:***

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

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

**SAS Alignment:** Assessment, Instruction

#### ***Instructional Coaching: The Principles of Partnership***

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

**SAS Alignment:** 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

#### ***Online Learning Opportunities***

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

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

### *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)) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**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

### *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

### *Implementation Steps:*

## *Review of needs assessment*

### **Description:**

Development of needs assessment; Needs assessment to be completed by faculty, staff, and administration in spring of 2013; Review of 'exit surveys' from current year's professional learning opportunities; Review of needs assessment and surveys to determine summer professional learning academy offerings, push-in, on-line, and PLC professional development options as well as focus of instructional and technology coaches/specialists (Note: this will be an ongoing action each year to gather data to inform professional learning planning)

**Start Date:** 4/30/2013    **End Date:** 6/1/2013

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

### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Instructional (Distributed) Leadership Capacity Building

*Development of professional learning opportunities identified via the needs assessment including learning in SAS, FBAs, autism awareness/support, 21c skills and Tech Integration, best practices, & dev. of a system to support ongoing embedded learning*

### **Description:**

Development of professional learning forums (on site, on line/tech supported, push-in/coaching, PLCs, learning academies, data teams, IU and off site supported); Develop system to individualize professional learning



opportunities (online, instructional/peer coaching); Develop eComp planning aligned induction programming; Develop an online tracking/registration system; Review of resources to support infrastructure; Review of participant surveys feedback; Development of learning walks aligned with professional learning initiatives within and across buildings/departments; Review of teacher portfolios (and evaluations); Review of student data looking for evidence of academic growth as a result of teacher professional learning

**Start Date:** 6/1/2013      **End Date:** 6/30/2020

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Instructional Conversations
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Instructional (Distributed) Leadership Capacity Building

**Goal #2:** 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 barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Indicators of Effectiveness:**

Type: Interim

Data Source: needs assessments; student achievement data; learning walks; participant surveys; teacher portfolios; customer satisfaction surveys; climate survey

Specific Targets: Student Achievement data/growth data; Instructional conversations; data from learning walks

Type: Annual

Data Source: Teacher evaluations; student PSSA/Keystone data; Student growth data

Specific Targets: participant feedback/survey data; student achievement data

## ***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

### ***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

### *Anti-Drugs/Anti-Violence Programs*

**Description:** "Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students.

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Violence\\_091406.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Violence_091406.pdf). Too Good for Drugs and Violence is designed to promote high school students' prosocial skills, positive character traits, and violence- and drug-free norms.

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Drugs\\_Violence\\_091406.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Drugs_Violence_091406.pdf). WWC has identified Anti-Drug and Anti-Violence programs for which there is evidence of a positive effect on drug use and violence. (Sources:

<http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

**SAS Alignment:** Safe and Supportive Schools

### *Character and Social Skill Building Programs*

**Description:** WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building.

(Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/behavior\\_pg\\_092308.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)) Resource: <http://effectivestrategies.wiki.caiu.org/Programs>

**SAS Alignment:** Safe and Supportive Schools

### *Family Literacy Activities*

**Description:** Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources:

[http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf),

<http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>,

<http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>,

[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.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) ) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**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

## *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) ;

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*Positive Behavioral Interventions and Supports*

**Description:** ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) ) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

*Preschool Quality and Program Expansion*

**Description:** The HighScope Perry Preschool Study verifies the positive effect of Quality Preschooling on 123 high risk African Americans (Sources: <http://www.highscope.org/content.asp?contentid=219> )

**SAS Alignment:** Safe and Supportive Schools

*Use of climate surveys and customer service surveys to meet constituent needs*

**Description:**

Research indicates that when students feel safe and can take risks in the classroom they are better able to engage in the learning process.

**SAS Alignment:** Safe and Supportive Schools

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

*School-Wide PBS data utilized for faculty planning in identifying at-risk students.*

#### **Description:**

Review of SWPBS data to identify students demonstrating behaviors of concern and implementing assistance to allow for growth (process is ongoing)

**Start Date:** 12/21/2012      **End Date:** 6/30/2018

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

#### **Supported Strategies:**

- Anti-Drugs/Anti-Violence Programs
- Character and Social Skill Building Programs
- Peer Tutoring and Response Groups
- Social and Emotional Wellness Programs
- Positive Behavioral Interventions and Supports

*Meetings with parents/guardians, teachers and administration to help at-risk students*

#### **Description:**

Meetings to discuss student needs and strategies to help students be successful in their educational settings and develop skills for life success beyond school (ongoing)

**Start Date:** 9/15/2012      **End Date:** 6/30/2021

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

#### **Supported Strategies:**

- Character and Social Skill Building Programs
- Social and Emotional Wellness Programs
- Positive Behavioral Interventions and Supports
- Preschool Quality and Program Expansion

### *Anti-Drug/ Anti-violence Assemblies*

#### **Description:**

Student body will attend motivational assemblies to help make good choices and increase community involvement as well as support through access to after school events (ongoing); Development of grant funding to support efforts

**Start Date:** 9/15/2012      **End Date:** 6/30/2020

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

#### **Supported Strategies:**

- Anti-Drugs/Anti-Violence Programs
- Character and Social Skill Building Programs
- Social and Emotional Wellness Programs
- Positive Behavioral Interventions and Supports

### *Student, Faculty and Staff Recognition*

#### **Description:**

Recognition of students, faculty, and staff via staff faculty of month and board recognition

**Start Date:** 9/15/2012      **End Date:** 6/30/2018

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

#### **Supported Strategies:**

- Social and Emotional Wellness Programs
- Positive Behavioral Interventions and Supports

*Integration of OCDEL (Early Learning Standards) into CC primary curriculum*

**Description:**

[http://www.portal.state.pa.us/portal/server.pt/community/departmental\\_offices/7235/office\\_of\\_child\\_development\\_and\\_early\\_learning\\_%28ocdel%29/1123142](http://www.portal.state.pa.us/portal/server.pt/community/departmental_offices/7235/office_of_child_development_and_early_learning_%28ocdel%29/1123142)

<http://www.pdesas.org/standard/views>

Review of OCDEL early learning standards; Incorporation of standards into primary curriculum; Development of elementary curriculum guides; Instructional conversations - horizontal and vertical; Learning walks; Teacher portfolios/differentiated supervision/evaluation

**Start Date:** 8/1/2014      **End Date:** 6/30/2016

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

**Supported Strategies:**

- Family Literacy Activities
- Preschool Quality and Program Expansion

*Development of network in support of pre-school programs within district borders*

**Description:**

Identification of pre-school entities; Development of an advisory committee; Ongoing district guidance as requested, creation of joint, transition committee comprised of preschool providers, elementary school personnel and other stakeholders.

**Start Date:** 6/19/2014      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Preschool Quality and Program Expansion



## *Ongoing embedded professional learning*

### **Description:**

Please refer to first two Goals for specifics - in addition, incorporation of elementary and secondary literacy and math coaches as well as k-12 technology coach. Build capacity within math interventionists with a coaching component at least 1 day per 6 day cycle.

In addition, the district created a personalized, professional learning model that allows for ongoing, embedded and effective professional learning for all staff.

**Start Date:** 6/1/2013      **End Date:** 6/30/2020

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

### **Supported Strategies:**

- Family Literacy Activities
- Instructional Conversations
- Differentiating Instruction
- Instructional (Distributed) Leadership Capacity Building
- Positive Behavioral Interventions and Supports
- Preschool Quality and Program Expansion

*Develop an EdMarketing plan that clearly communicates our District's programming and efforts to ensure participation of all members of our learning community in the educational processes*

### **Description:**

Development of action plan; Prioritization of planning goals; Dissemination of information to extended community; Enhancement of communication avenues; Meetings and forums with realtors, business/industry, and community stakeholders; Communication of vision/mission and achievements to local, regional, national, and international audiences to grow BASD as a result of student growth and success

**Start Date:** 3/1/2013      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Use of climate surveys and customer service surveys to meet constituent needs

*Continually upgrade customer service protocols and systems to ensure community support and engagement in BASD's Mission/vision/programming*

**Description:**

Honing, utilization, and review of customer service surveys; Generating data informed decisions to move our district forward (inclusive of perception data)

**Start Date:** 12/1/2011      **End Date:** 6/30/2015

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

**Supported Strategies:**

- Use of climate surveys and customer service surveys to meet constituent needs

**Goal #3:** Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Related Challenges:**

- Establish a district system that fully ensures 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 students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system that uses standards aligned assessments to monitor student achievement and to adjust instructional practices based upon formative and diagnostic assessments and identified student data.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Lesson Plans, Teacher observations/evaluations

Specific Targets: Positive results and incorporation of best practices into instructional delivery

Type: Annual

Data Source: PSSA/Keystone exams

Specific Targets: Increase in scores for both achievement and growth

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

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

All schools will create data teams and implement effective data analysis using established protocols.

**SAS Alignment:** Assessment, Instruction

***Differentiated Instruction*****Description:**

"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)

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>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Assessment, Instruction

### *High Quality Professional Development for Teachers*

#### **Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Safe and Supportive Schools

### *Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)*

#### **Description:**

Commonwealth of Pennsylvania (Source:

<http://www.pdesas.org/Instruction/Index/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

**SAS Alignment:** Instruction

### *Instructional Coaching*

#### **Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master

organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources

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

*Ongoing effective collaboration between academic coaches and teachers*

#### **Description:**

Literacy coaches have been working with staff for the past 3 years, but as the former secondary literacy coach left the district, a new one was hired from within the present teaching staff. This year, the instructional coaching facet, was expanded to include the hiring of a secondary math coach to act as an instructional coach for the math teachers in both the middle school and the high school. The coaches will also strive to grow professionally themselves, collaborate with teachers both in and out of the classroom, facilitate and foster professional learning activities for teachers, and organize family and community events for both literacy and mathematics. They will work with regular education teachers as well as special education teachers. They will participate in Student Assistance Programs, as needed.

**Start Date:** 1/2/2017      **End Date:** 6/1/2017

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

#### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Instructional Coaching

*Ongoing Training in Best Practices and Research-Based Strategies*

**Description:**

The teachers will be offered ongoing training in up-to-date, research-based strategies to improve student achievement.

Evidence may include training or meeting agendas, lesson plans, and teacher observation, and an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 5/31/2021

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

**Supported Strategies:**

- Differentiated Instruction
- High Quality Professional Development for Teachers
- Instructional Coaching

*Ongoing Educator Effectiveness Implementation***Description:**

The BASD will fully implement the Danielson model in teacher observations and evaluations part of the PA Educator Effectiveness mandate. The district has a differentiated supervision program which allows the teachers and principals to reflect and share best practices in all four domains of the Danielson model. Principals and teachers will work collaboratively to improve student learning through the process. Data, include student achievement and growth data, will be reviewed regularly. The online PAETEP program will house and document the teacher observations and the teacher-created Student Learning Objectives. The process will be highly interactive and reflective for both principal and teachers with the ultimate outcome of improving student learning for all students.

**Start Date:** 9/26/2016    **End Date:** 6/2/2017

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

**Supported Strategies:**

- High Quality Professional Development for Teachers

- Instruction - Teacher Effectiveness, Principal Effectiveness and Student Learning Objectives (SLOs)

### *Personalized Professional Learning for All Teachers*

#### **Description:**

A district-wide, professional development committee was formed in the summer of 2016. To begin the school year, teachers identified personal areas of growth based on the 4 domains in Danielson's model. From those personal goals, the committee will work to create the related opportunities and activities through inservice day selections, workshops, and PLC's within the district. Additionally, best and exemplary practices will be shared by teachers and administrators, and teachers will be encouraged to seek opportunities for their own learning and growth. A catalog of valuable opportunities will be created and available for teachers.

**Start Date:** 8/16/2016      **End Date:** 6/2/2020

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

#### **Supported Strategies:**

- High Quality Professional Development for Teachers

### *Development of Data Teams*

#### **Description:**

The staff will create and form data teams, including specialists, classroom teachers, and administrators. The teams will collect and analyze appropriate and informative data and then evaluate the data to design interventions for individual students.

Evidence will include collected data through the district data warehousing system and other curriculum based measures, Educational Support Team meeting minutes, data analysis information, and written plans for the implementation of the interventions and an increase in student achievement.

**Start Date:** 1/2/2017      **End Date:** 6/2/2019

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Differentiated Instruction
- Instructional Coaching

**Goal #4:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system that uses standards aligned assessments to monitor student achievement and to adjust instructional practices based upon formative and diagnostic assessments and identified student data.

**Indicators of Effectiveness:**

Type: Interim

Data Source: Development of common assessments in all grades and all content areas, Data team meetings notes

Specific Targets: Differentiated instruction as indicated in lesson plans and classroom observations

Type: Annual

Data Source: PSSA/Keystone exams, PVAAS



Specific Targets: Growth in achievement for all students and historically underperforming groups

### ***Strategies:***

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

##### **Description:**

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

**SAS Alignment:** Assessment, Instruction

#### ***Instructional Coaching***

##### **Description:**

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Assessment, Curriculum Framework, Instruction, Materials & Resources

#### ***Differentiated Instruction***

##### **Description:**

"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)  
 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>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

**SAS Alignment:** Assessment, Instruction

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

#### ***Development of Data Teams***

##### **Description:**

The staff will create and form data teams, including specialists, classroom teachers, and administrators. The teams will collect and analyze appropriate and informative data and then evaluate the data to design interventions for individual students.

Evidence will include collected data through the district data warehousing system and other curriculum based measures, Educational Support Team meeting minutes, data analysis information, and written plans for the implementation of the interventions and an increase in student achievement.

**Start Date:** 1/2/2017      **End Date:** 6/2/2019

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

##### **Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiated Instruction

***Ongoing Training in Best Practices and Research-Based Strategies***

**Description:**

The teachers will be offered ongoing training in up-to-date, research-based strategies to improve student achievement.

Evidence may include training or meeting agendas, lesson plans, and teacher observation, and an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 5/31/2021

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiated Instruction

### *Instructional Coaches for Literacy and Mathematics*

**Description:**

Instructional coaches for literacy will assist in all data analyses activities and will provide professional development experiences that will enhance instructional practice in all classrooms.

Pre - Surveys may be created and administered to assist in the identification of specific instructional needs within the classrooms and for small groups or individual students. For example, the instructional coach may provide expertise in data analysis and assist in the improvement of instructional delivery.

Evidence may include the inclusion of an instructional coach, meeting minutes, surveys, lesson plans, and other documents and in an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 5/31/2019

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiated Instruction

**Goal #5:** Establish a system that uses standards aligned assessments to monitor student achievement and to adjust instructional practices based upon formative and diagnostic assessments and identified student data.

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures 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.

**Indicators of Effectiveness:**

Type: Interim

Data Source: EST or SAP meeting notes, Formative Assessment data

Specific Targets: Early identification of students with needs, progress monitoring systems

Type: Annual

Data Source: PSSA/Keystone Exams

Specific Targets: Increase in achievement and growth scores for historically underperforming students

## **Strategies:**

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

#### **Description:**

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

**SAS Alignment:** Assessment, Instruction

### *Differentiated Instruction*

#### **Description:**

"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)

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>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

**SAS Alignment:** Assessment, Instruction

### *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.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

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

#### ***Development of Data Teams***

##### **Description:**

The staff will create and form data teams, including specialists, classroom teachers, and administrators. The teams will collect and analyze appropriate and informative data and then evaluate the data to design interventions for individual students.

Evidence will include collected data through the district data warehousing system and other curriculum based measures, Educational Support Team meeting minutes, data analysis information, and written plans for the implementation of the interventions and an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 6/2/2019

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

##### **Supported Strategies:**

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

#### ***Ongoing Training in Best Practices and Research-Based Strategies***

##### **Description:**

The teachers will be offered ongoing training in up-to-date, research-based strategies to improve student achievement.

Evidence may include training or meeting agendas, lesson plans, and teacher observation, and an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 5/31/2021

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

**Supported Strategies:**

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

### *Instructional Coaches for Literacy and Mathematics*

**Description:**

Instructional coaches for literacy will assist in all data analyses activities and will provide professional development experiences that will enhance instructional practice in all classrooms.

Pre - Surveys may be created and administered to assist in the identification of specific instructional needs within the classrooms and for small groups or individual students. For example, the instructional coach may provide expertise in data analysis and assist in the improvement of instructional delivery.

Evidence may include the inclusion of an instructional coach, meeting minutes, surveys, lesson plans, and other documents and in an increase in student achievement.

**Start Date:** 1/2/2017    **End Date:** 5/31/2019

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

**Supported Strategies:**

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

**Goal #6:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Meeting notes with early childhood agencies, data team meeting notes, professional learning exit tickets

Specific Targets: Early Childhood standards that are included in curricula review, early identification of students at risk

***Strategies:***

***Family Literacy Activities***

**Description:**

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources:

[http://lincs.ed.gov/publications/pdf/lit\\_interventions.pdf](http://lincs.ed.gov/publications/pdf/lit_interventions.pdf),

<http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>,



<http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>,  
[http://ies.ed.gov/ncee/wwc/pdf/intervention\\_reports/WWC\\_Shared\\_Book\\_092806.pdf](http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf))

**SAS Alignment:** Instruction

### *High Quality Professional Development for Teachers*

**Description:**

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source: <https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

**SAS Alignment:** Safe and Supportive Schools

### *SAS: Safe and Supportive Schools - Early Warning System*

**Description:**

"The Educator Dashboard Early Warning System (EWS) is a free, voluntary tool available to all commonwealth LEAs. Building upon existing data, the EWS provides a lens through which schools are able to identify students at risk of dropping out, build a library of district-specific interventions, increase community partnerships and support schools set goals for student achievement improve student success rates." (Source: <http://www.pdesas.org/Page?pageId=20>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

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

#### *Personalized Professional Learning for All Teachers*

**Description:**

A district-wide, professional development committee was formed in the summer of 2016. To begin the school year, teachers identified personal areas of growth based on the 4 domains in Danielson's model. From those

personal goals, the committee will work to create the related opportunities and activities through inservice day selections, workshops, and PLC's within the district. Additionally, best and exemplary practices will be shared by teachers and administrators, and teachers will be encouraged to seek opportunities for their own learning and growth. A catalog of valuable opportunities will be created and available for teachers.

**Start Date:** 8/16/2016      **End Date:** 6/2/2020

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

**Supported Strategies:**

- High Quality Professional Development for Teachers
- SAS: Safe and Supportive Schools - Early Warning System

*Educational Support Teams/Academic Goal Related Discussions about Student Progress*

**Description:**

Small group academic conversations will be held at regular intervals throughout the school year through the Educational Support Team platform. The discussion group which may include classroom teachers, counselor, specialists, parents and others will collaborate to examine student data, evaluate progress in meeting academic goals and set new goals for individual students. The conversations will be held with students, as well and as appropriate. Students may select some of their own goals with guidance.

Evidence will include meeting minutes and logs, as well as collected data and written completion of goals achieved and an increase in student achievement.

**Start Date:** 9/1/2016      **End Date:** 6/2/2020

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

**Supported Strategies:**

- High Quality Professional Development for Teachers
- SAS: Safe and Supportive Schools - Early Warning System

### *Collaboration with Community Early Childhood providers*

**Description:**

The district will continue to collaborate with local, early childhood providers in order to facilitate a smooth transition into public school, to identify students at risk, and to incorporate early childhood learning standards into the kindergarten and first grade curricula.

**Start Date:** 11/10/2016      **End Date:** 11/3/2017

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

**Supported Strategies:**

- Family Literacy Activities
- SAS: Safe and Supportive Schools - Early Warning System

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Instructional Coaching: The Principles of Partnership</b> <b>Strategy #3: Online Learning Opportunities</b> <b>Strategy #4: Substantial Professional Development</b> <b>Strategy #5: Technology Infrastructure Enhancement/Technology Access and Training Increase</b> <b>Strategy #6: Instructional (Distributed) Leadership Capacity Building</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
4/30/2013	6/1/2013	Review of needs assessment	Development of needs assessment; Needs assessment to be completed by faculty, staff, and administration in spring of 2013; Review of 'exit surveys' from current year's professional learning opportunities; Review of needs assessment and surveys to determine summer professional learning academy offerings, push-in, on-line, and PLC professional development options as well as focus of instructional and technology coaches/specialists (Note: this will be an ongoing action each year to gather data to inform professional learning planning)
	<b>Person Responsible</b>	<b>SH S EP</b>	<b>Provider</b>
			<b>Type App.</b>

Assistant Superintendent; Central Office administration/personnel; Instructional and Technology coaches/specialists	2.0	50	20	Dependent upon needs determined - school entity, IU 10, PaTTAN, online options, off-site workshops/conferences	College or University	No
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**Knowledge**

Increased understanding of best instructional practices, need for integration of 21c skills and global competencies, increased competency in data analysis and utilization to inform instruction, increased prowess in technology integration to enhance learning

**Supportive Research**

an element of SAS

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

<b>Training Format</b>	Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences		
<b>Participant Roles</b>	Dir  School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring  
Journaling and reflecting  
as determined by the  
specific professional learning  
outcomes TBD by the needs  
assessment

Participant survey  
Review of participant lesson plans  
Review of written reports  
summarizing instructional activity  
Portfolio  
classroom walk throughs/learning  
walks

**LEA Goals Addressed:**

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

**Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing**

**Strategy #2: Instructional Coaching: The Principles of Partnership**

**Strategy #3: Instructional Conversations**

**Strategy #4: Online Learning Opportunities**

**Strategy #5: Substantial Professional Development**

**Strategy #6: Technology Infrastructure Enhancement/Technology Access and Training Increase**

**Strategy #7: Instructional (Distributed) Leadership Capacity Building**

Start	End	Title	Description
6/1/2013	6/30/2020	Development of professional learning opportunities identified via the needs assessment including learning	Development of professional learning forums (on site, on line/tech supported, push-in/coaching, PLCs, learning academies, data teams, IU and off site supported); Develop system to individualize professional learning opportunities (online,

in SAS, FBAs, autism awareness/support, 21c skills and Tech Integration, best practices, & dev. of a system to support ongoing embedded learning

instructional/peer coaching); Develop eComp planning aligned induction programming; Develop an online tracking/registration system; Review of resources to support infrastructure; Review of participant surveys feedback; Development of learning walks aligned with professional learning initiatives within and across buildings/departments; Review of teacher portfolios (and evaluations); Review of student data looking for evidence of academic growth as a result of teacher professional learning

Person Responsible	SH	S	EP	Provider	Type	App.
Assistant Superintendent; Building principals; Instructional and Technology coaches/specialists	2.0	50	20	administration, district personnel, IU personnel	School Entity	No

**Knowledge** increase knowledge of best instructional practices, differentiation, data utilization, and technology integration

**Supportive Research** Element of SAS

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

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



- roles:
- interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
  - Provides leaders with the ability to access and use appropriate data to inform decision-making.
  - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
  - Instructs the leader in managing resources for effective results.

**Training Format**

Series of Workshops  
School Whole Group Presentation  
Live Webinar  
Department Focused Presentation  
Online-Synchronous  
Online-Asynchronous  
Professional Learning Communities  
Offsite Conferences

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<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel Parents		

**Follow-up Activities**

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Journaling and reflecting walk throughs/learning walks

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Student PSSA data

Standardized student assessment data other than the PSSA

Classroom student assessment data

Participant survey

Review of participant lesson plans

Review of written reports

summarizing instructional activity

Portfolio

Student academic growth

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*