

South Middleton SD

District Level Plan

07/01/2016 - 06/30/2019

District Profile

Demographics

4 Forge Rd
Boiling Springs, PA 17007
(717)258-6484
Superintendent: Alan Moyer
Director of Special Education: Connie Connolly

Planning Process

The purpose of the Comprehensive Plan is to set and achieve specific goals in order to continue changing the organization to provide the highest quality learning opportunities. The South Middleton School District Board of School Directors implemented a district-wide planning process to serve as a means of making ongoing organizational decisions, maximize the efficient and effective use of resources, and work as a tool for annual planning and evaluation. The steps of the process are to review the mission and vision for the future of the District, review the shared values, and set measurable goals.

The process includes the utilization of a District Level Comprehensive Planning Committee made up of Board Members and administration, with input from teachers, parents, students, business and community members. The planning committee serves the purpose of reviewing the plan to insure that there is alignment with the mission, vision, and goals, and action plans of the District. The District's Leadership Team reviewed the accomplishments, systematic concerns and challenges, and identified district-wide patterns. The information was reviewed by the planning committee, assisting to develop prioritized goals and action plans. The final product of this plan will provide direction for the South Middleton School District as work to achieve our goals over the next three years.

The South Middleton School District became and remains committed to developing and implementing a strategic planning model that:

- reflects the core values and goals of the Superintendent and Board.
- communicates the District's intentions for students, parents, staff, and the community.
- represents a data driven, problem-solving process from which sound decisions can be made.
- allows for the well-organized flow of information to all decision makers.
- serves as a means to make ongoing organizational decisions, maximizes the efficient and effective use of resources, and works as a tool for annual planning and evaluation.

Mission Statement

MISSION

The mission of the South Middleton School District is to provide a challenging education in a safe, supportive environment that empowers all students to become lifelong learners and productive, respectful citizens of our diverse and changing world.

Vision Statement

VISION

South Middleton School District:

Where We Respect the Past, Engage the Present and Impact the Future.

Shared Values

Shared values are the core beliefs shared by all stakeholders in the South Middleton School District. They explain our culture, measure our commitment, and define what makes the South Middleton School District unique. They are a statement of who we are and describe how we serve our children. We examined our shared values in five areas.

1. Academic Excellence
2. Developmental Responsiveness
3. Culture
4. Organizational Structures
5. Leadership

Several themes emerged from group discussions:

1. Faculty, staff, students, parents, and the community desire curricula and programs that prepare students to be well rounded and successful in school, at home, in the community, at work and as citizens of a democratic society.
2. In order to facilitate meaningful learning, instructional strategies need to be responsive, data driven, research based and designed to meet the needs of individual students.

3. Emphasis must be placed on providing adequate academic, social and emotional support for all students through the development of programs, tools, and resources necessary for teachers to address individual student need.
4. A new blend of traditional, digital, and alternative methods for teaching and learning and professional development must be implemented.
5. Traditions and customs that help our students foster a sense of community and citizenship are valued along with the pursuit of policies, programs and procedures that promote acceptance.
6. A concerted effort must be made to implement policies, programs, and procedures that improve communication between all stakeholders, raise community awareness of the Comprehensive Plan, and increase engagement of parents and community groups.
7. All stakeholders must have access to the data necessary to set/understand district goals, evaluate progress and make sound educational decisions.

Educational Community

The South Middleton School District is located in Cumberland County, South Central Pennsylvania. The District Office, the Boiling Springs Senior High School, Yellow Breeches Middle School, and the Iron Forge Educational Center are located in the town of Boiling Springs, five miles south of Carlisle and twenty miles southwest of Harrisburg. The W.G. Rice Elementary School is located five miles south of Carlisle on Route 34 near Mt. Holly Springs. Geographically, the school district is contained within a single municipality, South Middleton Township. The Township covers 51.5 square miles and is inhabited by approximately 14,500 residents, concentrated in a suburban-rural setting.

South Middleton School District is a community-based school system, delivering a quality educational program to our citizens for over one hundred years. The District serves as a hub for the community, working with the South Middleton Township to provide many educational and recreational services for our residents.

The South Middleton School District's approximately 2,105 students in kindergarten through grade twelve, attend classes in four buildings. Students in kindergarten through grade three attend W.G. Rice Elementary School; students in grades four and five attend classes at the Iron Forge Educational Center; students in grades six, seven, and eight attend the Yellow Breeches Middle School; and students in grades nine through twelve attend the Boiling Springs High School. Because of this configuration, students start their formal education together in the same building and stay together throughout their thirteen years at South Middleton. In addition, having all classes of each grade together in one building provides greater flexibility for scheduling and providing services. The District has made a commitment to maintain a low student-teacher ratio, particularly at the elementary level. The average class size at W. G. Rice Elementary is 21 students; at Iron Forge Educational Center, it is 25 students. At Yellow Breeches Middle School, the class size is approximately 26 students. The high school maintains class size based on the academic discipline

and facility space in which the course is offered. Average class size ranges from 18 students in Art, Family and Consumer Science, and Technology Education to 25 in Social Studies.

The staff of the District includes fifteen administrative staff, 176 faculty members, and 117 support/service staff members. Believing in lifelong learning, the District encourages the professional staff to continue their own professional development through college courses, independent studies, study groups, book discussion groups, and attending conferences and workshops. Sixty-one percent of the professional staff has earned advanced degrees.

The curriculum is comprehensive, providing students with an education in the arts, business education, computer science, English, family and consumer sciences, foreign languages, health, language arts, mathematics, physical education, the sciences, and social studies. Technology instruction has been integrated throughout the K-12 curriculum. A full-day kindergarten program was implemented during the 2004-2005 school year. In 2015, the Yellow Breeches Middle School was re-designated as a nationally recognized School to Watch after receiving designations in 2012 and 2009. Block scheduling has been in place at the high school since 1995. Advanced placement courses, internships, job shadowing, and college courses are available for high school students. Seniors may participate in a cooperative education work experience. In 2015, W.G. Rice Elementary School was recognized as a High Achieving Title I school for the second consecutive year. Boiling Springs High School was one of 547 school districts in the U.S. and Canada being honored by the College Board with placement on the 6th and 5th Annual AP® District Honor Roll for increasing access to [AP](#) course work while simultaneously maintaining or increasing the percentage of students earning scores of 3 or higher on AP Exams. Counseling services, gifted education, and a full range of special education services are available at all levels.

The District participates in the programs of the Cumberland-Perry Vocational Technical School, Harrisburg Area Community College, the Capital Area School for the Arts, and the Capital Area Intermediate Unit #15. Distance learning is available for our students, as well as dual-enrollment in post-secondary institutions. Co-curricular offerings provide a comprehensive program of inter-scholastic and recreational sports for boys and girls. Many students participate in multiple activities, including music organizations, such as bands and choruses; drama opportunities; school yearbook and newspaper; and a number of clubs, service organizations, and booster groups. Boiling Springs High School has active chapters of both the National Honor Society and National Art Honor Society. Students have unique opportunities because of the district's geographical location. They are able to participate in an Outdoor Education program, hike the Appalachian Trail, participate in the Ski Club, and fly fish in the Yellow Breeches Creek.

With the help of a supportive community, modern facilities, ample resources, a strong staff, curriculum and instruction to meet the needs of diverse learners, and many supplemental programs, South Middleton School District is proud of the educational opportunities provided for our students.

Planning Committee

| Name | Role |
|---------------------|---|
| Elmer Barrick | Ed Specialist - School Counselor: Professional Education |
| Michael Berk | Board Member: Professional Education |
| David Boley | Building Principal: Professional Education |
| Ben Chamberlin | Parent: Professional Education |
| Jennifer Chamberlin | High School Teacher - Regular Education: Professional Education |
| Ally Chiavacci | Middle School Teacher - Special Education: Professional Education |
| Dean Clepper | Community Representative: Professional Education |
| Connie M. Connolly | Special Education Director/Specialist: Professional Education Special Education |
| Joel Hain | Building Principal: Professional Education |
| Bryan Hellam | Elementary School Teacher - Regular Education: Professional Education |
| Kim Herman | Ed Specialist - School Nurse: Professional Education |
| Steve Karloski | Middle School Teacher - Regular Education: Professional Education |
| Max Leo | Student: Professional Education |
| Vanessa Long | Elementary School Teacher - Regular Education: Professional Education |
| Greg Lunde | Business Representative: Professional Education |
| David Mancuso | High School Teacher - Regular Education: Professional Education |
| Joseph Mancuso | Administrator: Professional Education Special Education |
| Elizabeth Meikrantz | Parent: Professional Education |
| Thomas Merlie | Board Member: Professional Education |
| Steve Metzker | Business Representative: Professional Education |
| Chris Monasmith | Ed Specialist - Instructional Technology: Professional Education |

| | |
|---------------------|--|
| Alan Moyer | Administrator: Professional Education Special Education |
| Jessica Petronis | Ed Specialist - School Psychologist: Special Education |
| Trisha Reed | Administrator: Professional Education |
| Trisha Reed | Building Principal: Professional Education |
| Edith Rob | Parent: Professional Education |
| Kim Spisak | Administrator |
| Carrie Stine | High School Teacher - Special Education: Special Education |
| Molly Talley | Parent: Professional Education |
| Randy Varner | Board Member |
| Kerry Vincent | Community Representative: Professional Education |
| David Walker | Parent: Professional Education |
| Vanessa Watkins | Elementary School Teacher - Regular Education: Professional Education |
| Rob Waynick | High School Teacher - Regular Education: Professional Education |
| William Weber | Student: Professional Education |
| Jesse White | Building Principal: Professional Education Special Education |
| Sharonn L. Williams | Instructional Technology Director/Specialist: Professional Education Special Education |

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

All of the curricular areas are aligned with PA Standards and are mapped this includes English Language Arts, Mathematics and Science. Those areas are checked as "Developing" because they are all in the process of being aligned and mapped to the PA Common Core Standards. The re-writing, alignment and mapping is being accomplished K-12.

Elementary Education-Intermediate Level

| Standards | Mapping | Alignment |
|---------------------|--------------|--------------|
| Arts and Humanities | Accomplished | Accomplished |

| | | |
|---|--------------|--------------|
| 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 | Accomplished | Accomplished |
| PA Core Standards: Mathematics | Developing | Developing |
| Economics | Accomplished | Accomplished |
| Environment and Ecology | Accomplished | Accomplished |
| Family and Consumer Sciences | Accomplished | Accomplished |
| Geography | Accomplished | Accomplished |
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Developing | Developing |
| Alternate Academic Content Standards for Math | Accomplished | Accomplished |
| Alternate Academic Content Standards for Reading | Accomplished | Accomplished |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |

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

All of the curricular areas are aligned with PA Standards and are mapped this includes English Language Arts, Mathematics and Science. Those areas are checked as "Developing" because they are all in the process of being aligned and mapped to the PA Common Core Standards. The re-writing, alignment and mapping is being accomplished K-12.

Middle Level

| Standards | Mapping | Alignment |
|---|----------------|------------------|
| Arts and Humanities | Accomplished | Accomplished |
| 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 | Accomplished | Accomplished |
| PA Core Standards: Mathematics | Developing | Developing |
| Economics | Accomplished | Accomplished |
| Environment and Ecology | Accomplished | Accomplished |
| Family and Consumer Sciences | Accomplished | Accomplished |
| Geography | Accomplished | Accomplished |
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Developing | Developing |
| Alternate Academic Content Standards for Math | Accomplished | Accomplished |

| | | |
|--|--------------|--------------|
| Alternate Academic Content Standards for Reading | Accomplished | Accomplished |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |
| World Language | Accomplished | Accomplished |

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

All of the curricular areas are aligned with PA Standards and are mapped this includes English Language Arts, Mathematics and Science. Those areas are checked as "Developing" because they are all in the process of being aligned and mapped to the PA Common Core Standards. The re-writing, alignment and mapping is being accomplished K-12.

High School Level

| Standards | Mapping | Alignment |
|---|--------------|--------------|
| Arts and Humanities | Accomplished | Accomplished |
| 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 | Accomplished | Accomplished |
| PA Core Standards: Mathematics | Developing | Developing |
| Economics | Accomplished | Accomplished |
| Environment and Ecology | Accomplished | Accomplished |
| Family and Consumer Sciences | Accomplished | Accomplished |
| Geography | Accomplished | Accomplished |
| Health, Safety and Physical Education | Accomplished | Accomplished |
| History | Accomplished | Accomplished |
| Science and Technology and Engineering Education | Developing | Developing |
| Alternate Academic Content Standards for Math | Accomplished | Accomplished |
| Alternate Academic Content Standards for Reading | Accomplished | Accomplished |
| American School Counselor Association for Students | Accomplished | Accomplished |
| English Language Proficiency | Accomplished | Accomplished |
| Interpersonal Skills | Accomplished | Accomplished |
| School Climate | Accomplished | Accomplished |
| World Language | Accomplished | Accomplished |

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

All of the curricular areas are aligned with PA Standards and are mapped - this includes English Language Arts, Mathematics and Science. Those areas are checked as "Developing" because they are all in the process of being aligned and mapped to the PA Common Core Standards. The re-writing, alignment, and mapping is being accomplished K-12.

Adaptations

Elementary Education-Primary Level

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

Elementary Education-Intermediate Level

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

Middle Level

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

High School Level

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

Explanation for any standards checked:

All of curricula reflects not only state requirements, but also local expectations. Many of the local expectations go beyond grade level expectations reflected in the PA Anchors and Eligible Content. In addition, all curricula is prioritized as "Essential", "Important" and "Supplemental". This allows teachers to ensure the minimum while providing direction to supplement and enrich instruction based on student needs.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The South Middleton School District maintains an eight year curriculum cycle for the purpose of maintaining an even distribution of review, writing, implementation and maintenance of curricula. The cycle includes a year of research, a year of writing, a year of implementation, and five years of maintenance. Curricular areas that are in need of coming off-cycle due to changes in regulations, technology or student needs are often advanced in the cycle. If teaching and learning dictates, the South Middleton School District has never

failed to invest in the development new curricula. A capital reserve account has been set aside to ensure the purchase of textbooks, software, and materials as teaching and learning dictates.

A standard curriculum writing framework utilized by all curriculum writers addresses all of the "Curriculum Characteristics" listed above. Teachers are provided with release time and/or supplemental pay to revise existing curriculum or develop new curriculum. All curricula is reviewed and recommended for adoption, by the Education Committee of the Board of School Directors.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

The South Middleton School District maintains an eight year curriculum cycle for the purpose of maintaining an even distribution of review, writing, implementation and maintenance of curricula. The cycle includes a year of research, a year of writing, a year of implementation, and five years of maintenance. Curricular areas that are in need of coming off-cycle due to changes in regulations, technology or student needs are often advanced in the cycle. If teaching and learning dictates, the South Middleton School District has never failed to invest in the development new curricula. A capital reserve account has been set aside to ensure the purchase of textbooks, software and materials as teaching and learning dictates.

A standard curriculum writing framework utilized by all curriculum writers addresses all of the "Curriculum Characteristics" listed above. Teachers are provided with release time and/or supplemental pay to revise existing curriculum or develop new curriculum. All curricula is reviewed and recommended for adoption, by the Education Committee of the Board of School Directors.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

The South Middleton School District maintains an eight year curriculum cycle for the purpose of maintaining an even distribution of review, writing, implementation and maintenance of curricula. The cycle includes a year of research, a year of writing, a year of implementation, and five years of maintenance. Curricular areas that are in need of coming off-cycle due to changes in regulations, technology or student needs are often advanced in the cycle. If teaching and learning dictates, the South Middleton School District has never failed to invest in the development new curricula. A capital reserve account has been set aside to ensure the purchase of textbooks, software, and materials as teaching and learning dictates.

A standard curriculum writing framework utilized by all curriculum writers addresses all of the "Curriculum Characteristics" listed above. Teachers are provided with release time and/or supplemental pay to revise existing curriculum or develop new curriculum. All curricula is reviewed and recommended for adoption, by the Education Committee of the Board of School Directors.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

The South Middleton School District maintains an eight year curriculum cycle for the purpose of maintaining an even distribution of review, writing, implementation and maintenance of curricula. The cycle includes a year of research, a year of writing, a year of implementation, and five years of maintenance. Curricular areas that are in need of coming off-cycle due to changes in regulations, technology or student needs are often advanced in the cycle. If teaching and learning dictates, the South Middleton School District has never failed to invest in the development new curricula. A capital reserve account has been set aside to ensure the purchase of textbooks, software, and materials as teaching and learning dictates.

A standard curriculum writing framework utilized by all curriculum writers addresses all of the "Curriculum Characteristics" listed above. Teachers are provided with release time and/or supplemental pay to revise existing curriculum or develop new curriculum. All curricula is reviewed and recommended for adoption, by the Education Committee of the Board of School Directors.

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

This narrative is empty.

Modification and Accommodations

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

The special education program and the efforts of our intervention specialists (IST, Coaches, Title I, REading and Math Specialists...) all parallel the regular education in content and materials as much as possible. Our primary effort is always to provide students with the grade level content with the appropriate adaptations and accommodations. Even if a student struggles at grade level, our efforts are to "double dose" not remove and replace. In other words, students take both reading in the regular education curriculum and a second reading class as an intervention. In addition, grades K-8 employ the Multi-tiered System of Support to address literacy needs of the students..

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Instructional Coaches

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

Teachers are required to maintain classroom environments that reflect the utilization of research based instructional strategies to deliver a standards based, prioritized curriculum based on the needs of students.

K-12 faculty are required to submit weekly lesson plans that are developed directly from unit maps, based on our standards aligned, prioritized curriculum. All building level administrators have a process for reviewing lesson plans. Special education teachers, counselors, intervention Specialists in English Language Arts and Mathematics, and instructional aides are available to support faculty and students K-12.

All non-tenured staff and any teachers considered “marginal” receive a minimum of four formal observations per year. On a three year cycle, one-third of tenured staff receives two formal observations per year. The remaining two thirds of the tenured staff are involved in a differentiated supervision model which also focuses on teaching and learning. All staff are involved in a formal goal setting and goal evaluation process and meet formally with building principals a minimum of two to four times per year.

Walk-through observations occur across the district on a weekly basis. Non-Supervisory Grade Level, Team or Department Chairs support faculty and staff are considered leaders in making daily routine instructional decisions and helping insure consistency. All new, non-tenured, teachers are assigned a mentor for two years and participate in a formal induction program. All new, tenured, teachers are also assigned a mentor and expected to participate in induction activities. In both cases, this includes any long-term substitute teachers employed in any given year.

Finally, any tenured teacher who is not in a year of clinical observations, may elect peer-coaching, peer-observations, instructionally based-study groups or self designed studies that emphasize and reflect district targeted instructional strategies.

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

We do not have building supervisors and our department chairs are not supervisory. As a result, we do not foresee changes at this time.

Responsiveness to Student Needs

Elementary Education-Primary 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.

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. | 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.

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 | Implemented in |

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

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

This narrative is empty.

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 available educational positions are advertised through a variety of outlets. The District website, local newspapers, and internal postings for current staff are used. All candidates must hold proper certification to be considered for employment. A team of interviewers including department chairs, building and central office administration interview candidates. Finalists for educational positions generally complete two levels of interviews or demonstration teaching lessons with multiple individuals prior to a formal job offer. 100% of the South Middleton School District faculty is highly qualified and properly assigned within their areas of certification. The district has made a commitment to hiring teachers straight from college, teachers with experience, teachers who came non-traditional routes. The faculty also comes to the school district with a variety of skills and interests. Chairs and faculty are included in the hiring process and have participated in the evaluation of principal finalists. This highly engaged, highly skilled and highly invested faculty result in incredible retention rates. When we do have an opening, even in times of teacher shortages, we have never had issues attracting qualified candidates.

Assessments

Local Graduation Requirements

| Course Completion | SY 16/17 | SY 17/18 | SY 18/19 |
|--------------------------|-----------------|-----------------|-----------------|
| Total Courses | 32.00 | 32.00 | 32.00 |
| English | 5.00 | 5.00 | 5.00 |
| Mathematics | 4.00 | 4.00 | 4.00 |
| Social Studies | 4.00 | 4.00 | 4.00 |
| Science | 4.00 | 4.00 | 4.00 |
| Physical Education | 4.00 | 4.00 | 4.00 |

| | | | |
|--|-------|-------|-------|
| Health | 2.00 | 2.00 | 2.00 |
| Music, Art, Family & Consumer Sciences, Career and Technical Education | 3.00 | 3.00 | 3.00 |
| Electives | 6.00 | 6.00 | 6.00 |
| Minimum % Grade Required for Credit (Numerical Answer) | 70.00 | 70.00 | 70.00 |

Graduation Requirement Specifics

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

| Summative Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| PSSA | X | X | X | X |
| Keystones | | | X | X |
| PSAT | | | | X |
| SAT | | | | X |
| ASVAB | | | | X |
| NOCCTI | | | | X |

Benchmark Assessments

| Benchmark Assessments | EEP | EEI | ML | HS |
|------------------------------|------------|------------|-----------|-----------|
| CDT's | | | | X |

Formative Assessments

| Formative Assessments | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Curriculum Based Assessments - Teacher Developed | X | X | X | X |
| Curriculum Based Assessments - Text/Company Developed | X | X | X | X |
| Easy CBM | X | X | X | |
| Aimsweb | X | X | | |

Diagnostic Assessments

| Diagnostic Assessments | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Key Math | X | | | |
| DRA | X | X | | |
| QRI | | X | | |
| Wechsler Preschool and Primary Scales of Intelligence | X | | | |
| Wechsler Intelligence Scales for Children | X | X | | |
| Wechsler Adult Intelligence Scales | | X | X | X |
| Stanford-Binet | | X | X | X |
| Test of Nonverbal Intelligence | | X | X | X |
| Reynolds Intellectual Assessment Scales | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Kaufman Assessment Battery for Children | X | X | X | X |
| Autism Diagnostic Observation Scales | X | X | X | X |
| Woodcock Johnson | X | X | X | X |
| Woodcock Johnson Munez | | X | X | X |
| Behavior Rating Inventory of Executive Functions | X | X | X | X |
| Gifted Rating Scale | X | X | X | X |
| Gray Oral Reading Tests | | X | X | X |
| Test of Written Language | | X | X | X |

Validation of Implemented Assessments

| Validation Methods | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| External Review | | | | |
| Intermediate Unit Review | | | | |
| LEA Administration Review | X | X | X | X |
| Building Supervisor Review | X | X | X | X |
| Department Supervisor Review | | | | |
| 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.

The South Middleton School District is moving toward consistent curriculum based assessments at the end of units of instruction to supplement standardized testing information and to measure local expectations. There is no intent to request that these locally developed assessments supplant any state required or standardized testing purchased to supplement state testing by the South Middleton School District.

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.

N/A

Collection and Dissemination

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

Standardized assessment data is collected, organized and disseminated by administrators and our intervention specialists. Intervention specialists includes Title I teachers, remedial teachers, an instructional support teacher and academic coaches.

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.

Standardized assessment data is collected, organized, and disseminated for the purpose of differentiating instruction, altering pacing, determining interventions and informing special education.

Assessment Data Uses

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

Standardized assessment data is collected, organized, and disseminated for the purpose of differentiating instruction, altering pacing, determining interventions and informing special education.

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

This narrative is empty.

Distribution of Summative Assessment Results

| Distribution Methods | EEP | EEI | ML | HS |
|---|-----|-----|----|----|
| 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 | | | | |
| 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 | | | | |
| School Calendar | | | | |
| Student Handbook | | | | |

Provide brief explanation of the process for incorporating selected strategies.

Through building and district level communication methods, such as, email, electronic parent portal to review grades, and the district website, we reach parents and community to communicate results of summative assessments.

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

The South Middleton School District Strategic Plan includes goals to ensure all stakeholders have the information they need to make educational decisions.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The South Middleton School District does not have any schools that are rated as "struggling schools." At each grade level, a variety of diagnostic assessments are utilized to determine the appropriate intervention and referral services to provide to students. This approach permits the district to review that students are making adequate growth towards achieving the PA Core Standards and are able to perform at proficient levels on the state assessments.

Programs, Strategies and Actions

| Programs, Strategies and Actions | EEP | EEI | ML | HS |
|--|-----|-----|----|----|
| Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement | X | X | X | X |
| School-wide Positive Behavioral Programs | X | X | X | |
| Conflict Resolution or Dispute Management | | | | |
| Peer Helper Programs | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Safety and Violence Prevention Curricula | | | 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 | | | | |
| Student Assistance Program Teams and Training | X | X | X | X |
| Counseling Services Available for all Students | X | X | X | X |
| Internet Web-based System for the Management of Student Discipline | X | X | X | X |

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

The South Middleton School District has formed a standing School Safety Committee charged with collecting data and reviewing all aspects of student, faculty and school safety. As result of the efforts of this standing committee, it has been determined that school safety is best assured through a multifaceted approach and that all aspects of school safety fall into five key areas: (1) Physical, (2) Policy/Procedural, (3) Academic, (4) Social/Emotional and (5) Cultural. Further, it was determined that strengths and needs in each of the five areas need further identified and that immediate, short term and longer term goals need to be established. The South Middletton School District is committed evaluating and implementing any necessary and appropriate change across these five areas.

FIVE CRITICAL ASPECTS OF SCHOOL SAFETY IN SOUTH MIDDLETON SCHOOL DISTRICT

Physical:

All aspects of physical safety of students, faculty, staff and community on our campuses and in our schools. Examples in this area include, but are not limited to, security and fire systems, door locking systems, camera systems and digital recordings, and the design of critical points of egress, exit, and signage.

Policy/Procedural:

All policies, practices, guidelines, and procedures needed to ensure consistency in the establishment and utilization of best safe school practices. Examples in this area include, but are not limited to, district emergency plans, classroom emergency procedures, safety drills, and detailed requirements for volunteers.

Academic:

All curriculum, programs, guidelines, routines, and procedures that we teach our students to best ensure that they recognize safe behaviors and good decision making; can advocate for their personal safety and the safety of others; and assume their responsibility for helping maintain safe schools and communities. Examples in this area include, but are not limited to, guidance, physical education, health, science, safety education curriculum, classroom procedures, proper behavior, knowing how to access school and community resources, and emergency preparedness.

Social/Emotional:

All curriculum, programs, and services that help students maintain good mental health and cope with social, emotional, and physical obstacles that hinder them reaching their potential. Examples in this area include, but are not limited to, Special Education, Every

Bubbler Cares, RTII, START, individual and small group counseling, mental health screenings and partnerships with community service providers.

Cultural:

All policies, practices, programs, and partnerships that engage and strengthen relationships between educators, students, parents, community organizations, local officials, law enforcement and the community as a whole. Examples in this area include, but are not limited to, District relationships with Holy Spirit Hospital Teenline, Cumberland Perry Drug and Alcohol, CASP, Children and Youth, South Middleton Township, South Middleton Elementary PTO, Boiling Springs VFW, local businesses and community service/volunteerism opportunities for our students.

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.)

South Middleton School District offers a Gifted Support Program that addresses the enrichment and/or acceleration needs of eligible students in grades K-12. The eligibility process includes all stakeholders: the student, parent(s), teachers, counselors and administrators. Initially, the student is referred for a screening by a parent or teacher to identify if further assessment is warranted. As part of the screening process, a review of records is conducted, as well as the administration of a brief cognitive and achievement measure.

If results of the screening indicate that further evaluation is warranted, the school psychologist will administer a comprehensive cognitive and achievement assessment to the student. If the cognitive and achievement assessments yield a score in the top two percent and student's classroom performance indicates academic needs that cannot be addressed through differentiated instruction in the general education setting, a recommendation of eligibility to participate in the Gifted Support Program is made.

South Middleton School District remains committed to ensuring that all students who demonstrate the need for academic challenges that cannot be met through the general education curriculum are identified and provided an educational program that meets their academic needs.

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

If the student does not score in the top two percent on the cognitive or achievement measures, a process using multiple criteria is implemented. Using an established rubric, points are awarded in categories that include testing performance, teachers' rating of student performance and mitigating factors that may mask giftedness.

If a student is found eligible for Gifted Support services through the cognitive and achievement assessments or multiple criteria, a Gifted Individualized Education Program is developed that addresses the academic needs of the student that cannot be adequately addressed through the general education curriculum.

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

Recently, benchmark testing of reading and mathematics skills, conducted in grades 1-5, is analyzed to identify those students who consistently score above grade level. These students are also considered for referral to the gifted screening process.

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.

This narrative is empty.

Developmental Services

| Developmental Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Academic Counseling | X | X | X | X |
| Attendance Monitoring | X | X | X | X |
| Behavior Management Programs | X | X | X | X |
| Bullying Prevention | X | X | X | X |
| Career Awareness | X | X | X | X |
| Career Development/Planning | | | X | X |
| Coaching/Mentoring | | | X | |
| Compliance with Health Requirements -i.e., Immunization | X | X | X | X |
| Emergency and Disaster Preparedness | X | X | X | X |
| Guidance Curriculum | | | X | |
| Health and Wellness Curriculum | | | 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 | | | | |

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

| Diagnostic, Intervention and Referral Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Accommodations and Modifications | X | X | X | X |
| Administration of Medication | X | X | X | X |
| Assessment of Academic Skills/Aptitude for Learning | X | X | X | X |
| Assessment/Progress Monitoring | X | X | X | X |
| Casework | X | X | X | X |
| Crisis Response/Management/Intervention | X | X | X | X |
| Individual Counseling | X | X | X | X |

| | | | | |
|--|---|---|---|---|
| Intervention for Actual or Potential Health Problems | X | X | X | X |
| Placement into Appropriate Programs | X | X | X | X |
| Small Group Counseling-Coping with life situations | | X | X | |
| Small Group Counseling-Educational planning | | | | X |
| Small Group Counseling-Personal and Social Development | | X | X | |
| Special Education Evaluation | X | X | X | X |
| Student Assistance Program | | | X | X |
| Whole grade level screening for anxiety and/or depression. | | X | X | |

Explanation of diagnostic, intervention and referral services:

With parent permission, all students are screened once in upper elementary and once in middle school for anxiety and/or depression.

Consultation and Coordination Services

| Consultation and Coordination Services | EEP | EEI | ML | HS |
|---|------------|------------|-----------|-----------|
| Alternative Education | X | X | X | X |
| Case and Care Management | X | X | X | X |
| Community Liaison | | | | |
| 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 | | | | |
| Staff Development | X | X | X | X |
| Strengthening Relationships Between School Personnel, Parents and Communities | X | X | X | X |
| System Support | | | | |
| Truancy Coordination | | | | |

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

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

Communication of Student Health Needs

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

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.

Special education teachers, counselors, academic coaches, and intervention specialists are all assigned to support specific grades, teams or departments and meet and plan regularly with faculty and staff. In grades K-8, grade and team level meetings are scheduled once every six school days. Department meetings are scheduled monthly at the high school. Throughout the school year, in-service days are utilized in part or in whole, to collaborate and utilize data.

Interventions based on data analysis are collected and reported directly to teachers through special education teachers, counselors, academic coaches, intervention specialists and building principals. Teachers are empowered to utilize district resources to make sound instructional decisions for students.

In order to effectively and consistently coordinate these efforts special education teachers have a chair (lead teacher in each building), academic coaches and intervention specialists and counselors have a K-12 Chair. Chairs grouped by similar responsibilities (Academic Chairs, Intervention/Guidance Chairs, Art/Humanity Wellness Chairs...)

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

The South Middleton School District employs an early childhood facilitator to coordinate programs and services with child care providers and day care facilities. The services and supports of the facilitator are free and well regarded by our community operated child care providers.

The South Middleton School District provides facilities for a before school and after school child care service run by the Carlisle YMCA for elementary students attending our schools. The relationship has been beneficial to parents, both organizations and most importantly children. The YMCA allows a sliding scale for fees charged based on family need.

The South Middleton School District provides upper elementary school and middle school students with free after school tutoring, teacher supervised study-halls and homework clubs Monday through Thursdays.. Library access is also available and a free activity bus will transport students to their neighborhoods.

The South Middleton School District works with South Middleton Township Parks and Recreation to run fee based activities in our schools. Students are offered opportunities to participate in wellness classes, physical activities and artistic endeavors. Scholarships are available if need exists. The programs are scheduled to allow students the opportunities to utilize the activity bus.

The South Middleton School District, through our Vocational Technical School, Cooperative Education Program at Boiling Springs High School and our Special Education Department maintains a wide variety of opportunities for job shadowing, mentorships, cooperative education experiences, community based instruction and sheltered workshops.

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.

When students are identified with a disability or possible disability, by a parent, family, pediatrician, or child care provider, pre-school services are coordinated through our Intermediate Unit. In addition, the South Middleton School District employs an early childhood facilitator to coordinate programs and services with child care providers and day care facilities. She has also been instrumental in identifying families with a student in need of services. A full range of services based on the needs of the child are contracted by the school district provided through the Intermediate Unit. . When a child who has been identified with special needs begins the transition to school, a transition plan, IEP and necessary services are coordinated with the family through the Intermediate Unit and our Director of Special Education.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

A well defined curriculum cycle which includes a research phase, writing and materials selection phase, an implementation phase, and a five year phase of consistent monitoring assures that the South Middleton School District's curricula are standards aligned, prioritized curriculum meets the needs of our students. A full continuum of services for academic, emotional and social support is provided to all students. Assessment practices aligned to the curriculum are both summative and formative. Students are given a variety of opportunities to demonstrate mastery of content and skills.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

A well defined curriculum cycle which includes a research phase, writing and materials selection phase, an implementation phase and a five year phase of consistent monitoring assures that the South Middleton School District's curricula are standards aligned, prioritized curriculum meets the needs of our students. A full continuum of services for academic, emotional and social support is provided to all students. Assessment practices aligned to the curriculum are both summative and formative. Students are given a variety of opportunities to demonstrate mastery of content and skills.

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

This narrative is empty.

Middle Level

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

| | |
|---|--------------|
| Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs | Accomplished |
|---|--------------|

Provide explanation for processes used to ensure Accomplishment.

A well defined curriculum cycle which includes a research phase, writing and materials selection phase, an implementation phase and a five year phase of consistent monitoring assures that the South Middleton School District's curricula are standards aligned, prioritized curriculum meets the needs of our students. A full continuum of services for academic, emotional and social support is provided to all students. Assessment practices aligned to the curriculum are both summative and formative. Students are given a variety of opportunities to demonstrate mastery of content and skills.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

A well defined curriculum cycle which includes a research phase, writing and materials selection phase, an implementation phase and a five year phase of consistent monitoring assures that the South Middleton School District's curricula are standards aligned, prioritized curriculum meets the needs of our students. A full continuum of services for academic, emotional and social support is provided to all students. Assessment practices aligned to the curriculum are both summative and formative. Students are given a variety of opportunities to demonstrate mastery of content and skills.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

| Standards | Status |
|---|---|
| Arts and Humanities | Implemented in 50% or more of district classrooms |
| Career Education and Work | Implemented in 50% or more of district classrooms |
| Civics and Government | Implemented in 50% or more of district classrooms |
| PA Core Standards: English Language Arts | Implemented in 50% or more of district classrooms |
| PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects | Implemented in 50% or more of district classrooms |
| PA Core Standards: Mathematics | Implemented in 50% or more of district classrooms |
| Economics | Implemented in 50% or more of district classrooms |
| Environment and Ecology | Implemented in 50% or more of district classrooms |
| Family and Consumer Sciences | Implemented in 50% or more of district classrooms |
| Geography | Implemented in 50% or more of district classrooms |
| Health, Safety and Physical Education | Implemented in 50% or more of district classrooms |
| History | Implemented in 50% or more of district classrooms |
| Science and Technology and Engineering Education | Implemented in |

| | |
|---|---|
| | 50% or more of district classrooms |
| Alternate Academic Content Standards for Math | Implemented in 50% or more of district classrooms |
| Alternate Academic Content Standards for Reading | Implemented in 50% or more of district classrooms |
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| Early Childhood Education: Infant-Toddler→Second Grade | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Although comment is not required, it is worth noting that SAS is an emerging resource in the South Middleton School District. It has been used heavily as a resource, but not as effectively as an instructional tool. This is an improving resource worthy of more time and professional development.

Elementary Education-Intermediate Level

| Standards | Status |
|---------------------------|---|
| Arts and Humanities | Implemented in 50% or more of district classrooms |
| Career Education and Work | Implemented in 50% or more of district classrooms |
| Civics and Government | Implemented in |

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

| | |
|--|---|
| American School Counselor Association for Students | Implemented in 50% or more of district classrooms |
| English Language Proficiency | Implemented in 50% or more of district classrooms |
| Interpersonal Skills | Implemented in 50% or more of district classrooms |
| School Climate | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Although comment is not required, it is worth noting that SAS is an emerging resource in the South Middleton School District. It has been used heavily as a resource, but not as effectively as an instructional tool. This is an improving resource worthy of more time and professional development.

Middle Level

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

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

| | |
|----------------|---|
| | classrooms |
| World Language | Implemented in 50% or more of district classrooms |

Further explanation for columns selected "

Although comment is not required, it is worth noting that SAS is an emerging resource in the South Middleton School District. It has been used heavily as a resource, but not as effectively as an instructional tool. This is an improving resource worthy of more time and professional development.

High School Level

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

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

Further explanation for columns selected "

Although comment is not required, it is worth noting that SAS is an emerging resource in the South Middleton School District. It has been used heavily as a resource, but not as

effectively as an instructional tool. This is an improving resource worthy of more time and professional development.

Professional Education

Characteristics

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

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

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

The South Middleton School District provides a variety of professional development activities. Some address district-wide initiatives in which all teachers and administrators participate. Some of this time may be used for state mandates (such as child abuse training or educator effectiveness training). Others are self-selected or supervisor assigned, based

upon differentiated needs of individuals. All approved professional development for teachers are reviewed for rigor and application to content, classroom strategies, instruction, assessment and data analysis, differentiation of instruction to meet individual student needs regardless of ability but including gifted and learning supports, and parent/community partnerships. Administrators participate in professional development along side their teaching staff. In addition, approved administrative activities are reviewed for alignment and application of the items that impact teachers in the classroom, with an emphasis on leading the organization toward excellence in all we do.

A Professional Development Committee has completed a survey of teacher need and that survey has informed the design of internal professional development. The South Middleton School District encourages all teachers to seek a Master's and provides reimbursement up to the cost of a state university for teachers. Faculty and administrators are encouraged to attend conferences as prioritized resources allow. The Administration, working with teacher subject area leaders, plans in-service professional development days. Hands-on application of learning through job-imbedded activities has become more routine than in the past. Teachers working in grade-level or content-area collaborative teams to apply new learning, strategies, or techniques are common.

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

This narrative is empty.

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: |
| 12/1/2014 |

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 plans to conduct the training on approximately: |
| 9/1/2016 |

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 has conducted the training on: |
| 2/3/2014 |

Strategies Ensuring Fidelity

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

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

The standards based, prioritized curriculum, lesson planning requirements and format, teacher supervision model, data teams and the use of academic coaches and intervention specialists, expectations for the alignment of special education and regular education impact teacher effectiveness and student learning as evidenced by the school district making AYP over the past five years.

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

This narrative is empty.

Induction Program

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

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

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

The South Middleton School District Teacher Induction Program contains all of these components. All teachers, new to the district, regardless if they are tenured or serving as a long-term substitute, participate in the induction program. Each new teacher is paired with a mentor in their area and preferably in their building and on their grade level, team, or department. Through a series of activities over a one (tenure) or two year (nontenure) program, the faculty work closely to learn how to best serve learners.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The teachers in the induction program work through a series of planned activities and workshops, formal observations, walk-through observations and peer mentoring they develop a portfolio based on the criteria of PDE's teacher evaluation system. In addition, the mentor, team leader, building principal and assistant superintendent support the teacher as situations and needs arise. New teachers are formally observed a minimum of four times per year and have walk-throughs weekly. Formal evaluations are evidenced based and completed mid-way and at the end of the school year. The evaluation process includes goals that are set by the teacher and building principal at the beginning of each school year.

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

This narrative is empty.

Mentor Characteristics

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

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

The expectations for mentors is high. Mentors are selected by building principals and serve in paid positions. Mentors must be tenured, familiar with the induction program, have similar schedules and certifications as the new teacher and have demonstrated a commitment to the goals and initiatives of the South Middleton School District. Mentors have a defined set of evidenced based tasks to accomplish with the new teacher to whom they are assigned. Mentors who have conflicts with their responsibilities or are found not to be suited to the program are not asked to return.

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

This narrative is empty.

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 | | | | X | |
| Best Instructional Practices | X | X | X | X | X | |
| Safe and Supportive Schools | X | | | X | | |
| Standards | X | X | X | X | X | |
| Curriculum | X | X | X | X | X | |
| Instruction | X | X | X | X | X | |
| Accommodations and Adaptations for diverse learners | X | X | X | X | | |
| Data informed decision making | X | X | X | X | X | |
| Materials and Resources for Instruction | X | X | X | X | X | |

If necessary, provide further explanation.

By the nature of the portfolio development, some topics are presented in workshop settings. However, the skills and themes associated with teaching and learning repeat themselves through goal setting, formal and informal observations and during meetings with mentors.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Feedback comes directly from the new teachers and the mentors. Feedback is collected through surveys, informational settings, the Professional Development Committee, grade, team and department chairs and building principals. Portfolios are submitted to central office at the end of each cycle and are very informative.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **349**

Identification Method

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

South Middleton School District uses the severe discrepancy model with analysis of intra-individual differences when identifying students with a specific learning disability. South Middleton School District does not have a State approved Response to Instruction and Intervention (RtII) school for identifying students with a specific learning disability. South Middleton School District strictly adheres to the Pennsylvania Special Education Regulations (Chapter 14.125) which outline the criteria for identification of specific learning disabilities. PA Chapter 14 criteria are derived from the Federal Individuals with Disabilities Education Act 2004 (IDEA) regulations.

When identifying students with specific learning disabilities, the District continues to follow the recommendations supported by the National Joint Committee on Learning Disabilities (NJCLD) which includes comprehensive assessments using multiple measures. Students are individually and comprehensively assessed using current psycho-metric instruments, as well as curriculum based measures. Following the NJCLD model, the District uses not only the discrepancy model, comparing intellectual ability and academic achievement, but analyzes the student's profile to identify intra-individual differences which include areas of strength, weakness and processing deficits that may be contributing to learning difficulties.

Following State and Federal Regulations to determine if a student exhibits a specific learning disability, District staff analyzes the student's performance to determine 1)

whether the student is not achieving adequately for their age or if they do not meet the State approved grade level standards in one or more of the following areas: oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculations, or math problem solving; 2) The disability is not primarily the result of other factors such as a visual, hearing or orthopedic disability, intellectual disability, emotional disturbance, environmental or economic disadvantage or limited English proficiency; 3) the process was based on one of the following procedures: A) use of a process based on the student's response to a scientific, research-based intervention, which includes documentation that the student received high quality instruction in the general education setting, that research based interventions were provided to the student and that the student's progress was routinely monitored or B) use of a process that identifies if there is a severe discrepancy between intellectual ability and academic achievement or relative to age or grade; and 4) to make sure that any underachievement in a student suspected of having a specific learning disability is not the result of a lack of appropriate instruction, the District must have documentation that A) either prior to or during the evaluation period, the student was provided research-based instruction in the general education setting by qualified staff which is supported by observations of classroom instruction and B) consistent progress monitoring was completed during instruction and provided to the student's parents.

To ensure that underachievement in a student suspected of a disability is not the result of a lack of appropriate instruction in reading or mathematics, documentation that scientifically-based instruction was provided in the general education classroom by qualified staff is obtained through various routine classroom observations typically conducted by the school guidance counselor or school psychologist. Additionally, in grades K-8, all students are assessed using periodic benchmarks (EasyCBM) to ensure that they are making progress. Benchmark assessments are administered three times per school year, with review of student performance by individual school teams to determine if any students are at-risk. If students are identified as at-risk based on the benchmark assessments, additional data on that student is obtained to identify if additional interventions are warranted. At-risk students are also progress monitored by easyCBM probes in the area of risk.

For students, in grades K-5, who are not making appropriate progress based on classroom or benchmark performance, additional research-based interventions, such as the 95% program, are implemented through the Response to Instruction and Intervention (RtII) process during scheduled instructional periods. Monitoring of these students' progress is conducted on a daily, weekly or biweekly basis. If progress monitoring indicates that the student is not making adequate progress, the student may receive the intervention with increased intensity, be provided a different intervention or be referred for an psycho-educational evaluation as determined by a team consisting of teachers, building administrator, school counselor and school psychologist.

At the Middle School level, grades 6-8, needed interventions are identified and implemented by the student's team of teachers. During the 2015-2016 school year, the Middle School has developed plans to implement an RtII intervention period, so that students can receive

research-based interventions to address identified skill deficit areas.

At any time during the early intervening or intervention time period, a parent may request an evaluation of their child.

Following the administration of the assessments and compilation of all relevant data, the student's performance results are analyzed and a comprehensive Evaluation Report (ER) is generated, which is provided at no cost to the parents/guardians. The evaluation consists of data derived from review of the student's educational history, the student's performance in the classroom, progress monitoring, observations, performance on cognitive measures, performance on standardized and curriculum based academic measures, as well as parent input. Based on the student's performance in all the aforementioned areas, a list of strengths and needs are identified as they relate to the educational environment. If the student is determined to be a child with a disability, appropriate special education and related services are identified through an Individual Education Program (IEP) development meeting

Enrollment

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

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

Based on the most recent data, school year 2013-2014, the South Middleton School District demonstrates a disproportionality in the percentage of students identified as having a speech or language impairment when compared to the State's percentage of students. To address the disproportionality of students identified with a speech or language impairment, the District has begun implementing on a limited basis an RtII model at the 1-3 grade level. Students suspected of having a speech or language weakness are screened using appropriate tools, then based on the screening results students may be provided a research-based intervention for a period not to exceed 60 calendar days, with parent permission. If a student has not demonstrated appropriate gains in their speech or language skill deficit area to age appropriate standards, a referral for a comprehensive speech or language evaluation is generated. For some of the students, the intervention period provides sufficient instruction to remediate their speech or language skill deficit and they do not need to proceed to a special education evaluation. The plan is to expand this model to additional grade levels during the 2015-2016 and 2016-2017 school year.

| |
|--------------------------------|
| ENROLLMENT (SCHOOL AGE) |
|--------------------------------|

| |
|------------------------------|
| SCHOOL YEAR 2013-2014 |
|------------------------------|

| | LEA | STATE |
|--|-------|-----------|
| Total Enrollment | 2,157 | 1,753,536 |
| Total Special Education Enrollment | 332 | 269,349 |
| Percent Special Education | 15.4% | 15.4% |
| Percent of Special Education Enrollment by Disability | | |
| Autism | 8.7% | 9.4% |
| Deaf-Blindness | -- | 0.0% |
| Emotional Disturbance | 4.8% | 8.4% |
| Hearing Impairment including Deafness | -- | 1.0% |
| Intellectual Disability (Mental Retardation) | 4.5% | 6.7% |
| Multiple Disabilities | -- | 1.1% |
| Orthopedic Impairment | -- | 0.3% |
| Other Health Impairment | 6.3% | 12.3% |
| Specific Learning Disability | 38.9% | 44.3% |
| Speech or Language Impairment | 35.2% | 15.8% |
| Traumatic Brain Injury | -- | 0.3% |
| Visual Impairment including Blindness | -- | 0.4% |

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?

At this time there are no 1306 facilities within South Middleton School District. In the event a facility would locate within the District, South Middleton would fully comply with all requirements of IDEA 2004 and PA Chapter 14 to meet its obligation under Section 1306 of the Public School Code as outlined in the BEC: Educational Programs for Students in the Non-Educational Placements 22 Pa.Code Section 14.102. Specifically, South Middleton School District would comply with its Child Find obligation to locate and identify any student who has a disability, implement appropriate evaluation and/or screening measures to determine eligibility for special education services, develop or review and revise, as appropriate any student's Individual Education Program (IEP), and provide FAPE as per the IEP. If allowable by the facility placement, opportunities to attend the school district for a full or partial day would be considered. To ensure FAPE is being provided in the least restrictive environment, communication and networking with outside agencies and programs may need to occur. To monitor that the student is making appropriate progress, quarterly progress monitoring reports would be requested by the District.

If a facility would locate within South Middleton School District, the District would provide to the facility copies of the Annual Public Notice. The District would develop a process that would include ongoing communication with the facility to ensure that all students who may be eligible for special education services are located, identified and evaluated. To assist in identifying if a student has been previously identified as a student with a disability, the District can contact the Pennsylvania Department of Education's PennData Records Center at (717) 541-8575 or 1-800- 945-7854 to obtain that information. The District is responsible to provide FAPE to all school-aged students through age 21 years. Students who turn 21 years of age during the school term are entitled to finish that school term. Any barrier that may exist in limiting the District's ability to meet its obligations under Section 1306 of the Public School Code, could be addressed through ongoing communication and collaboration with the facility staff on a consistent basis so any new student entering the facility is made known to the District. The District would collaborate with any outside agency or program as appropriate in meeting the needs of the students. If the District did encounter a barrier in meeting its obligations to students assigned to a 1306 facility, it would contact the PA Department of Education for guidance.

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).

Although no correctional institution is currently located in the District, if one did exist, the District would comply fully with the requirements of the IDEA and Chapter 14 regarding the identification, evaluation, placement and provision of special education services to all eligible school-age individuals housed within the facility. Eligible students are entitled to receive special education both when they are charged with a criminal offense and are awaiting trial and after they have been convicted of a criminal offense. Specifically, the Director of Special Education or designee would work collaboratively with the warden of each facility to provide the special education services to incarcerated school-age individuals by:

1. complying with the "child-find" obligations of IDEA
2. utilizing appropriate evaluation procedures and diagnostic/screening instruments to determine the eligibility and educational needs of inmates;
3. implementing timely review and/or development of Individualized Education Programs ("IEPs") for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards
4. providing FAPE in conformity with the IEP.

Further, if a correctional institution were located in the District, the District would have a responsibility to adopt and use a system to locate and identify all students within the district's jurisdiction who are thought to be eligible and to determine those students' needs through a screening and evaluation process which meets the requirements of Chapter 14. Part of this responsibility is to provide annual public notices under Section 14.121. The District would send their annual public notice to the warden of each county jail or prison within their jurisdiction. Additionally, the District would develop a systematic, on-going means of communicating with the institution to ensure that all incarcerated students who may be eligible for special education are located, identified, evaluated, and, when deemed eligible, offered FAPE. In addition, the District could obtain information from the PA Department of Education's PennData database to determine whether school-age inmates have been previously identified as eligible for special education by contacting the Records Center at 717-541-8575 or 1-800-945-7854.

Finally, Section 614(d)(6)(B) provides that if a child with a disability is convicted as an adult under state law and incarcerated in an adult prison, the child's IEP team may modify the child's IEP or placement notwithstanding the requirements of section 612(a)(5)(A) and 614(d)(1)(A)(least restrictive environment) if a bona fide security or compelling penological interest that cannot otherwise be accommodated is demonstrated. Where the continued delivery of services in a student's IEP is superseded by the duty of the local correction institution to maintain and control security, the school district must conduct an IEP meeting and revise the IEP accordingly, following the usual procedural safeguards provided for under Chapter 14.

The District recognizes its operational responsibility to offer FAPE to each student who is

eligible for special education until the student or students turns 21. Students who turn 21 after the beginning of the school year are entitled to finish that school term.

The District would identify a team of specific staff members, consisting of a school psychologist, Director of Special Education, special education teacher, general education teacher, and school counselor, who would be responsible to ensure the Annual Public Notice is delivered to institution, consistently communicate with the institution's staff to identify newly placed incarcerated students and locate all documents relevant to already eligible students. The team would also be responsible to ensure that screening measures are in place to assess newly placed students to fulfill its Child Find obligations. The Director of Special Education would be the main contact person for communicating with the warden of the jail or prison.

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.

Inclusion of students with disabilities in the general education class requires cooperation of the entire educational community in collaborative planning and service provision. The educational community includes parents/guardians, general education teachers, special education staff, administrative staff, involved agency representatives, related service professionals, and when appropriate the student. South Middleton School District is committed to the development and implementation of supports that will enable all students with disabilities to benefit from education in the general education classroom to the extent possible. The District is also committed to providing training to staff in collaborative planning, educational intervention, differentiated instruction and in the adaptation of materials to meet the instructional needs of all students.

The catalyst for ensuring that students with disabilities are educated with their non-disabled peers occurs at the IEP meeting, where general education teachers, special education teachers, parents, administrator, psychologists and specialists collaborate, plan

and implement a program for optimum participation in the general education environment. The initial discussion point always begins with what supports and services can be provided within the general education classroom before discussion of any supplemental or replacement instruction outside the general education classroom takes place.

The South Middleton School District continues to support the mandate of Least Restrictive Environment (LRE) for the education of its students with disabilities. LRE discussion points include but are not limited to the level of differentiated instruction, types of accommodations and/or modifications of materials and intervention that can occur within the general education classroom.

The District continues to implement inclusion programming for students with disabilities in grades K-12. Students attend regular education classes with support provided by special educators and instructional aides. The provision of supplementary aids and services to meet the students needs enables the student to be included in the educational and social environment of the neighborhood school. Such assistance includes but is not limited to co-teaching classrooms, where special and general education teachers are both responsible for the delivery of curricular standards, modified expectations for curriculum standards, instruction to address skill deficits within general education, the provision of study guides, accommodations for reading of material, adapted classroom materials, testing accommodations, verbal and visual cues to redirect students, positive behavior support plans, reading/explaining directions, assistive technology, and in some cases classroom paraprofessionals or personal care assistants.

All students with disabilities attending schools in the District participate in general education for part or all of the school day, as deemed appropriate for that student. Each student attends general education classes as recommended by the IEP team with supports provided by special educators and/or instructional aides. The provision of supplementary aids and services to meet identified needs enables the student to be included in the educational and social environment of the neighborhood school.

For District students who are attending programs or private institutions outside of South Middleton School District, participation in District general education classes for partial days is always an option when appropriate. Many students who are transitioning back to South Middleton typically begin with partial day attendance.

One avenue of support is provided through staff training on instructional best practices, as well as the use of research-based materials that provide for successful participation in the general education setting by students with disabilities. Additionally, itinerant specialists are available to provide support to school personnel through observation, consultation and/or direct service. Consultation is provided through District or Consortium staff, as well as Capital Area Intermediate Unit (CAIU) staff specialists. Training is provided through individual or team participation in PaTTAN, CAIU, District and Consortium training opportunities.

South Middleton School District continues to serve 95% of our students with disabilities in their home schools. These students may be provided itinerant support in general education and/or one or more replacement classes taught by a special education teacher.

Most recent District LRE statistics (2013-2014) reports the following:

Inside regular class 80% or more of the school day= 64.2%

Inside regular class less than 40% of the school day = 7.1%

In other settings = 4.0%

District LRE statistics for the 2012-2013 school year were as follows:

Inside regular class 80% or more of the school day = 61.2%

Inside regular class less than 40% of the school day = 6.6%

In other settings = 5.7%

District LRE statistics for the 2011-2012 school year were as follows:

Inside regular class 80% or more of the day = 60.8%

Inside regular class less than 40% of the day = 6.2%

In other settings = 3.9%

Comparison of the District LRE data indicates that the District is increasing the number of students with disabilities who are spending 80% or more of their school day in the general education setting

South Middleton is committed to improving program and service delivery to students with disabilities, so they can successfully participate and make progress in the general education setting. South Middleton special education teachers collaborate with Capital Area Intermediate Unit (CAIU) and PaTTAN consultants to improve autism programming and supports, so that students can continue to be afforded the opportunity to receive instruction from programs and materials such as Room 14, i Can Problem Solve, Coping Cat and Superflex. Speech and Language therapists attend workshops sponsored by the CAIU and ASHA that address best practices in speech therapy service delivery in the classroom and/or small group pull-out settings. Learning Support and Emotional Support teachers attend trainings through PaTTAN and the Capital Area Intermediate Unit (CAIU). The Director of Special Education and School Psychologists attend leadership conferences, data analysis trainings, brain based learning sessions and workshops addressing instructional practices conducted by their respective professional organizations.

The District provides the following supplementary aids and services to support students in the general education environment: accessible materials, use of assistive technology, accommodations for reading, writing and testing activities, allowance to demonstrate knowledge with alternate activities, supplemental instruction that includes social skills, counseling, organizational strategies, and self regulation strategies, previewing of material, extended practice to acquire skills, sensory breaks, preferential seating, adaptive equipment to address physical needs, behavior support plans, coteaching classrooms, and paraprofessional supports. The District plans to continue to expand professional development in the areas of coteaching, collaboration, inclusion of students with complex needs, differentiated instruction and coplanning.

Behavior Support Services

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

Board Policy (113.2) Summary:

The Board acknowledges that conduct is closely related to learning and that an effective instructional program requires a caring and orderly school environment free from restrictions or injuries caused by the challenging behaviors of others.

To maintain a quality learning environment, students enrolled in special education programs are subject to the same policies and regulations that govern general education students. These policies are explained in student handbooks and outlined in building procedures. The Board shall require each special education student to adhere to the rules and regulations promulgated by the administration and to submit to such disciplinary measures as are appropriately assigned for any infraction of those rules. The rules govern student conduct in school activities and during the time spent in travel to and from school and school-related activities. Such rules require that students:

1. Conform to reasonable standards of socially-acceptable behavior
2. Respect the rights, person, and property of others
3. Preserve the degree of order necessary to the educational program in which they are engaged
4. Obey constituted authority and respond appropriately to those who hold that authority.

If a student's behavior interferes significantly with his/her and/or others' ability to learn, a Behavior Management Program will be incorporated into the child's Individualized Educational Program. The Behavior Management Program will be developed by the IEP team in conjunction with accepted Behavior Management procedures.

Positive rather than negative techniques shall form the basis of the IEP Behavior Management Programs. Programs and techniques should be varied and designed to develop and maintain skills that will enhance a student's opportunity for learning.

Potential causes of behavior problems such as physical/medical conditions,

environmental factors, and staffing/program concerns should be reviewed before developing a special Behavior Management Program. The techniques/intervention(s) chosen for a particular student shall be the least intrusive necessary and shall be in accordance with Chapter 342 of the current Special Education Regulations and Standards. Aversive techniques, restraints, or discipline procedures may not be used as a substitute for a Behavior Management Program. Prior to the use of more intrusive or restraining measures, positive techniques for the development, change, and maintenance of behavior shall be attempted.

Restraints may be used only when the student is acting in a manner so as to be a clear and present danger to himself/herself, to other students, or to employees and only when less restrictive techniques have been less effective. If restraints are needed to control aggressive behavior of an individual student, the IEP team must review the current IEP for appropriateness and effectiveness. The use of restraints may not be included in an IEP, may not be used as a punishment, may not be used for the convenience of the staff, and may not be used in lieu of an appropriate educational program.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control due to organic causes, may be used only when specified in the IEP, when specified by a qualified medical professional, and when agreed to by the student's parents/guardians. These mechanical restraints are for prevention of injury to the student or to promote normal body position and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and may not be used:

1. Corporal punishment
2. Punishment for a manifestation of a student's disability
3. Locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit.
4. Deprivation of basic human rights, such as withholding meals, water, or fresh air.
5. Serial suspensions
6. Treatment of a demeaning nature
7. Electric shock
8. Methods implemented by untrained personnel
9. Methods which have not been outlined in the agency's plan.

If a behavioral problem is such that it cannot be adequately addressed through prescribed procedures of Behavior Management, suspension from school, or other available disciplinary means, the IEP Planning Team shall determine the appropriateness of change

in placement of the student. In such cases, the due process procedures will be promptly initiated for the purpose of appropriately changing the student's placement.

Whenever the conduct of a student is such as to endanger the life, health, or safety of other students or school personnel or when school personnel have been required to resort to measures of self-defense, the school authorities shall implement procedures, as appropriate, which may include contacting local authorities, local agencies, and legal counsel.

No teacher or employee of South Middleton School District shall be required to keep in a school room or on school property a student whose presence constitutes an unreasonable threat to the personal safety of the employee or other students as determined by the IEP Planning Team and South Middleton School District administration. When such circumstances exist, the student shall be removed from school in accordance with the procedures referred to above. If the school authorities are confronted with circumstances presenting such dangers which are not clearly covered by the procedures outlined above, the suspension or other exclusion of the student shall be effective immediately.

District Supports and Services:

- Several staff members are trained as trainers using the Safe Crisis Management (SCM) curriculum due to the extensive deescalation strategies that are incorporated into the curriculum. The District continues to strive to consistently implement deescalation strategies to defuse emotional and behavioral situations before the need for any type of physical intervention is warranted. The District plans to continue to train staff as trainers in the SCM curriculum and targets to increase the number of staff who are trained in the program.

- W.G. Rice Elementary has implemented a school wide positive behavior support program entitled, "Every Bubbler Cares" and at the onset of school year 2014-2015, Iron Forge Educational Center has implemented "Every Bubbler Still Cares" a school wide positive behavior support program to provide consistent expectations and reinforcement of appropriate behaviors for students in grades K-5. Students can earn an "every bubbler cares" or "every bubbler still cares" slip for getting caught doing positive behaviors such as following the rules and directives, helping a peer or adult, or exhibiting other positive behaviors that enhance the school environment. School wide expectations are shared with the student body at the beginning of the year. At Iron Forge, teachers held a "bubbler bootcamp" at the beginning of the year to model what the expectations looked like. Students' names are read on the announcements when a slip is earned and the slips go into a basket for a weekly prize drawing. One name from each grade level is drawn each week.

- Currently, school psychologists work with staff to complete Functional Behavior Assessments (FBA) for students with IEPs who are displaying difficulty demonstrating appropriate school and social behaviors. Results of the FBA are then incorporated into Positive Behavior Support Plans to address the behavior(s) of concern which are interfering with the academic performance of the student or his/her peers. Beginning with the school year 2015-2016, a "Bubbler Behavioral Team" will be formed consisting of general education teacher(s), special education teacher(s), certified behavior analyst, school psychologist and administrator to assist each school in working with students demonstrating behavioral or emotional challenges. The Bubbler Behavioral Team will work collaboratively with each school staff within the RtII framework to identify strategies, implement instructional interventions, develop individual behavior plans or complete functional behavior assessments to address student behavioral or emotional needs. The Bubbler Behavioral Team will also be responsible for developing and implementing training sessions for District staff to train and to provide ongoing support to staff in implementing best practice strategies when working with students whose behavioral or emotional challenges are impacting their academic performance or the academic performance of their peers. The Bubbler Behavior Team will receive ongoing training through PaTTAN or the CAIU regarding best practices and curriculum materials, as well as provide ongoing training and consultation to District professional and support staff.
- The District also screens all fourth and fifth graders to identify students at risk for anxiety related behaviors. Collaboratively, the school guidance counselor and a school psychologist analyze each of the students' screening results to identify those students who are in need of direct intervention. With parental permission, students work in small groups on activities that improve their coping skills, using the Coping Cat curriculum. Group instruction is facilitated by the school counselor and a school psychologist.
- In an effort to proactively identify students who are not performing well in the academic setting and may be at risk for not completing high school, the District implemented a program during the school year 2013-2014 called iMPACT. iMPACT derives its name from the skills from which the program focuses: i -for the student, M for motivation, P for planning, A for academics, C for centers (individual intervention day), and T for team. The iMPACT Program is a service designed for students who are identified as being academically capable, but display behaviors that are not conducive to learning. Such behaviors include poor attendance, poor work completion, and lack of

engagement. The goal of this program is to re-engage at-risk students, help circumvent school failure, and get students back on a trajectory of success. To reach this goal, students in iMPACT receive the following: approximately 45 to 90 minutes a day with the iMPACT teacher, instruction in the *Why Try?* social/emotional curriculum, weekly and long-term goal setting and monitoring, regular communication with parents/opportunities to increase parental involvement, opportunity for additional academic support, assistance with organizational and study skills, opportunities for cooperative learning and teamwork activities, and opportunities to earn tangible and non-tangible rewards. This service is offered in grades 6 through 10.

- The District employs three full time school psychologists who provide services beyond assessing students as part of an evaluation. South Middleton School District psychologists provide support to staff in developing and implementing the Response to Instruction and Intervention (RtII) process, as well as assisting in reviewing benchmark assessments for assignment into intervention groups or tiers, facilitate Wellness Groups at the elementary level which will again extend into Yellow Breeches Middle School during the 2015-2016 school year, and provide individual counseling for 10-15 students each school year as part of the students' IEPs.
- Boiling Springs High School and Yellow Breeches Middle School participate in the Student Assistance Program which provides services to students who may need supports other than the emotional or behavioral supports that can be provided in the school setting. Outside agencies can provide these services to students during or outside of school hours. Services include but not limited to individual counseling support or drug and alcohol counseling.
- South Middleton School District also works collaboratively with behavioral health agencies that provide Therapeutic Support Services (TSS), Mobile Therapy (MT) and Behavior Support Consultants (BSC) to students in the school settings. The Director of Special Education, classroom teachers and other staff as appropriate meet with the service providers to review clearances and the student's treatment plan. Efforts are made to coordinate the agency's treatment plan goals with the student's identified educational needs, as per their Individual Education Program (IEP) to provide more consistency for the student.

- The District as part of the Consortium, also contracts with a local child psychiatrist who meets with students and parents as part of an evaluation when appropriate. The psychiatrist provides educational recommendations, as well as recommendations for the family to assist with educational planning. Recommendations may include services that are provided by outside agencies such as individual counseling, wraparound services, medication management, etc. For specific students, the psychiatrist will provide ongoing consultation.
- After all options for improving behaviors have been exhausted, an alternative education program is considered. Placement in an Alternative Education for Disruptive Youth (AEDY) program is only for those students who meet the 7 criteria and demonstrate persistent disruption to the educational environment.

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.

Ensuring FAPE:

If the District experiences difficulty programming and ensuring FAPE for a student with a disability, the first step is to clearly identify the student's needs and what services and supports are available within the District. If the student's needs cannot fully be addressed with a combination of services provided in the District, programs that are located outside of the District are considered.

South Middleton is part of a consortium which includes the following school districts: Northern York County, Mechanicsburg Area, Carlisle Area, Big Spring and Shippensburg Area. A variety of special education programs, such as, therapeutic emotional support, intensive learning support, life skills support, multiple disabilities support, supplemental speech and language support, and autism support are offered through the consortium for low incidence needs, and can also be considered to address student need. Since all Consortium programs are located in district school buildings, Least Restrictive Environment (LRE) guidelines are able to be implemented. Programs operated by the Capital Area Intermediate Unit are also considered at this level, which may be located in local school buildings (Fair Share) or in a center based location.

If District or Consortium programs cannot meet the student's needs, South Middleton also contracts with privately owned facilities that operate autism, emotional support or alternative education programs which may meet the student's needs.

If the District cannot ensure FAPE for a student through a District, Consortium or private facility program, an interagency county service, Child and Adolescent Service System Program (CASSP), meeting is scheduled. If the CASSP meeting fails to secure a program and/or services that provides FAPE, the District would contact the Regional Interagency Coordinator at PaTTAN would be contacted for assistance. At this time, South Middleton School District does not have any students who are not receiving services and are waiting on an appropriate educational placement. In the last three years, it has become a necessity that the District expand their knowledge of additional programs, located outside the Central Pennsylvania area, for consideration in providing FAPE to students, especially in the area of autism and mental health needs.

Interagency Collaboration for Providing Services:

Preschool- As part of the plan to assist preschoolers who receive special education services in transitioning to kindergarten, the District collaborates with the Capital Area Intermediate Unit (CAIU). During the transition period, the District staff, CAIU staff and parents meet to discuss what program and/or services the student is currently receiving through the CAIU, Head Start or United Cerebral Palsy (UCP). At this transition meeting, all stakeholders discuss the plan for transitioning the student to school-aged programming (kindergarten). The plan can be to adopt the current IEP or conduct a reevaluation to identify the appropriate educational school-aged placement as the student enters kindergarten. This process provides for an uninterrupted transfer of special education services for students from preschool to kindergarten.

School-aged - The District works closely with Cumberland County Children and Youth, Cumberland County Probation, C-PARC, CASSP and Cumberland-Perry Mental Health/Intellectual Disabilities. The Director of Special Education, School Psychologists and Guidance Counselors frequently communicate and collaborate with these agencies to ensure that students are provided the needed supports and services to return to a trajectory of successful school performance. Representatives from these agencies will attend Individual Education Program (IEP) meetings, as well as school staff attending judiciary proceedings for the students when requested. The District and Cumberland

County work collaboratively on providing social work services to the families of South Middleton School District. There is a social worker assigned to assist families of elementary-aged students and a second social worker assigned to assist families of secondary-aged students. The social workers assist families in maneuvering the paperwork process of applying for medical insurance, such as ACCESS or CHIP, as well as coordinating outside agency services based on the family's needs.

Hard to Place Students:

Services provided through the Consortium, as well as agreements with outside private providers have addressed the difficulty in providing appropriate programming options for Hard to Place Students. When the District identifies that it cannot program appropriately for a student, a CASSP meeting is scheduled for that student. At these meetings, several outside agencies are in attendance with the District, parent, student and the CASSP coordinator facilitates the discussion which results in a coordination of either programming or additional outside supports that provides the student with FAPE. South Middleton School District has a well-developed working relationship with the CASSP coordinator which has played a vital role when programming for Hard to Place Students.

Expansion of Services:

Future plans for expansion of services include an elementary Consortium autism support program that can provide a supplemental or even full time level of intervention for students who need autism support services in a regular school building and not in a center based environment.

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.

General

A strength of the South Middleton special education program is the support that is provided by the Board of School Directors, Superintendent, Assistant Superintendent and Building Principals who work collaboratively to ensure that students with disabilities have the necessary staff, services, materials and supplies to support their academic, physical, social, behavioral and emotional needs. These individuals have a strong working knowledge of our responsibility to provide programs and services that ensure FAPE for the students who attend South Middleton School District.

Another strength of the special education program is the teaching staff. Teachers are all highly qualified, dedicated and committed to providing the most appropriate supports and services necessary for each student to receive a free appropriate public education (FAPE). Teachers are always willing to attend trainings that will expand and strengthen their instructional techniques, so that student's receive instruction using research based materials and strategies. South Middleton special education teachers take responsibility for their professional development, often seeking opportunities that will broaden their

knowledge and skills.

One of the greatest strengths of our special education program is the cooperation and collaboration between our general education teachers, special education teachers, building principals, and parents in developing and implementing Individual Educational Programs (IEPs). General education teachers, special education teachers, principals, and parents work together as a team to assure that students with disabilities receive a free appropriate public education. The ongoing collaboration between general education and special education teachers provides a heightened level of understanding of special needs children, the challenges they face, and their need for specially designed instruction.

General education and special education teachers collaborate on curriculum adaptations and instructional modifications necessary for a student to be successful in the regular classroom. Special education teachers are flexible and provide assistance in the classroom, co-teach or provide direct instruction outside the general education classroom for our special needs students. General education teachers work closely with special education teachers to implement specially designed instruction for students with disabilities. The ongoing collaboration between special and general education teachers is a strength of the District.

Another strength of our special education program is the paraprofessional staff. Our paraprofessionals support students in the general education and special education classrooms. The paraprofessional staff is highly skilled and able to effectively reinforce skills and concepts, support testing activities, as well as support emotional and behavioral needs. The staff exhibits consistent flexibility and the ability to collaborate with general education and special education staff to address student need. Members of the paraprofessional staff initiate training that they deem necessary to either enhance their skills or to develop skills based on different student needs.

Academic

The reading program utilized by special education teachers is a strength of the District. Special education teachers have received training that allows them to provide direct instruction in reading using Wilson Reading Systems, and/or SRA Corrective Reading. Each of these programs is a direct instruction program that utilizes systematic, phonetic-based, multi-sensory techniques. The programs are recognized as using the most effective methodology to teach reading to students with learning disabilities. This year, there is an emphasis on reading comprehension teaching strategies. Such methodologies include Reciprocal Teaching and Visualizing/Verbalizing.

The District uses the Saxon Math Program with students receiving math instruction through learning support. The Saxon Math program is acknowledged as an effective program for instructing math skills and concepts. The spiral nature of the program helps student with retention of concepts. Improved student achievement is support through progress monitoring data.

South Middleton continues to work toward inclusive practices, specifically for students with more complex needs. At the elementary level, implementation of co-teaching is occurring

with plans to expand to additional grade levels and subject areas. At the middle school level, all students who receive learning or emotional support services participate in general education science and social studies classes with appropriate supplementary aids and services. At our high school level, there are co-taught classes available in every content subject.

Least Restrictive Environment

South Middleton School District provides a continuum of services and placement options for students with disabilities. The District works with neighboring districts in a consortium agreement to provide a continuum of programs and services for students with disabilities. Within the District, learning support, emotional support, autistic support, life skill support, deaf/hard-of-hearing support, vision support and speech/language services are provided to students. These programs are provided through itinerant, supplemental, and full-time support. Special education support is provided in the general education classroom through consultation to the general education teacher, itinerant support in the classroom, as well as co-teaching.

General education teachers are vital members of the IEP team, as they provide the necessary information on what supports a student would need to participate in the general education classroom to the greatest extent possible. The District continues to strive to provide supports and services for all students within general education in minimize or replace removal from the classroom.

Educating students in the Least Restrictive Environment is extremely important in South Middleton School District. Collaboration with stakeholders continue to improve practices addressing the need of complex learners so they can increase their meaningful participation in the regular education classroom.

Assistive Technology

All students in the District who are in need of assistive technology have the appropriate devices and supports. This includes FM systems, hearing aids, communication devices, laptops, IPADS, portable keyboards or specific software, as well as low technology aids which are readily available. At the secondary level, the District has instituted 'Bring your own technology- (BYOT)' which has provided additional opportunities for students with disabilities to access technology in the classroom. Desktop and/or laptop computers are readily available to students and are strategically placed in all classrooms and the library. Currently a 1:1 initiative is being considered for all students.

Extracurricular and Non-Academic Programs

Students with disabilities have equal opportunity to participate in extracurricular and non-academic programs with the necessary supports. At each building, students with disabilities are members of band, chorus, drama activities, student council and sports teams. Participation in school programs and activities is encouraged and supported. Clubs meet at the middle school on a weekly basis. Every member of the student body belongs to a club, including students in the Life Skill program. The Life Skills program at the high school

level participate yearly in a Fall Social that is facilitated by all of the life skills program members and staff in the consortium, as is the Special Needs Prom. Also at the high school level, a monthly birthday celebration with the support of general education peers is held. Both the High School and Middle School Life Skills programs support participation in the local and Area-M Special Olympics.

Secondary Transition

The special education teachers are very active and involved in helping students at the secondary level prepare for their futures. They work closely with the guidance department in assuring that transition planning occurs for each student beginning at age 14.

A Job Shadowing Program for high school students with disabilities is in its 14th year of operation. Any student, age 16, with a current IEP is eligible to participate. Students enrolled in a learning support English class are required to participate in a minimum of two job shadow opportunities each semester. This is a school sponsored opportunity for students to visit businesses and observe employees working in their chosen professions for a half day. There are currently 80+ businesses participating in the Job Shadow Program.

A Cooperative Education Program for high school special education students is available to eligible students. This program provides career direction and offers on-the-job training and support to students with disabilities. The program allows students with IEP's to earn high school credits for successful participation in the program. Ratings are completed by both the employer and school district cooperative education instructor.

Students with disabilities also attend Cumberland/Perry Area Vocational Technical School (CPAVTS). Additional tours of the programs CPAVTS offers are provided to students with IEPs in grades 8 and 9. IEP meetings are held at CPAVTS school on an annual basis. Special education staff at the CPAVTS school provide support in the shop area and insure that specially designed instruction is followed for each student. Ongoing communication between CPAVTS and the District support the students' successful program participation and completion.

Beginning with school year 2015-2016, our secondary learning support students will again operate a business titled "The Lunch Source." The students select a restaurant each week and email district staff the restaurant choice, menu, and an order form. Staff complete an order form and return the form with money to the student business members. Orders are tallied, money is checked for accuracy, and change is sent to the staff member if needed. The order is then submitted to the restaurant. The order is picked up, sorted by building and lunch period, and delivered by students. A surcharge is added for delivery which is then used by students for an end-of the year trip. The business is managed by the students. This provides students with practical application of math skills as well as customer relations. The Office of Vocational Rehabilitation (OVR) and South Middleton School District work collaboratively together by meeting with students and their parents/guardians to discuss what supports may be provided after graduation. Beginning with the 2014-2015 school year, OVR's Early Outreach program met with students in 9th and 10th grade to provide an overview of what services OVR can provide to them after they graduate. This will be presented to students at least annually.

Keys2Work

Keys 2 Work is a career-based skill remediation program that is web based. Keys addresses the Pennsylvania standards of reading, math and career education. Keys 2 Work provides relevance for students because it clearly defines the core skills needed for work and it then maps those skills through levels needed for specific occupations. Students pick their top three career choices. There is a career interest inventory to assist the students in their choices. The students then take pretests in nine workplace skill areas: reading for information, applied math, locating information, writing, teamwork, listening, observation, business writing, and applied technology. The pretest shows their particular level in each area. Once their levels are known, a remediation curriculum is available to strengthen the skills needed for the chosen career. Teachers are able to monitor all parts of this program such as current status, highest score, number of quiz attempts made, etc. It is also used to document progress and skill readiness for Individualized Education Plans.

At Boiling Springs High School, every student who is scheduled for a learning support math or reading course participates in Keys 2 Work. Students spend 30 minutes once a week working on the program. The program provides feedback on job related academic skill levels to further support the students' goal for life after high school.

Life Skill Support

The District operates a middle school and high school Life Skills Program. The program provides instruction in functional academics, independent living skills, social skills, effective communication, and pre-vocational skills. Both classes volunteer monthly at the local food bank and participate in Community Based Instruction. The classes are actively involved in Special Olympics and compete at the local, district, and state level.

The high school class participates in a work experience program. There are job experiences for students in the high school and in the community. A job coach is available to train students for community jobs.

The District is very proud of the Real Deal House located in Carlisle, PA. The property was originally a condemned home that was purchased by the Cumberland County Redevelopment Authority and demolished. A new home accessible for individuals with disabilities was built and is leased to our consortium districts (Carlisle, Mechanicsburg, Northern York, Big Spring) on an annual basis. Students spend one day a week at the home with the focus on teaching students independence and daily living skills in a real life environment.

Our Life Skills program prides itself on the instruction provided to students to prepare them to be productive citizens following graduation.

Students receive vocational training both in the school and community environment.

Students in the Life Skill Program begin on-the-job training in the school setting at the middle school level. In school, students assist in basic cleaning jobs, mail delivery and other tasks within the school environment. They also collate and prepare mailings for volunteer

organizations. On-the-job training in community jobs begins at age 16. Students train in the community with a focus on following directions, staying on task and completing the job per employer direction. During the first year of community-based job training, students sample different job locations such as a restaurant, flower shop, grocery store, a hair salon, carpet store, local variety shop just to name a few. After the first year students, work in either a community job or the local sheltered workshop.

The District contracts with the IU to provide community job training to students in the Life Skill program from age 17-21. Students are currently working in community-based employment or CIT, a local sheltered workshop.

Support Services

The district is fortunate to have three full-time psychologists. Comprehensive testing and evaluations are completed for students thought to be exceptional. Risk assessments are completed for students who display a risk of self harm or harm to others. Psychologists offer group and individual counseling as both prevention and intervention. The school psychologists are also available for consultation to any student, parent and/or staff member as well as special and regular education teachers. The school psychologists have been a vital support in planning and implementing RtII as well as the iMPACT program, each are in their second year of operation. Additionally, the school psychologists provide staff, parent and community trainings.

Speech therapy is available in all buildings to students in need of this service. The district employees three speech therapists who provide consultation to classroom teachers and direct service to students. Speech therapists also participate in RtII meetings, as appropriate. This school year, 2014-2015, speech therapists have begun to use and RtII model with specific students. Speech therapists continually explore various service delivery models to address individual student need.

The District is fortunate to have two autistic support teachers with an autism specialist certificate or certified behavior analyst certificate. The autistic support teachers provides staff trainings, consultation to teachers and parents, and direct service to students. As part of the role of the autistic support teacher, social skills instruction is provided in an individual or small group setting. Programs used include: Think Social! Coping Cat, i Can Problem Solve and Superflex. Social skills instruction at times includes general education peers. At the high school level, social skills instruction helps support transition goals by teaching students skills to be successful on the job.

A flex period is provided daily at the elementary and middle school level with a resource period provided daily at the High School level. During these periods, students can receive additional support from the special education teachers.

The District contracts with TherAbilities, a private agency to provide occupational and physical therapy to students if recommended by the IEP Team.. Individual therapy is provided per the IEP

The District contracts with a local child psychiatrist who conducts consultations and makes educational recommendations based on information provided by the student, parents and staff.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

| Facility Name | Facility Type | Services Provided By | Student Count |
|--------------------------|---------------|--------------------------------|---------------|
| Diakon Wilderness Center | Nonresident | Capital Area Intermediate Unit | 27 |

Least Restrictive Environment Facilities

| Facility Name | Type of Facility | Type of Service | Number of Students Placed |
|------------------------------------|------------------------------|-------------------------------|---------------------------|
| Yellow Breeches Educational Center | Other | Emotional Support | 5 |
| River Rock Academy | Other | Emotional Support | 1 |
| The Vista School | Approved Private Schools | Autism Support | 1 |
| Northwest Human Services (NHS) | Other | Autism Support | 3 |
| North Dickinson Elementary School | Neighboring School Districts | Autism Support | 2 |
| Oak Flat Elementary | Neighboring School Districts | Life Skills Support | 3 |
| Oak Flat Elementary | Neighboring School Districts | Learning Support | 1 |
| Instruction Conducted in the Home | Instruction in the Home | Multiple Disabilities Support | 1 |
| New Story | Other | Autism Support | 1 |
| Big Spring Middle School | Neighboring School Districts | Autism Support | 1 |
| Big Spring High School | Neighboring School Districts | Autism Support | 1 |
| Oak Flat Elementary | Neighboring School Districts | Multiple Disabilities Support | 1 |
| Diakon | Other | Emotional Support | 1 |

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| W.G. Rice Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 9 | 10 | 1 |

Program Position #2 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| W.G. Rice Elementary | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 6 to 9 | 10 | 1 |

Program Position #3

Operator: School District

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|----------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| W.G. Rice Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 6 to 9 | 65 | 1 |

Program Position #4

Operator: School District

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|---------------|---------------------|------------------------------|------------------|-----------|----------|-----|
| Iron Forge Educational Center | An Elementary | A building in which | Supplemental (Less Than 80%) | Learning Support | 9 to 10 | 8 | 1 |

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

Program Position #5 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Iron Forge Educational Center | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 10 to 12 | 5 | 0.5 |
| Iron Forge Educational Center | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 10 | 0.5 |

Program Position #6 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: August 25, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Iron Forge Educational Center | An Elementary School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 10 to 12 | 11 | 1 |

Program Position #7 - Proposed Program

Operator: School District

Program Position #9 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 23, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|-------------------------------|---|-----------|-----------------------------|-----------|----------|-----|
| W.G. Rice Elementary | An Elementary School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 5 to 6 | 26 | 0.5 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 12 to 15 | 21 | 0.4 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Speech and Language Support | 16 to 19 | 7 | 0.1 |

Program Position #10 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* March 16, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 11 to 12 | 5 | 0.4 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 12 | 7 | 0.6 |

Program Position #11 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 16, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|------------------|-----------|----------|-----|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 11 to 13 | 1 | 0.2 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 11 to 13 | 6 | 0.8 |

Program Position #12 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 16, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|------------------|-----------|----------|------|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 14 | 2 | 0.25 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14 | 13 | 0.75 |

Program Position #13 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 16, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|------------------|-----------|----------|------|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 12 to 14 | 2 | 0.25 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 12 to 14 | 8 | 0.75 |

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: February 12, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|-------------------|-----------|----------|-----|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 13 to 14 | 2 | 0.2 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 15 | 12 | 0.8 |

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 19, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|------------------|-----------|----------|------|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 13 to 15 | 2 | 0.25 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 13 to 15 | 8 | 0.75 |

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 2, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--|-------------------------------|---|-----------|------------------|-----------|----------|-----|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 12 to 15 | 8 | 0.5 |
| Justification: Teacher serves grades 6-8 but students are not seen together. | | | | | | | |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Autistic Support | 15 to 19 | 7 | 0.5 |
| Justification: Teacher serves students in grades 9-12, but students are not seen together. | | | | | | | |

Program Position #17 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Position

Implementation Date: March 2, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------------------|--------------------------|---|--|---------------------|-----------|----------|------|
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 12 to 15 | 8 | 0.75 |
| Yellow Breeches Middle School | A Middle School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 12 to 16 | 2 | 0.25 |

Program Position #18 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 18 | 6 | 0.4 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 10 | 0.6 |

Program Position #19 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-------------------|----------|---------------|-----------|--------------|-----------|----------|-----|
| Boiling Springs | A Senior | A building in | Itinerant | Learning | 14 to | 4 | 0.3 |

| | | | | | | | |
|-----------------------------|-------------------------------|---|--|------------------|----------|----|-----|
| High School | High School Building | which General Education programs are operated | | Support | 18 | | |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 10 | 0.7 |

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

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 17 | 13 | 0.9 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 16 to 19 | 2 | 0.1 |

Program Position #21 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. (feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 15 to 18 | 8 | 0.7 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 2 | 0.3 |

Program Position #22 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Class and Position

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 18 | 7 | 0.5 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 7 | 0.5 |

Program Position #23 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: January 22, 2015

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|--|-------------------|-----------|----------|------|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Emotional Support | 14 to 18 | 8 | 0.5 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Itinerant | Learning Support | 14 to 18 | 4 | 0.25 |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Learning Support | 14 to 18 | 4 | 0.25 |

Program Position #24 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

Average square feet in regular classrooms: sq. ft.

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

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

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|--|-------------------------------|---|--|---------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Supplemental (Less Than 80% but More Than 20%) | Life Skills Support | 14 to 19 | 4 | 0.3 |
| Justification: Students are permitted to remain in school until they are 21 years of age. | | | | | | | |
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Life Skills Support | 14 to 21 | 10 | 0.7 |
| Justification: Students are permitted to remain in school until they are 21 years of age, so they continue to receive their educational programming through the life skills program. | | | | | | | |

Program Position #25 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 660 sq. ft.

Square footage of this classroom: 660 sq. ft. (30 feet long x 22 feet wide)

PROGRAM SEGMENTS

| Location/Building | Grade | Building Type | Support | Service Type | Age Range | Caseload | FTE |
|-----------------------------|-------------------------------|---|-----------------------------------|-------------------------------|-----------|----------|-----|
| Boiling Springs High School | A Senior High School Building | A building in which General Education programs are operated | Full-Time Special Education Class | Multiple Disabilities Support | 17 to 21 | 5 | 1 |

Special Education Support Services

| Support Service | Location | Teacher FTE |
|-------------------------------|---|-------------|
| Director of Special Education | District Office/Yellow Breeches Middle School | 1 |
| School Psychologist | All District Buildings | 1 |
| School Psychologist | All District Buildings | 1 |
| Paraprofessional- LS | W.G. Rice Elementary | 1 |

| | | |
|-------------------------|-------------------------------|-----|
| Paraprofessional- LS | W.G. Rice Elementary | 1 |
| Paraprofessional- LS | W.G. Rice Elementary | 1 |
| Paraprofessional- LS | Iron Forge Educational Center | 1 |
| Paraprofessional- LS | Iron Forge Educational Center | 1 |
| Paraprofessional- LS | Iron Forge Educational Center | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS | W.G. Rice Elementary | 1 |
| Paraprofessional- LSS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LSS | Yellow Breeches Middle School | 1 |
| Paraprofessional- LS/ES | Boiling Springs High School | 1 |
| Paraprofessional- LSS | Boiling Springs High School | 1 |
| Paraprofessional- LSS | Boiling Springs High School | 1 |
| Paraprofessional- LSS | Boiling Springs High School | 1 |
| School Psychologist | All District Buildings | 1 |
| Paraprofessional- MDS | Boiling Springs High School | 1 |
| Paraprofessional- MDS | Boiling Springs High School | 1 |
| Paraprofessional- MDS | Boiling Springs High School | 1 |
| Paraprofessional- LSS | Boiling Springs High School | 1 |
| Transition Coordinator | Boiling Springs High School | 0.2 |

Special Education Contracted Services

| Special Education Contracted Services | Operator | Amt of Time per Week |
|---------------------------------------|--|----------------------|
| Occupational Therapist | Outside Contractor | 3 Days |
| Physical Therapist | Outside Contractor | 1 Hours |
| Vision Impaired Support | Intermediate Unit | 15 Hours |
| Hearing Impaired Support | Multiple LEA (School Districts or Charter Schools) | 3 Hours |

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

W.G. Rice Elementary School has been designated by the Pennsylvania Department of Education as a High Achieving Title I School in 2014 and 2015.

Accomplishment #2:

The South Middleton School District is committed to creating a 21st century learning environment to provide equitable access to technology that will aid our students in becoming self-directed learners, collaborative team players, and information producers as well as information consumers. Providing students and staff with a 21st century digital learning environment is part of the South Middleton School District core values.

Accomplishment #3:

Planning, construction and opening of the Iron Forge Elementary School

Accomplishment #4:

Boiling Springs High School has been recognized by the College Board on the Advanced Placement District Honor Roll for increasing access and participation on the Advanced Placement Exams in 2104 and 2015.

Accomplishment #5:

Yellow Breeches Middle School has been recognized as a Pennsylvania Don Eichhorn Schools to Watch in 2009, 2012, and 2015.

Accomplishment #6:

A seamless K-12 curriculum, that is standards aligned, prioritized and has helped ensure the district made AYP every year of the last strategic plan.

Accomplishment #7:

Employment of a part-time Early Childhood Coordinator to bridge the transition from community pre-school programs to kindergarten.

Accomplishment #8:

South Middleton enjoys an excellent reputation in the area and is often the District of choice for families relocating to Cumberland County.

District Concerns

Concern #1:

Faculty, staff, students, parents, and the community desire curricula and programs that prepare students to be well rounded and successful in school, at home, in the community, at work and as citizens of a democratic society. The South Middleton School District recognizes the need for the alignment of curriculum, instruction, assessment and professional development in order to promote students' measured acquisition of academic standards and the development of essential life skills necessary to become healthy, productive and well-rounded citizens.

Concern #2:

In order to facilitate meaningful learning, instructional strategies need to be responsive, data driven, research based and designed to meet the needs of individual students. South Middleton School District has developed outstanding resources and tools to meet this need. The South Middleton School District recognizes that more emphasis must be placed on providing adequate academic, social, and emotional support for all students through the development of programs, tools and resources necessary for teachers to address individual student need.

Concern #3:

In order to meet the needs of 21st Century Learners and in order to compete with cyber and charter schools, a new blend of traditional, digital and alternative methods for teaching and learning and professional development must be implemented.

Concern #4:

As measured by PA Value Added Assessment System (PVAAS), grade 5 and 6 students are not making at least a year's worth of growth for the past three years on the math state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 and 6 students are not making at

least a year's worth of growth for the past three years on the reading state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 students are not making at least a year's worth of growth for the past three years on them science state assessment.

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:

Faculty, staff, students, parents, and the community desire curricula and programs that prepare students to be well rounded and successful in school, at home, in the community, at work and as citizens of a democratic society. The South Middleton School District recognizes the need for the alignment of curriculum, instruction, assessment and professional development in order to promote students' measured acquisition of academic standards and the development of essential life skills necessary to become healthy, productive and well-rounded citizens.

In order to facilitate meaningful learning, instructional strategies need to be responsive, data driven, research based and designed to meet the needs of individual students. South Middleton School District has developed outstanding resources and tools to meet this need. The South Middleton School District recognizes that more emphasis must be placed on providing adequate academic, social, and emotional support for all students through the development of programs, tools and resources necessary for teachers to address individual student need.

In order to meet the needs of 21st Century Learners and in order to compete with cyber and charter schools, a new blend of traditional, digital and alternative methods for teaching and learning and professional development must be implemented.

As measured by PA Value Added Assessment System (PVAAS), grade 5 and 6 students are not making at least a year's worth of growth for the past three years on the math state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 and 6 students are not making at least a year's worth of growth for the past three years on the reading state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 students are not making at least a year's worth of growth for the past three years on them science state assessment.

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:

Faculty, staff, students, parents, and the community desire curricula and programs that prepare students to be well rounded and successful in school, at home, in the community, at work and as citizens of a democratic society. The South Middleton School District recognizes the need for the alignment of curriculum, instruction, assessment and professional development in order to promote students' measured acquisition of academic standards and the development of essential life skills necessary to become healthy, productive and well-rounded citizens.

In order to facilitate meaningful learning, instructional strategies need to be responsive, data driven, research based and designed to meet the needs of individual students. South Middleton School District has developed outstanding resources and tools to meet this need. The South Middleton School District recognizes that more emphasis must be placed on providing adequate academic, social, and emotional support for all students through the development of programs, tools and resources necessary for teachers to address individual student need.

As measured by PA Value Added Assessment System (PVAAS), grade 5 and 6 students are not making at least a year's worth of growth for the past three years on the math state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 and 6 students are not making at least a year's worth of growth for the past three years on the reading state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 students are not making at least a year's worth of growth for the past three years on them science state assessment.

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:

In order to facilitate meaningful learning, instructional strategies need to be responsive, data driven, research based and designed to meet the needs of individual students. South Middleton School District has developed outstanding resources and tools to meet this need. The South Middleton School District recognizes that more emphasis must be placed on providing adequate academic, social, and emotional support for all students through the development of programs, tools and resources necessary for teachers to address individual student need.

As measured by PA Value Added Assessment System (PVAAS), grade 5 and 6 students are not making at least a year's worth of growth for the past three years on the math state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 and 6 students are not making at least a year's worth of growth for the past three years on the reading state assessment. As measured by PA Value Added Assessment System (PVAAS), grade 4 students are not making at least a year's worth of growth for the past three years on them science state assessment.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Pennsylvania System of School Assessment

Specific Targets: Increased number of students demonstrating at least a year's worth of growth in math, reading, and science as measured by the PA System of School Assessment.

Type: Annual

Data Source: lesson plans, formal observations, standards aligned assessments, informal walk-throughs

Specific Targets: Teachers will increase the use effective 21st Century research-based instructional strategies

Strategies:

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 ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ;

Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; 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 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

Instructional Strategies

Description:

The District teaching staff will utilize instructional strategies that:

1. are informed by research, data driven, and based on student need
2. blend traditional, digital, and emerging instructional strategies to facilitate learning
3. provide opportunities for students to learn through collaboration, creativity, critical thinking, and authentic problem solving

SAS Alignment: Standards, Curriculum Framework, Instruction

Professional Development

Description:

The District will provide professional development on best practices in literacy and increasing rigor with higher order thinking

SAS Alignment: Standards, Assessment, Instruction

Implementation Steps:

Balanced Literacy

Description:

The District will continue the use of the “gradual release of responsibility” model when designing reading and writing lessons; students are explicitly taught concepts, the concept is modeled, support is provided and then

gradually removed so that students can comprehend and apply concepts with minimal guidance.

The PA Core Standards should be addressed and evaluated to ensure that all literature text and informational text, including the craft and structure and key ideas and details areas are addressed. The PA Core Standards also provide foundational reading skills for K-5. After fifth grade, the majority of the students have shifted to the “reading to learn” stage and leave behind “learning to read”.

Along with the areas addressed above, the PA Core Standards include language, vocabulary acquisition and usage, and speaking and listening skills. In our intermediate building, we have the opportunity to easily integrate these ELA skills in other content areas such as science and social studies classes. These content area classes naturally lend themselves to reading comprehension in informational text and allow for application of the reading strategies, as well as vocabulary, speaking, and listening skills.

Evidence based reading will be used in Grades 6-12. Implementation of an instructional model for all courses that includes targeted instruction to content concerning narrative and informational text structures will be used.

Teachers will collaborate to:

- Create pacing calendars showing when units and skills are taught.
- Create and/or update (evaluate) common unit assessments.
- Coordinate resources
- Create accountability that every student receives the same curricular content, regardless of teacher

Start Date: 9/5/2016 **End Date:** 6/3/2019

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

Supported Strategies:

- Differentiating Instruction
- Instructional Strategies
- Professional Development

Formative Assessment

Description:

The teaching staff will use the high impact practice of formative assessments to impact learning. Specifically, the strategy of distributed summarizing will be the employed learning strategy.

Evidence of implementation of this step will be measured through informal walk-throughs, formal observations, and lesson plans

Start Date: 9/5/2016 **End Date:** 7/5/2017

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

Supported Strategies:

- Instructional Strategies

Increase Rigor in all content areas

Description:

Increasing the rigor of teacher's lessons will consistently challenge students to analyze what they are learning in order to deepen their understanding of the content. Planning activities that require students to recall what they have learned is no longer meeting the expectations of learners. Replacing the recall activities with more rigorous tasks and assignments will move teachers toward designing more higher order thinking activities and assessments. Planning and teaching students to apply higher order thinking must become part of students' daily learning experiences.

To address this concern, classroom assignments that are based on integrated, grade level standards and that require higher order thinking and extended writing will be employed into daily instruction.

Evidence that indicate this implementation step is being met, will be measured through of lesson plans, informal walk-through, formal observations, and teacher conversations

Start Date: 9/5/2016 **End Date:** 6/7/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Differentiating Instruction
- Instructional Strategies

- Professional Development

Goal #2: 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 staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exam results

Specific Targets: Improvement in the number of students scoring Proficient or Advanced

Type: Interim

Data Source: Classroom Diagnostic Tool results, Easy CBM results, Dibels results, and curriculum based assessments

Specific Targets: Improvement on diagnostic exams, growth on benchmark assessments, and mastery of curriculum-based assessments

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)

SAS Alignment: Assessment, Instruction

Instructional Practice designed to increase student achievement

Description:

Annually, the administrative team will identify one research-based instructional practice per building on which to focus.

SAS Alignment: Assessment, Curriculum Framework, Instruction

Implementation Steps:

Annually identify instructional focus area

Description:

The administrative team will identify one research-based instructional practice per building on which to focus. Building leadership teams will establish one focus area of instructional practice designed to increase student achievement.

Training appropriate staff in the use of the identified practice will be needed. Professional development will be provided to staff addressing the area of focus.

District office administrator's and building administration will monitor the staff's use of the identified building instructional practice as measured by formal observations, instructional conversations, and informal walk-throughs

Start Date: 9/5/2016 **End Date:** 6/5/2019

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Practice designed to increase student achievement

Data Informed Instruction

Description:

Teachers will better utilize data to inform instruction by:

using research-based interventions for struggling learners

using a model of multi-tiered system of support in grades K-8

creating data teams at the building level

use data management software to create student profiles of learning

Data review teams will meet and develop plans for students to receive supplemental instruction to target student specific areas of concern during scheduled intervention periods.

Start Date: 9/5/2016 **End Date:** 6/6/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Practice designed to increase student achievement

Diagnostic Testing

Description:

Teachers will administer Classroom Diagnostic Tests to assess grades 3-8 and high school students' prior knowledge and growth in the areas of math, reading, and science.

Start Date: 9/5/2016 **End Date:** 6/7/2017

Program Area(s): Educational Technology

Supported Strategies:

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

*Closing the Achievement Gap***Description:**

The District will analyze relevant data in the identified sub-groups and develop instructional plans per building to address areas of deficiencies in performance.

The principals will lead teachers in data analysis and will monitor implementation of the instructional plans through data meetings, formal observation, informal walk-throughs, and lesson plan review.

Start Date: 9/5/2016 **End Date:** 6/5/2019

Program Area(s):**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Practice designed to increase student achievement

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

Related Challenges:

- Establish a district system that fully ensures 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: PA Department of Education Early Warning System

Specific Targets: Identify students who are academically at-risk early

Type: Annual

Data Source: Performance Tracker data warehousing software

Specific Targets: This software enables the district to view student performance data from various assessments

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)

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

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

Support for all students

Description:

Scaffolding and previewing grade level curriculum and assignments are critical practices that are planned and provided for struggling students in order for them to meet proficiency and growth targets.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Accelerating Learning for all students

Description:

Accelerating learning for all students explains the systematic implementation of previewing, scaffolding, differentiating assignments, remediation, and review to fully engage all students, and raise student achievement. For struggling students, instructional strategies will be planned and implemented to meet their specific academic needs in order to help them be successful with grade level content. For advanced learners, additional enrichment strategies will require the student to apply their knowledge and skills in new ways as it relates to the content.

Start Date: 9/5/2016 **End Date:** 6/7/2017

Program Area(s): Special Education, Gifted Education

Supported Strategies:

- Support for all students

Data Analysis Procedures, Data-Informed Instruction, Data Teams, and Data Warehousing

Description:

Sustaining of data teams at grade K-5

Sustaining of Multi-tiered Support Systems Model for grades K-5

Development of a Multi-tiered Support Systems Model for grades 6-8

Use of formative assessments within curriculum

Ongoing vertical articulation of curriculum

Implementation of Differentiated Instruction

Start Date: 9/5/2016 **End Date:** 6/5/2019

Program Area(s):

Supported Strategies:

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

Social and Emotional Barriers

Description:

A team of staff members will be assembled to identify social and emotional barriers to learning and make recommendations for curriculum/programs that may minimize the barriers.

Start Date: 9/4/2017 **End Date:** 6/5/2019

Program Area(s):

Supported Strategies:

- Social and Emotional Wellness Programs

Goal #4: Blended Learning and Technology Integration

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Blended Learning Basics Quarterly Survey

Specific Targets: Survey results will indicate if there is an increase in the use of the learning management system, Google Apps for Education, technology integration, and Models of Blended Learning

Type: Annual

Data Source: Bright Bytes Clarity Survey

Specific Targets: Survey results will indicate if there is an increase in the use of the 4C's associated with 21st Century Learning

Strategies:

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Blended Learning within the Classroom

Description:

The South Middleton School District is committed to creating a 21st century learning environment to provide equitable access to technology that will aid our students in becoming self-directed learners, collaborative team players, and information producers as well as information consumers. Providing students and staff with a 21st century digital learning environment is part of the South Middleton School District core values.

SAS Alignment: Assessment, Curriculum Framework, Instruction

Implementation Steps:

Blended Learning within the Classroom

Description:

- Students will increase proficiency in 21st century skills: 4 C's- critical thinking, communication, collaboration, and creativity; digital literacy skills; application of content knowledge and application; and life and career skills including global education and connections.
- Teachers and students will increase engagement through the use of student-centered, problem-based learning strategies that align with real-world workplace tasks.
- Teacher and student technology skills will improve as technology is utilized as a ubiquitous teaching and learning tool.
- Teachers will increase differentiation and learning will be more customized to each student through the use of technology.

Professional Development for teachers will occur at the district and building levels. Staff meetings and

Start Date: 9/5/2016 **End Date:** 6/5/2019

Program Area(s): Professional Education

Supported Strategies:

- Blended Learning within the Classroom

Goal #5: Building Relationships

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys

Specific Targets: Increase communication within the district and between the district and the community

Strategies:

Building Relationships within the district and with the community

Description:

Continue to evolve as a school district and develop a culture whereby continuous improvement through feedback, data, assessment results, service leadership, and customer service are highly valued and appreciated. Place emphasis on traditions and customs that help our students foster a sense of community and citizenship while being open to developing new ones. Develop practices that connect the district into positive relationships and partnerships with local business, industry, and the community at large.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Maintaining and Implementing New Programs that create connections with the community

Description:

The District would like to increase the number of students to become involved and feel connected to our schools and community by:

Placing emphasis on programs that enable the students and faculty to connect with the citizens and community organizations

Developing practices that build a positive relationship and partnerships with local business and industry

Helping students develop self-respect and empathy through community service opportunities

Start Date: 9/5/2016 **End Date:** 6/5/2019

Program Area(s):

Supported Strategies:

- Building Relationships within the district and with the community

Building Relationships through Communication

Description:

Determine the means by which stakeholders are accessing district information. The district will plan to optimize communication techniques across areas of interest from various segments of the community. Identify additional opportunities for enhancing communication through social media. Identify current usage of social media (i.e., Twitter, Facebook)

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

Program Area(s):

Supported Strategies:

- Building Relationships within the district and with the community

Appendix: Professional Development Implementation

Step Details

| LEA Goals Addressed: | | Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. | Strategy #1: Differentiating Instruction Strategy #2: Instructional Strategies Strategy #3: Professional Development |
|----------------------|----------|---|---|
| Start | End | Title | Description |
| 9/5/2016 | 6/3/2019 | Balanced Literacy | <p>The District will continue the use of the “gradual release of responsibility” model when designing reading and writing lessons; students are explicitly taught concepts, the concept is modeled, support is provided and then gradually removed so that students can comprehend and apply concepts with minimal guidance.</p> <p>The PA Core Standards should be addressed and evaluated to ensure that all literature text and informational text, including the craft and structure and key ideas and details areas are addressed. The PA Core Standards also provide foundational reading skills for K-5. After fifth grade, the majority of the students have shifted to the “reading to learn” stage and leave behind “learning to read”.</p> <p>Along with the areas addressed above, the PA Core Standards include language, vocabulary acquisition and usage, and speaking and listening skills. In our intermediate building, we have the opportunity to easily integrate these ELA skills in other content areas such as science and social studies classes. These content area classes naturally lend themselves to reading comprehension in informational text and allow for application of the reading strategies, as well as vocabulary, speaking, and listening skills.</p> |

Evidence based reading will be used in Grades 6-12. Implementation of an instructional model for all courses that includes targeted instruction to content concerning narrative and informational text structures will be used.

Teachers will collaborate to:

- Create pacing calendars showing when units and skills are taught.
- Create and/or update (evaluate) common unit assessments.
- Coordinate resources
- Create accountability that every student receives the same curricular content, regardless of teacher

| Person Responsible | SH | S | EP | Provider | Type | App. |
|--|--|---|-----|---------------------------------|------------------|------|
| Assistant Superintendent, Principals | 6.5 | 2 | 178 | South Middleton School District | School Entity | No |
| <hr/> | | | | | | |
| Knowledge | 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. | | | | | |
| Supportive Research | Comprehensive Reading and Writing Program | | | | | |
| Designed to Accomplish | <div> <div>For classroom teachers, school counselors and education specialists:</div> <div> 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. </div> </div> | | | | | |

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

| Training Format | | | |
|---|--|--------------|---|
| Series of Workshops | | | |
| Participant Roles | Dir | Grade Levels | |
| | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex | | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Evaluation Methods | | |
| 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 | | | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans |

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

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

| | | | |
|-----------------------------|---|---|---|
| Training Format | | Series of Workshops School Whole Group Presentation Department Focused Presentation | |
| Participant Roles | Dir | Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex | Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| | | School counselors New Staff | |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, |

peers
Analysis of student work,
with administrator and/or peers

instructional delivery and professionalism.
Student PSSA data
Classroom student assessment data
Review of participant lesson plans

| | | | |
|-----------------------------|--|--|--|
| LEA Goals Addressed: | 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. | | Strategy #1: Support for all students |
|-----------------------------|--|--|--|

| Start | End | Title | | | Description | | | |
|----------|----------|--|-----------|----------|--|---------------------------------|---------------|-------------|
| 9/5/2016 | 6/7/2017 | Accelerating Learning for all students | | | Accelerating learning for all students explains the systematic implementation of previewing, scaffolding, differentiating assignments, remediation, and review to fully engage all students, and raise student achievement. For struggling students, instructional strategies will be planned and implemented to meet their specific academic needs in order to help them be successful with grade level content. For advanced learners, additional enrichment strategies will require the student to apply their knowledge and skills in new ways as it relates to the content. | | | |
| | | Person Responsible | SH | S | EP | Provider | Type | App. |
| | | Building Administration | 6.5 | 1 | 90 | South Middleton School District | School Entity | No |

| | |
|----------------------------|---|
| Knowledge | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making |
| Supportive Research | Differentiating Instruction |

Designed to Accomplish

| | |
|---|--|
| For classroom teachers, school counselors and education specialists: | Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. |
| For school and district administrators, and other educators seeking leadership roles: | Provides leaders with the ability to access and use appropriate data to inform decision-making. |

LEA Whole Group Presentation

Training Format

| | | | |
|-----------------------------|---|---------------------------|--|
| Participant Roles | Classroom teachers Principals / Asst. Principals | Grade Levels | Middle (grades 6-8) High (grades 9-12) |
| | | | |
| Follow-up Activities | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. |
| | Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles | | Classroom student assessment data |

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

Supportive Research

21st Century Skills Incorporation into Professional Development, Formative Assessments, Student Projects, and Summative Assessments

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Provides 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.

Series of Workshops

Training Format

| | | | |
|-----------------------------|---|---------------------------|--|
| Participant Roles | Classroom teachers | Grade Levels | Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) |
| Follow-up Activities | Creating lessons to meet varied student learning styles | Evaluation Methods | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey |

District Level Affirmations

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

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Shelly Capozzi on 4/29/2015

Board President

Affirmed by Alan Moyer on 4/28/2015

Superintendent/Chief Executive Officer