

Lakeview SD

**District Level Plan**

07/01/2019 - 06/30/2022

# District Profile

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## Demographics

2482 Mercer St  
Stoneboro, PA 16153  
(724)376-7911  
Superintendent: Hendley Hoge  
Director of Special Education: Jen Johnston

## Planning Process

The Lakeview School District's Comprehensive Plan was developed through active participation of students, parents, teachers, community members, business leaders, school district administrators. The core committee consisted of a sampling from all stakeholder groups in an effort to develop the best plan possible.

The comprehensive planning committee communicated through correspondence and then through face to face meetings until the final recommendation regarding the plan was presented to the school board for action. Throughout the process, committee members discussed student achievement data, discipline reports, specific subgroup needs, and available resources.

The responsibility to oversee the development of other plans relating to the Comprehensive Plan were assigned as follows:

- A. Special Education Plan - Mrs. Jen Johnston, Mr. Patrick Aretz, and Mr. Tim Eiler
- B. Educational Technology Plan - Mr. Douglas Mays, Mr. David Blakley, Mr. Chris Heck, Mrs. Cheryl Carothers, and Mrs. Jen Johnston
- C. Professional Education Plan - Mr. Douglas Mays, Mrs. Jen Johnston

## Mission Statement

In partnership with families and the community at large, the Lakeview School District's mission is to prepare our students to achieve their fullest potential in a global society by providing our students a rigorous and comprehensive education in a safe and stimulating environment committed to excellence

## Vision Statement

As our educational foundation, the Lakeview School District will utilize Pennsylvania State Standards and Core Content information as our guiding forces in educational programming. We will strive for high levels of achievement by using purposeful, databased instruction. Educational programs will meet the various needs of students in order to continuously improve student

achievement. Educating Lakeview students will be a shared responsibility among all stakeholders: students, parents, teachers, support staff members, administrators, Board of School Directors and members of the community. High quality and relevant professional development will provide administrators, teachers, and support staff members with the tools and knowledge required to sustain and enhance the District's ability to deliver a high quality program that promotes educational excellence.

## Shared Values

We believe:

- students are our most valued resource
- all students can learn
- students show mastery in different ways
- technology is needed throughout the curriculum
- quality curriculum is paramount
- in life-long learning
- in providing a safe and nurturing environment
- high expectations result in high achievement
- professionals who hold themselves and their peers accountable for student progress achieve the best results
- it is the responsibility of parents, staff, teachers, administrators, school board members, community members and the students themselves to facilitate the attainment of academic standards
- professionals that demonstrate continuous learning and a collaborative approach with others positively affect their own students and also students throughout the entire school district
- leadership is a shared responsibility
- the most important factors in student achievement are the quality of the teacher and the teacher's interaction with the students

In order to help children succeed to the maximum extent possible the Lakeview School District recommends that parents develop the following ten successful habits to accelerate student learning:

1. Provide nutritious meals, appropriate exercise and sufficient rest.

2. Provide a supportive family structure, and seek help from others including school employees as needed.
3. Ensure regular student attendance at school including after school tutoring and summer school programs if needed.
4. Model a positive encouraging attitude toward life long learning by regularly reading to and with your children.
5. Know what your children are learning on a daily basis, know your children's classroom responsibilities and support learning at home.
6. Provide an appropriate place for your children to learn at home, make homework a priority, and help them as needed.
7. Monitor your child's educational progress daily.
8. Work with classroom teachers as partners in educating your children by supporting classroom instruction, school rules, procedures and guidelines, attending conferences and placing phone calls to teachers when appropriate.
9. Show your children you care by actively participating in school functions, meetings, and conferences and by volunteering to help in school.
10. Encourage your children to get involved in community and school district extra curricular activities programs.

In addition, the Lakeview School District will reach out to the community for their assistance in the education of our students through the following:

1. Work with agencies and organizations to provide help to disadvantaged people through student organizations within the school.
2. Recognize issues and concerns in order to promote the ideals of stewardship in relationship to the community and its environment.
3. Recognize civic engagement and responsible citizenship as an outcome of Pre K-12 public school education. Working together with the community will help our students to better understand their roles as good citizens in the community at large.
4. Meeting with local businesses to understand their needs as they relate to employment issues and ways that the school and the businesses can partner to prepare our students for gainful and meaningful employment opportunities while at the same time make the local businesses more viable economically.

## Educational Community

The Lakeview School District is located in the northeastern corner of Mercer County. It is comprised of four boroughs: Jackson Center, New Lebanon, Sandy Lake and Stoneboro and seven townships: Fairview, Jackson, Lake, Millcreek, New Vernon, Sandy Lake, and Worth. The District is characterized as rural with a population of approximately 8500 and a land area of 145 square miles.

The District is comprised of one elementary school, which houses kindergarten through grade 4, Head Start and an IU Early Intervention classroom. The building is designated as a Title I school. The middle school is a 5-8 configuration. The middle school is also designated as a Title I school and houses an IU 4 emotional support classroom. The high school is a 9-12 configuration. The middle and high schools occupy separate wings of the building so that the students of each school have little contact with each other. Areas of the building which are shared by both schools include the music and art rooms, family and consumer science room, industrial technology, wood shop classrooms/labs and the auditorium. The District Administration office is located in a one story wing of the middle and high schools building. All three schools are situated on a 44 acre campus. The Lakeview School District is committed to meeting the diverse needs of our students.

The school district has a history of sound fiscal management and is data driven in terms of educational decisions given the limited tax base. The district received about 70% of its revenues through state reimbursement. Recent changes in state law limiting the taxing ability of the school district combined with the impact of a declining student enrollment have made decisions about future expenditures and programming difficult. Policies promoting fiscal responsibility with sound educational programming are carefully developed and followed to ensure the future success of our students.

## Planning Committee

Name	Role
Dave Blakley	Administrator : Professional Education
Tim Eiler	Administrator : Professional Education Special Education
Dr. Hendley Hoge	Administrator : Professional Education Special Education
Jen Johnston	Administrator : Professional Education Special Education
Laurie Snyder	Administrator : Professional Education Special Education
Chuck Greggs	Business Representative : Professional Education Special Education
John Ray	Business Representative : Professional Education
Rina Hart	Community Representative : Professional Education

Betty Moore	Community Representative : Professional Education Special Education
Lorraine Rutter	Ed Specialist - School Counselor : Professional Education
Alicia Sciaretta	Ed Specialist - School Counselor : Professional Education
Alyse Mundt	Ed Specialist - School Psychologist : Professional Education
Allison Godfrey	Elementary School Teacher - Regular Education : Professional Education Special Education
Nancy Keeling	Elementary School Teacher - Regular Education : Professional Education Special Education
Chelsea Costello	Elementary School Teacher - Special Education : Professional Education Special Education
Mike Rodriguez	High School Teacher - Regular Education : Professional Education Special Education
Samantha Pattison	High School Teacher - Special Education : Professional Education Special Education
Samantha Moon	Middle School Teacher - Regular Education : Professional Education Special Education
Alyssa Saeler	Middle School Teacher - Regular Education : Professional Education
Jeena Barnard	Parent : Special Education
Deanna Booher	Parent : Professional Education
Jodi Ray	Parent : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

District is in the developing stage in all standard areas.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies,	Developing	Developing

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

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

District is in the developing stage in all standard areas.

### **Middle Level**

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



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

District is in the developing stage in all standard areas.

### High School Level

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

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

District is in the developing stage in all standard areas.

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

#### Elementary Education-Intermediate Level

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **Middle Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

### **High School Level**

*Checked answers*

*None.*

*Unchecked answers*

*None.*

Explanation for any standards checked:

The district utilizes standards as governed by the PA Department of Education.

## **Curriculum**

### ***Planned Instruction***

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

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

Processes used to ensure Accomplishment:

Curriculum maps are ongoing in terms of development based on student needs, PA Standards, and changing resources to meet student needs. Teams will be working toward aligned assessments and in some cases common assessments. Learning targets continue to be an area of professional development, with a focus on target development and assessment. The building also utilizes an RTII model to address areas of need across all learning levels.

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

District is in the developing stage in all areas.

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

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

Processes used to ensure Accomplishment:

Curriculum maps are ongoing in terms of development based on student needs, PA Standards, and changing resources to meet student needs. Teams will be working toward aligned assessments and in some cases common assessments. Learning targets continue to be an area of professional development, with a focus on target development and assessment. The building also utilizes an RTII model to address areas of need across all learning levels.

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

District is in the developing stage in all areas.

### **Middle Level**

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

Processes used to ensure Accomplishment:

Curriculum maps are ongoing in terms of development based on student needs, PA Standards, and changing resources to meet student needs. Teams will be working toward aligned assessments and in some cases common assessments. Learning targets continue to

be an area of professional development, with a focus on target development and assessment.

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

District is in the developing stage in all areas.

### **High School Level**

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

Processes used to ensure Accomplishment:

Curriculum maps are ongoing in terms of development based on student needs, PA Standards, and changing resources to meet student needs. The guidance department heavily monitors student performance in terms of Chapter 4 to ensure students are completing necessary requirements. Teams will be working toward aligned assessments and in some cases common assessments. Learning targets continue to be an area of professional development, with a focus on target development and assessment.

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

District is in the developing stage in all areas.

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

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

The district utilizes a variety of data to determine student need at all levels of learning. Support teachers, learning and gifted, work with teachers to provide strategies and resources to assist in the instructional process. Students with significant needs, both above and below, may also receive support services from a learning support or gifted support teacher. Support from the aforementioned can occur one-to-one, small group, or in the regular classroom. Teachers have also received professional development in regard to

differentiated instruction from several providers including, Slippery Rock University faculty, administration from another district, and adjunct faculty from Gannon University. The district also houses numerous reference materials in regard to differentiated instruction and coteaching.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Instructional Coaching

#### *Unchecked Answers*

- Peer evaluation/coaching

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Administrators
- Building Supervisors

##### *Unchecked Answers*

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

District administrators utilize walkthroughs on a weekly basis geared to observe learning targets in the classroom. Administrators place emphasis on student learning and evidence to support learning is occurring in each classroom. The district administrators and selected teachers have worked with Dr. Connie Moss specifically on learning targets. Great effort is made to adhere to this model, which focuses on student learning.

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

The district is moving to a differentiated supervision model for the 2014-2015 school year, part of the differentiated model allows faculty to utilize a peer coaching model with a focus on instruction and student learning. The district will also be utilizing Title I to also provide instructional support to classroom teachers, includes co-teaching opportunities. Using this model will allow Title I teachers the opportunity to share instructional strategies and resources.

### *Responsiveness to Student Needs*

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

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

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

All practices rated 50% or above.

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

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

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

All practices rated 50% or above.

#### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

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

If necessary, provide further explanation. (Required explanation if column selected was  
All practices rated 50% or above.

### High School Level

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

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

High school scheduling and course offerings allow students to select courses that meet their academic needs in most scenarios. The district offers both remediation and honors courses to address diverse learning needs. An advanced chemistry course is currently being offered as a college credit through Pitt University.

### 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.

The district generally receives numerous applications for any open positions. This allows the personnel team to interview and select the best candidate for the position. In terms of in-house movement meeting student needs, administrators use a variety of data such as walk throughs, observation, informal assessments, benchmark data, and state test scores to examine teacher strengths and where they may best assist the district in moving students forward.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences, Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

### *Graduation Requirement Specifics*

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

*None.*

#### *Unchecked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use



of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

- I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
  - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
  - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
  - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
  - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
  - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.
- 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.
  - Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA, Keystone	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Study Island, DIBELS	X	X	X	X

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Teacher Assessments	X	X	X	X

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
DRA, SRA,	X	X	X	

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Teachers work as teacher teams and/or departments to develop and or review tests. Professional learning community teams will be utilized this year and serve as a means to collaborate and review created assessments. As part of the professional development plan, many teachers have participated in the learning targets training with Dr. Connie Moss. This professional development time will also serve as a feedback loop for assessment development. Administrators will be working closely with teachers this year as part of the differentiated supervision process and student learning objectives, which will have an assessment review component.

### *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.

Teachers develop locally administered tests aligned to standards. These tests are utilized if students are unsuccessful on the Keystone tests. Peer teachers review the tests for alignment.

### *Collection and Dissemination*

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

The district uses a variety of system to obtain student data including: Measures of Academic Progress, Study Island, Reading Eggs, DIBELS, Accelerated Reader, DRA, SRA, and informal measures from the classroom. Data such as attendance and discipline can also be examined. Data meetings are established three times each year (at a minimum). The elementary and middle school meeting more frequently, some teams weekly other teams monthly. Teams discuss data with administration and plans of action are developed, based

on information obtained. Title I teams also assist in this process and disseminate benchmark data to teaching teams and other progress monitoring data as needed.

### *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.

Data is gathered from a variety of sources, including summative, formative, and diagnostic in order to obtain a reflection of a students current and/or past performance. Student data is examined for both strengths and weaknesses. Teachers utilize the information (data) to form flexible groups and/or differentiation. Students performing below may be progress monitored more frequently to ensure instructional practices and/or grouping is effective in moving toward mastery.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

The district utilizes data to drive decisions. Data teams meet to discuss data at different levels in order to garner a broad view of the areas in need of action planning. Differentiated instruction and flexible grouping are used as practices to assist in moving students toward mastery. Teachers work to align best practice strategies to anchors, eligible content, or standards aligned learning objectives. Building administrators can view teacher plans for implementation.

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

The district addresses all identified areas listed.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	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	
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district uses many mediums in order to distribute information to the public. The website, parent letters, and newsletters are used most frequently to share information. Calendars and handbooks are more broad in nature, but contain a wealth of information and resources for families. The district is open to individual meetings to meet a families needs.

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

The district does share information with public media, but generally is focused on events or happenings and not geared toward assessment. Information pertaining to assessment and resources could easily be shared with media sources. Generally, media has the information and it is published with ease. Planning course guides will identify tested courses so parents are more aware from this source of information.

## **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 administrative team meets on a monthly basis to discuss data and on-going progress toward goals. Data meetings are held at each building level at a minimum of three times per year. The elementary and middle school buildings meet more frequently, some teams weekly others monthly. Specific plans of actions are developed to assist the schools (groups) in need. Flexible grouping and differentiated instruction are utilized at each level. Data is used from a variety of sources including: summative, benchmark, diagnostic, formative, informal, attendance, and discipline so support is not simply geared toward academics alone and all root causes can be examined.

### *Programs, Strategies and Actions*

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

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

The district began making strides toward school-wide positive behavior support last year, but continue to expand over the next year by including incentives for prosocial choices. The high school will also be utilizing a behavior matrix this year, which states expected behaviors and consequences improving consistency across the building. The Sailor Code pillars are currently established and are hung in a prominent place in each building. The district is also looking at the possibility of a resource officer, funds are still being examined. Each building has procedures in place in regard to student, staff, and visitor identification. The visitor system is low tech in nature, but still requires a process of safety to be followed. The elementary building has a safety net system in place for students of concern, but is not an ESAP model.

### *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.)**

The district currently uses a variety of means in identifying students with gifted abilities. First and foremost is data. The district utilizes all forms of data, including summative, diagnostic, formative, and informal. Students performing within the 93rd percentile are reviewed more closely. Students can also be identified for gifted through a referral process. Teachers, parents, and counselors can refer students for testing to determine eligibility and need. Referrals are an important step in this process as many students simply do not test well on standardized test, but may demonstrate academic performance in the classroom above grade level standards. Students that enter the testing process are evaluated by the school psychologist to determine eligibility and need. The district follows Chapter 16 regulations in terms of identification.

Gifted education is offered K-12 in the district. The program is geared to enrich and accelerate students in need. It is provided through many means including small group, individual, and in the regular education classroom. The gifted teacher provides a great deal of individualized programming based on a student's strengths. Many participate in Lego's Academic League, Robotics, and Academic Games. Students at all levels may receive compacted curriculums or simply move to another grade level's curriculum. The gifted education teacher also works with teachers to provide them with resources to use in the classroom or co-teaches. At the high school level many students take advance courses or attend local colleges for credits. Middle school students often take foreign languages earlier, advance to high level maths and English courses.

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

*This narrative is empty.*

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

*This narrative is empty.*

**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		
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
Coaching/Mentoring	X	X	X	X

Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal				

Explanation of developmental services:

The district attempts to provide a full array of developmental services to meet student needs, covering academic, social, and emotional supports.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

The district uses an array of supports for diagnostic, intervention, and referrals to assist in supporting students. It is the goal to be whole-student oriented when determining needs and supports that may be of benefit to the student. Support teams look at needs in terms of academic, social, and emotional.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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Alternative Education				
Case and Care Management				
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	X	X	X	X
Staff Development	X	X	X	X
Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The district offers and/or works with a plethora of outside agencies to provide consultative and coordination of services to support students in a multitude of areas.

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X

Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors				
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Frequency of Communication*

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

- Yearly

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

- Yearly

#### **Middle Level**

- Yearly

#### **High School Level**

- Yearly

### *Collaboration for Interventions*

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

Collaboration is an ongoing process within the district. Support teachers utilize plan periods or time before or after school to meet with teachers to discuss specific student needs. Team meetings are also utilized at each building where needs can also be addressed. Individualized Education Plan meetings, Chapter 15, multidisciplinary team meetings are also facilitated to ensure teachers have a full understanding of the student and their needs. The psychologist and student service director also provide support to teachers in assisting with intervention development and/or understanding.

### *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

Currently the district offers before-school supervision for students at each building. This occurs from 7:30 to 8:00.

### *Preschool Agency Coordination*

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

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

The district houses both a Head Start and IU4 Early Intervention program. This allows us to be collaborative in nature. Meetings are established with the Preschool teams, school counselor, administrators, and parents to assist in transitioning to school age services. Kindergarten orientation is also provided.

## **Materials and Resources**

### *Description of Materials and Resources*

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

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes data meetings, which occur at least three times per year at each grade and/or department level, to assist teachers in analyzing classroom data in addition to benchmark data. Curriculum maps are ongoing in terms of development based on student needs and changing resources to meet student needs. The building also utilizes an RTII

model to address areas of need across all learning levels. During meetings and planning for student interventions resources are continuously discussed in terms of effectiveness.

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

The district currently provides high quality materials and resources. Resources and materials are accessible, differentiated and equitably allocated to accomodate student needs.

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

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes data meetings, which occur at least three times per year at each grade and/or department level, to assist teachers in analyzing classroom data in addition to benchmark data. Curriculum maps are ongoing in terms of development based on student needs and changing resources to meet student needs. The building currently utilizes a SAP model to address areas of need across all learning levels, but will be moving to an RTII model in addition to SAP. During meetings and planning for student interventions resources are continuously discussed in terms of effectiveness.

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

The district currently provides high quality materials and resources. Resources and materials are accessible, differentiated and equitably allocated to accomodate student needs.

#### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

The district utilizes data meetings, which occur at least three times per year at each grade and/or department level, to assist teachers in analyzing classroom data in addition to benchmark data. Curriculum maps are ongoing in terms of development based on student needs and changing resources to meet student needs. The building currently utilizes a SAP model to address areas of need across all learning levels, but will be moving to an RTII model in addition to SAP. During meetings and planning for student interventions resources are continuously discussed in terms of effectiveness.

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

The district currently provides high quality materials and resources. Resources and materials are accessible, differentiated and equitably allocated to accomodate student needs.

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The district uses committees to assist in resource selection in addition to completing needs assessments. Needs are driven by data and resources are ultimately determined by their perceived effectiveness to address PA Common Core Standards and student growth.

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

The district currently provides high quality materials and resources. Resources and materials are accessible, differentiated and equitably allocated to accomodate student needs.

### *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&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The district utilizes the SAS portal as a guiding force when working on curriculum and/or course development.

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

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

The district utilizes the SAS portal as a guiding force when working on curriculum and/or course development.

### **Middle Level**

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

The district utilizes the SAS portal as a guiding force when working on curriculum and/or course 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 "

The district utilizes the SAS portal as a guiding force when working on curriculum and/or course development.

### *Early Warning System*

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

Not answered

## Professional Education

### Characteristics

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

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

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

The district continues to work with IU5, IU4, and PATTAN and other approved providers to provide professional development to staff. Teacher groups will continue to participate in trainings pertinent to their certificated area(s). A professional development committee works to determine needs in terms of professional development and attempts to address during in-service sessions or after school meetings/training. Each building will utilize

Professional Learning Communities this year to target standards aligned resource folders, coteaching/differentiated instruction, Google Classrooms/Technology Integration, and curriculum revisions, in addition to a variety of PLC topics to address specific teacher needs. Teachers will select areas they would like to continue growing professionally. Through a differentiated supervision model, teachers will also be afforded the opportunity to select a self-chosen area of growth as their focus as part of the evaluation process.

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

District administrators will meet monthly to discuss progress in regard to instruction, student learning, and general growth. This will be an opportunity for the administrative team to consistently monitor program effectiveness and develop action plans for continued growth and performance.

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

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

<b>Questions</b>
The LEA has conducted the required training on:
8/25/2015 Training conducted by Aware
1/18/2016 Followup training by Aware
The LEA plans to conduct the required training on approximately:
8/23/2018 Aware provider

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

<b>Questions</b>
The LEA has conducted the training on:
8/25/2015 Sharon Regional 2 hours
The LEA plans to conduct the training on approximately:
1/16/2017 Outside MH provider 2 hours

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

<b>Questions</b>
The LEA has conducted the training on:
8/25/2015 Aware 2 hours
The LEA plans to conduct the training on approximately:
8/23/2018 Aware

## *Strategies Ensuring Fidelity*

### *Checked answers*

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

### *Unchecked answers*

- 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.

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

The district utilizes a professional development committee. The committee is comprised of teachers from each building. A needs assessment is conducted formally or informally each year to obtain feedback from teachers in terms of perceived needs. The administrative team uses building data to further assess building and district needs. Professional development geared for specific implementation consists of specific implementation practices and walkthroughs are conducted to ensure efficacy of practice. Feedback is provided as part of the process. The district utilizes individual or training teams specializing in their given field, certificated area, or a goal area established by building and/or district.

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

The district will begin to establish program effectiveness through use of various data sources, such as NWEA MAP, DIBELS, Formative/Summative/Diagnostic measures,, DRA, SRA, and flexible grouping progress monitoring. Data will be examined across years and within a year to establish patterns of strengths and needs. Action plans will be established as needed to ensure professional development implementation is delivered with fidelity

and more importantly leading to student growth. Administrative walkthroughs will also be utilized on a monthly basis. Administrators will determine walkthrough expectations related to instruction and learning each quarter and/or semester, this will assist in monitoring overall effectiveness of initiatives.

### *Induction Program*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

The district requires newly hired, non-tenured faculty to participate in the induction program. As part of the process inductees meet each month as a group with central office administration, building administration, or teacher mentor to focus on specific topics. Topics covered include: roles/responsibilities, building supports/programs, policy, procedures, parent conferencing, state testing and SAS portal, classroom management, instructional strategies/delivery, and engaged learning and reflective practices. Inductees also meet with their mentors two times per month and complete monthly reflection. Inductees complete a needs assessment in October, which guides their goals for the induction process for the remainder of the school year. Inductees complete a portfolio throughout the process and review with building administration and/or central administration.



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

All strategies addressed in current induction plan.

### *Needs of Inductees*

#### *Checked answers*

- 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).

#### *Unchecked answers*

*None.*

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

The district requires newly hired, non-tenured faculty to participate in the induction program. As part of the process inductees meet each month as a group with central office administration, building administration, or teacher mentor to focus on specific topics. Topics covered include: roles/responsibilities, building supports/programs, policy, procedures, parent conferencing, state testing and SAS portal, classroom management, instructional strategies/delivery, and engaged learning and reflective practices. Inductees also meet with their mentors two times per month and complete monthly reflection.

Inductees complete a needs assessment in October, which guides their goals for the induction process for the remainder of the school year. Inductees complete a portfolio throughout the process and review with building administration and/or central administration. Inductees complete two observations of their mentor or other teacher as recommended by building administrator or mentor. Lesson plans are shared with building administrator, central administrator or mentor at least each marking term; feedback is provided to the inductee as part of the process. The mentor also conducts an observation of the inductee and provides feedback as part of the process. Inductees complete a post induction process survey for program improvement.

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

All strategies are addressed in the current induction plan.

### ***Mentor Characteristics***

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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

Building administration establish potential mentors for newly hired faculty and determine whether individual is willing to take on additional commitment for the school year. Administration utilizes highly effective staff as mentors. Chosen faculty members are reflective and data driven in nature. They demonstrate strong knowledge of procedure and policy and the ability to assist the inductee in developing working relationships. Mentors have similar certifications and/or assignments. Mentors and inductees are required per the program to meet at least one time each month to review inductee goals and discuss areas of need and strengths.

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

All characteristics are used as part of the selection process.

### *Induction Program Timeline*

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

If necessary, provide further explanation.

Topics are also developed based on information garnered from an inductee completed needs assessment questionnaire.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The district utilizes several methods to monitor and evaluate the induction program. The induction planning committee consists of central administrators, building administrators, teachers, and a parent. Inductees meet with central or building administration monthly to monitor induction processes and to discuss set topics. Inductees also meet with their mentor teacher one time per month, to maintain progress toward developed program and personal goals. As part of the monitoring/evaluating process, inductees complete a needs assessment questionnaire in October. This allows the planning team to develop topics for further instruction based on the four domains of teacher using the Danielson model. Inductees also complete a monthly report that is reviewed by administration. Inductees and mentors complete an "End of Program Evaluation." This information is used to further develop the induction program for future teachers. Lastly, inductees create a portfolio, which is reviewed with an administrator.

### *Recording Process*

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

- Mentor documents his/her inductee's involvement in the program.
- 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.

*Unchecked answers*

*None.*

## Special Education

### *Special Education Students*

Total students identified: **232**

### *Identification Method*

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

The Lakeview School District continues to utilize a discrepancy model, regression to the mean, when determining presence or absence of specific learning disabilities. In order for a student to be identified as having a specific learning disability, the student must demonstrate a significant discrepancy between ability and achievement. Ability is generally obtained by utilizing a norm-referenced, standardized measure. Achievement data in the areas of listening, thinking, speaking, reading, writing, spelling, and math are obtained through a variety of data points including: standardized, norm-referenced measures, benchmark assessments, diagnostic measures, and curriculum based measures. When analyzing data to determine presence of discrepancy, the district will utilize multiple data points as listed and will not simply rely on a single measure when making determinations for SLD. A severe discrepancy is suggested when the difference between ability and achievement data is at least one standard deviation and/or the student is functioning one and a half years below grade level expectations. Observation data, parent input, and teacher input are also considerations when analyzing data.

As part of the evaluation process the following issues/questions are addressed in the evaluation report:

- The referral question

- SLD determination, does the student have a SLD? If so, in what area(s)?
- The data utilized in the decision process to determine whether a discrepancy is evident
- Is there evidence of intervention prior to testing, how did the student respond?
- Noted and observed behaviors relevant to the presenting problem (if applicable)
- Educationally relevant medical findings
- Team decision in regard to the effects of environment, cultural, or economically disadvantaged factors on educational performance (if any)

As indicated, when determining presence or absence of a specific learning disability the predominate factor will be discrepancy between ability and achievement utilizing a variety of data sources. The team will need to consider whether the deficit is correctable without special education and/or related services. The team will weigh the interventions utilized for the student (intensity and frequency), progress in relation to self and peers, and current performance on state measures and/or classroom measures as driven by grade level standards.

#### **Screening Process:**

- Review school file (attendance, grades, discipline)
- Review vision/hearing and emergency card information
- Utilize data from Ed Insight- On Hand Schools (attendance, MAP data, risk rates, PSSA/Keystones, DRA, DIBELS)
- Meet as Core team to review at risk students

#### **Prereferral Process:**

- Student is referred to the building's SAIL or SAP teams. At this level a more in-depth examination of presenting issue (attendance, discipline, referrals, state testing, and report cards are reviewed).
- Medical information is reviewed (vision, hearing, other pertinent information on emergency cards)
- Curriculum measures, diagnostic measures, state tests, Study Island, and Measure of Academic Progress (MAP).
- Observation data

### **Intervention Process:**

- Students referred to the SAIL team are discussed based on the provided data from district data tools, classroom based data, and Core team meetings. Teams develop interventions and progress monitoring intervals. This team at the elementary and middle school level meets at least one time each marking period.
- The SAP team meets on a bi-weekly basis at the high school and middle school level. Again, interventions are discussed and developed and a rate of measuring progress.

### **Multi-disciplinary Evaluation:**

- Referrals can be made by the parent/guardian and/or school personnel.

We continue to work toward an RTII model of identification in the elementary building. The foundation of RTII has been established over the past three years. We continue to improve tiers two and three in terms of intervention and progress monitoring. Parent involvement in the RTII process is an area we are still developing. It is a goal to have RTII in place as the identification model at the elementary level when the special education plan is reviewed in 2020.

### ***Enrollment***

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

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

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

Based on 16/17 Penn Data reporting, the district is showing a disproportionate number of identified specific learning disabled students when compared to the state level (Specific Learning Disability 56.1% 41.8%). Lakeview school district is a rural and low income school, with 52% of our elementary population receiving free and reduced lunches. Although the district houses a Head Start and EI program and a preschool is located within a mile, the majority of our enrolling kindergarten students do not attend a preschool program, which may contribute to the increase in identified students. Additionally, the district has transitioned between three school psychologist over the course of a 2 year span. Again, residing in a rural area, psychologist pay is lower in our district when compared to surrounding areas this has contributed to the turnover in this position. Moving forward, the district continues to work diligently in improving RTI interventions, Tiers, and evidence based core and supplemental instruction and intervention. In grades K and 1, all students are exposed to the Wilson Program in order to improve decoding skills.

It is our goal to move to an RTI identification process within the next two years. Our teams are focused on using data to drive instruction and intervention.

### *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?

Lakeview School District is committed to providing FAPE to any eligible student residing in the District. When the district is made aware of a student who is in need of special education or is thought to be exceptional, the District follows procedures as they would for any other student. An evaluation process would be initiated and an IEP developed, if eligibility and need determined, based on the evaluation report. Programming, location, related services and specially designed instruction would be addressed to ensure the student's educational success. Individual student needs are the top priority for the IEP team when determining a student's LRE. The District takes pride in meeting the needs of our special education students. Placement considerations are a team decision and based on a student's individual needs; in house and outside programming are utilized based on individual student needs. The district current has no 1306 students, but the above and following procedures would be adhered to: Communication with the host district and/or facility would occur within a business day of student enrollment. The district is cognizant and understands: the host district submits PDE 4605 to the district of residences and requests educational records for enrollment, the host district convenes the IEP team to determine educational placement with LRE in mind, and lastly, the host district is responsible for FAPE-appointing a surrogate if needed, and communicating with the home district.

### *Incarcerated Students Oversight*

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

Currently there are no prisons or other facilities for incarcerated students located within the Lakeview School District. If such a facility were to move within the district, the district would use existing Child Find procedures and develop a system to ensure FAPE is available and provided for any student identified and in need of special education services and participate in the IEP process to ensure student needs are met in compliance with FAPE.

Lakeview School District is committed to providing FAPE to any eligible student residing within the district, including incarcerated youth. When the district is made aware of an incarcerated student who is potentially in need of special education services or thought to be exceptional, the district follows the procedures developed for making a determination of eligibility/need as it would for any other student. Upon notification, the evaluation process would be initiated and based on evaluation outcome an IEP would be developed, if warranted. Program recommendations, location, related services, and specially designed instruction would be addressed/developed based on evaluation findings to ensure the student's educational success.

### *Least Restrictive Environment*

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

The Lakeview School District adheres to the guidelines and procedures as outlined in Chapter 14 for servicing students in the least restrictive environment to the maximum extent appropriate. Accommodations, modification, student assistance and intervention to learning (SAIL) teams, and RTII strategies are provided within the regular education setting prior to referral for multidisciplinary evaluation. If after evaluation the student qualifies for special education services based on eligibility and need, the placement decision is made in a team fashion at the IEP meeting. The discussion as to the educational placement for the student always begins with considerations by the IEP Team for the option of service delivery in the regular education classroom with supplementary services and aides. The IEP team, as part of the IEP process, answers the questions regarding SAS and extracurricular activities to further clarify the needs in the least restrictive environment. The student's full



range of needs will be reviewed and a continuum of placement options will be available and considered, including supplemental aids and services. Unless the IEP dictates otherwise, students participate in the general education curriculum with support as needed. Prior to removing the student from the regular education environment, there must be demonstration that education in that setting could not be satisfactorily met even with supplementary aids and services. The District supports students at the Itinerant, Supplemental, and Full-time levels. The district attempts to service the student at Lakeview prior to looking for placements outside of the Lakeview School District. The district encourages education and participation with same age peers in the general education setting for nonacademic and extracurricular activities, regardless of the student's program.

IEP meetings are an administrative priority. Administrative personnel make every attempt to attend each IEP meeting. If unavailable, the school psychologist or guidance counselors will act as the LEA for the meeting.

The district currently meets the SPP target of 65% in regard to educating students within the regular education setting. The district's current reported rate is 71.4% at the itinerant and supplemental levels, 62.4% and 9.0% respectively. As a district, we strive to continue professional development in a plethora of areas focused on learning targets, web-based technology integration/Google classrooms, co-teaching, differentiated instruction, positive behavior support, and disability awareness. We use a strong push-in model K-12 in all content areas, with a strong focus on language arts, reading, and math. The district will continue to provide professional development in the area of best practice teaching strategies, differentiated instruction, positive classroom management, and technology integration to improve student engagement.

The Lakeview School District practices the policy that the Least Restrictive Environment for an individual student is dependent upon the IEP Team's determination of what is appropriate for the student.

Lakeview provides quality programs and services to all of its students. The District is supportive of the inclusion programs operated in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities in the LRE. The District continues to advance the process of incorporating the "Co-Teaching Model" in the classroom through which special education and regular education teachers work together to plan, design, and instruct lessons in the regular education setting. As a result, the District has been able to implement the use of inclusive practices in grades K-12. The majority of students are successful within the regular education classroom when provided with supplementary services and aides. Lakeview continues to partner with Midwestern Intermediate Unit IV and PaTTAN to provide ongoing staff development and best practice in the areas of inclusion and co-teaching.

Lakeview has also been the recipient of several technology grants; many special education

and regular education teachers use the new equipment that has been purchased from these grants daily in their instruction. The use of technology has improved the quality of our programs, the delivery of instruction, and even students' time on task. Google Classroom integration has also been a focus at the middle and high school levels.

As a result, the District is able to educate most special education students within the regular education setting. The data provided in the Special Education Data Reports (PDE) for the 2016-2017 school year demonstrates the District's commitment and effort toward this goal. During the 16-17 school year, 62.4% of Lakeview's special education students spent 80% or more of their time in the regular education class per day. As a district, four students are serviced outside of the district. This is approximately one percent of our special education population. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child and not on cost or location. Some children, however, cannot be appropriately served in their neighborhood school because of their unique needs; therefore, are served in other settings as determined by the IEP Team. There are also circumstances in which students are placed outside of their neighborhood school by legal authorities (such as Probation, CYS, etc). In these cases the district maintains contact with the educating (host) entity.

*Supplementary aids and services* are critical elements in supporting the education of children with disabilities in the regular education classrooms in addition to participation in other school activities. Supplementary aids and services can include a multitude of items such as: accommodations and modifications, direct services and supports to the child, and support/training for staff working with the child. Lakeview makes every effort to provide students the necessary supplementary aids and services to allow them to be successful participants in the education process. We also strive to include parents in each decision making step. Supplementary aids and services can include, but certainly not limited to: Collaboration: time for staff to collaborate with each other, parents, related service provider, or outside providers.

Supports to address environmental needs: visual schedules, preferential seating (classes, cafeteria, bus), altered physical room arrangements.

Pacing of instruction: increased time, frequent breaks, home materials, varying presentation methods.

Levels of staff support: consultation, mentors, one-to-one support, personal care support, behavioral supports, instructional supports, co-teaching.

Child specific equipment: computers, software, wheelchair, assistive technology devices (Dynavox, Tech Speak, etc.), restroom equipment, sensory items, eating equipment, physical education/activity equipment.

Presentation of subject matter: verbal paired with visuals, graphic organizers, sign language, books on tape, videoed lectures.

Assignment modifications: task analysis, long-term project broken into steps, use of computer for assignments, alternative assignments, shortened assignments.

Self-monitoring: planners, routines, schedules, calendars, study skill strategies, self

advocacy skills.

Materials: large print, braille, assistive technology, videoed or taped materials.

Testing: extended time, alternative assessments, tests read aloud, modified formats.

Training: child specific and staff to continue on-going development and understanding of SAS delivery.

When examining supplementary aids and services for a student, a variety of information should be considered: academic, extracurricular, and nonacademic as it applies to the student.

### *Behavior Support Services*

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

All of us have unique and individual ways of behaving. These behaviors are considered problems when they interfere with productive interpersonal relationships. No behavior in and of itself is a problem; similarly, no absolute standard exists for determining when a behavior becomes a problem. The behavior becomes a problem when it interferes with productive learning processes. The extent to which any behavior is considered a problem depends to a large extent on the context in which it occurs.

All interventions are predicated upon clear, direct, specific, concrete communications. The communication pattern is based upon an interaction between school, student, and family. The district is planning to move to a de-escalation program, which promotes a restraint-free environment. Three district personnel will be trained using the Ukeru model in April of 2018. The Ukeru model will then be rolled out to district personnel over a three year period. The goal is to be restraint-free district-wide. Restraints to control acute or episodic aggressive or self-injurious behavior may be used only as a last resort when the student is acting in a manner as to be clear and present danger to him/herself, to other students or to employees. The district continues to provide professional development on positive classroom management and individual consultation to classroom teachers with specific needs.

The Lakeview School District uses research-based behavior supports and interventions to improve de-escalation strategies and preventative management strategies to assist in the process. It is the goal of quickly de-escalating a student and to provide a returned sense of control and calmness. The elementary building currently uses the PATHS program K-5,

which provides teachers/staff effective language and strategies in which the students are familiar. This program has been of tremendous assistance in providing students healthy coping strategies. Small groups using the Coping Cats curriculum has also been utilized this year. The middle and high schools have developed club days to expand opportunities to develop strong, healthy social relationships and interactions. The Aevium program has been a new focus this year as a student directed program conveying the message "I've got your back." Additionally, we maintain strong communication with our mental health providers through Mercer County Behavioral Health.

Teachers and paraprofessionals K-12 were offered de-escalation training at the end of the 16/17 school year. The MIU4 provides a training with a strong emphasis on de-escalating rather than reacting/restraining. Classroom management or understanding disabilities/disorders (ADHD/ODD) are offered as part of district voluntary professional development opportunities. Effectively working with difficult students is also part of induction training for new teachers. Olweus foundations were provided to all new staff during the 17/18 school year. All teachers and paraprofessionals have or have access to the Tough Kid book and work book. Great success is found when offering students effective feedback to address students' inappropriate choices/behavior opposed to criticizing or punishing students. Additional behavioral resources are available for each building: Teachers' Encyclopedia of Behavior Management and Coaching Classroom Management. In addition, classroom management is also a focus in the district's monthly induction meetings. Teachers struggling in this area are provided coaching by an administrator or mentor. Moving forward, the district is looking to implement the Ukeru model for de-escalation and proactive classroom environments in order promote a safe environment, hands-off for all students.

The District is currently in it's infancy in developing a district wide positive behavior support program. The District has adopted four "Sailor Code" pillars: Be Here/Be Ready, Be Respectful, Be Safe, and Be Positive. Each building has the Sailor Code pillars displayed in a highly visible area. The Sailor Code pillars were reviewed with all students at each building (elementary, middle, and high school ). As additional components, the elementary building utilizes a sailor ticket system for demonstrating prosocial behavior. Students can earn tickets and purchase items at the Sailor Code store. The middle school has a similar process where students are given tokens for positive behavior. At the high school level, the building utilizes the Principal's 200 club, which is part of Dr. Jenson's program. The Sailor Code programs have been in place for over a year. Bus drivers were also in-serviced as part of the program rollout and utilize tickets to encourage prosocial behaviors on the bus to align with the Sailor Code pillars.

Any eligible student who exhibits behavior problems which interfere with the student's ability to learn must have a program of positive behavior support. This positive behavior support plan will be included in the Individualized Education Program (IEP) and will be based on results of a functional behavior assessment. The positive behavior support plan is

for students with disabilities and eligible young students who require specific intervention to address behavior that interferes with learning.

The plan will:

1. Focus on positive rather than negative measures.
2. Use interventions that are the least intrusive necessary.
3. Not substitute adverse techniques, restraints, or discipline for the systematic application of behavior change techniques.
4. Only use techniques for which the staff has been adequately trained.

The behavior management policy represents a three (3) tier hierarchical model based upon the best practices cited in the current professional literature. The policy also presents an array of models from which to choose, depending upon staff training and type of behaviors which require attention. The three (3) levels of intervention are:

Level I — School-wide positive behavior support and good classroom management strategies. Level I does not require a behavior management program attached to the IEP.

Level II — Specific interventions designed for individual students. Level II requires a positive behavior support plan attachment to the IEP.

Level III — Very restrictive interventions which can only be considered after Level II interventions are determined ineffective. Level III interventions require the IEP team to reconvene.

Adversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program.

The following aversive techniques of handling behavior are considered inappropriate and may not be used by agencies in educational programs:

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

## **Intervention Levels**

### **Level I**

Classroom management traditionally has been associated with discipline, control, or other

terms that connote reducing unacceptable student behavior. Management is commonly viewed as a prerequisite to instruction, something that must be accomplished so that teaching can occur.

Successful classroom management involves not merely responding effectively when problems occur, but also preventing problems from occurring by creating environments that encourage learning and appropriate behavior. Thus, comprehensive classroom management incorporates both proactive planning for and encouragement of productive behavior as well as reactive responding to unproductive student behavior. Proactive classroom management activities involve the establishment and maintenance of a productive learning environment that fosters high levels of student engagement and prevention of student disruptions. The effectiveness of behavior control strategies will be maximized when used in conjunction with preventive methods. Without proactive management methods, behavior-change interventions will have limited long-term effectiveness. Additionally, all classrooms have expectations listed for Be Here/Ready, Be Respectful, Be Safe, and Be Positive. These are explicitly taught within the classroom setting.

## **Level II**

The twin goals of behavioral intervention are:

1. Increase appropriate or adaptive behavior.
2. Decrease inappropriate or maladaptive behavior.

The underlying assumption of any behavioral intervention is that students' behavioral problems represent either deficits in adaptive behavior, or excesses in behavior that prove maladaptive in the student's environment. If a student is unable to carry out a required task or behavior because of deficits in prerequisite skills, the task of instruction may be to develop the lacking skills. In contrast, a student may be capable of performing a target skill or behavior but may for some reason not demonstrate the skill at a level commensurate with their ability. In addition to basic acquisition or performance deficits, consideration must be given to other potential interfering behaviors. Functional behavioral assessments are conducted at this level and positive behavior support plans are implemented. These may be conducted and implemented by the classroom teacher, guidance counselor, school psychologist, Student Services Director, or MIU4 TAC team. The following illustrates the inappropriate demonstrations of specific behaviors:

Acquisition Deficits - No Interfering Problem Behaviors

- 1) Lacks Skill
- 2) No Interfering Behavior

Acquisition Deficits - Interfering Problem Behaviors

- 1) Lacks Skill
- 2) Interfering Behavior

Performance Deficits - No Interfering Problem Behaviors

- 1) Lacks Performance (has skill)
  - 2) No Interfering Behavior
- Performance Deficits - Interfering Problem Behaviors
- 1) Lacks Performance (has skill)
  - 2) Interfering Behavior

### **Level III**

Interventions are formal behavior programs which are restrictive in nature and may modify the student's rights during implementation. They specifically focus on restraining strategies and are considered more intrusive to personal freedom than either Level I or Level II interventions.

Restraints shall be defined as: the application of physical force, with or without the use of any device, for the purpose of restraining the free movement of a student's or eligible young child's body. It does not include briefly holding, without force, a student or eligible young child in order to calm or comfort him/her, guiding a student or eligible young child to an appropriate activity, or holding a student's or eligible young child's hand to safely escort him/her from one area to another.

Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's or eligible young child's parents and specified in the IEP.

Also excluded are mechanical restraints such as:

1. Devices used for physical or occupational therapy
2. Seatbelts in wheel chairs or on toilets used for balance and safety
3. Safety harnesses in buses
4. Functional positioning devices

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to him/herself, to other students, or to employees; and, only when less restrictive measures and techniques have proven to be or are less effective.

The use of restraints to control the aggressive behavior of an individual student or eligible young child will result in:

1. The school entity notifying the parent of the use of the restraint.
2. A meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting.

At this meeting, the IEP team must consider whether the student or eligible young child needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the inappropriate behavior.

The use of restraints may only be included in a student's or eligible young child's IEP when:

1. Utilized with specific component elements of positive behavior support.
2. Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
3. Staff is authorized to use the procedure and have received the staff training required. All Midwestern Intermediate Unit IV Instructional and Paraprofessional Support Staff are trained each year in safety mechanics techniques and procedures.
4. There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student or eligible young child is held face down on the floor.

Effective July 1, 2008:

The District must maintain and report data on the use of restraints as prescribed by the Secretary. The report must be reviewed during cyclical compliance monitoring conducted by the Department.

The District has the primary responsibility for ensuring that positive behavior support programs meet regulatory requirements, including:

1. The training of personnel for the use of specific procedures, methods, and techniques;
2. Having a written policy and procedures on the use of positive behavior support techniques and obtaining parental consent prior to the use of restraints or intrusive procedures.

In accordance with their plans, the District may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

Subsequent to a referral to law enforcement, for students with disabilities who have positive behavior support plans, an updated functional behavior assessment and positive behavior support plan must be completed.

### **Emergency Procedures**

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

1. Parent contact to immediately remove the student from school.
2. Notifying police.
3. Notifying mental health.
4. Calling emergency services and ambulance.

Each building should have a written administrative procedure to handle emergencies.



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

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

The Lakeview School District does not have a significant problem in providing FAPE for any of our students. The District strives to provide a continuum of programs to ensure Least Restrictive Environment (LRE). The least restrictive environment for a student with a disability depends upon the student's IEP team determination of what is educationally necessary and appropriate for that particular student. The District ensures that the appropriate educational placement for any student always begins with the considerations of the IEP team for placement in the regular education setting with supplementary aides and services.

Presently, all students with identified disabilities are placed in appropriate settings as determined by the individual's educational team as developed in the IEP and based upon the educational needs of the student. If an instance would arise in which the District would be unable to provide or secure an appropriate setting for an identified student, the District would immediately contact the Intermediate Unit IV for resources as well as possibly informing the interagency coordinator, and as warranted seek to schedule a CASSP meeting as soon as possible.

The District collaborates with other agencies to build service capacity both in and outside the District through teaming with a variety of agencies and service providers that may be involved with a particular student. The District is located in Mercer County and utilizes a pool of providers and organizations that provide services for children who reside in the county. In addition, the District works closely with Midwestern Intermediate Unit IV in providing services and training, as well as consultation. The District would initiate, work to resolve, and locate the appropriate setting for any particularly hard to place students with disabilities through a collaborative effort with the appropriate providers as needed, and as determined by the students IEP.

The District collaborates with all of the local Mental Health, Children and Youth, Juvenile Probation, and Mental Retardation agencies that provide services and resources to Mercer

County residents. The District attends meetings for any student with a disability as requested through these agencies and invites any agency involved with a special needs student to that child's IEP meeting, as appropriate, and with parental consent.

The District has worked cooperatively and successfully with a number of agencies including, but not limited to: Pathfinders, Belmont Pines, Clarion Psychiatric Center, Bethesda Children's Home, St. Stephens Academy, Sharon Regional Health System, Clarion Hospital, Shriner's Hospital, Counseling and Assessment, Diversified Family Services, Comprehensive Children and Family, Associates in Counseling and Child Guidance, Paoletta, Family Connections, Youth Advocate Program, Office of Vocational Rehabilitation, Early Intervention, MHMR, The Arc of Mercer County, PATTAN, Midwestern Intermediate Unit IV, Mercer County Behavioral Health Commission, etc.

There is a comprehensive range of services and programs available within the District, neighboring school districts, and/or through the array of programming opportunities operated by Midwestern Intermediate Unit IV. Other intensive programs are available for students through educational providers. All decisions concerning the continuum of services and programs for students with disabilities are determined by that student's IEP Team at that student's IEP meeting.

The District will continue to adhere to the provisions as delineated in the various Basic Educational Circular (BECS), and to apply available IDEA funds and District special education resources, in order to provide appropriate educational programs and services for all special education students.

### *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.

The Lakeview School District serves students with disabilities in grades K-12. Lakeview offers a wide range of services in order to appropriately meet the needs of all students. The District ensures a free and appropriate public education in the least restrictive environment for students through the IEP process. Each individual student's needs are addressed on a case by case basis.

Currently, the District provides special education programs at Oakview Elementary, at Lakeview Middle School, and at Lakeview High School.

Students in grades K-5 attend Oakview Elementary where they are supported by four special education teachers, four classroom instructional aides, and two personal care aides. They also receive services from our District's speech clinicians and contracted support

providers through Midwestern Intermediate Unit IV and the Western PA School for the Blind. Lakeview is currently contracting for the following services: physical therapy, occupational therapy, hearing impaired support, vision support, and assistive technology support.

Oakview also hosts an Early Intervention Classroom operated by Midwestern Intermediate Unit IV. Head Start is also housed within the elementary building.

Students in grades 6-8 are supported by five special education teachers in the Middle School building. Additionally, they receive support from four classroom instructional aides. The District's middle school students currently access speech services through the District staff and occupational therapy, physical therapy, hearing impaired support, and assistive technology support through Midwestern Intermediate Unit IV staff.

The High School serves students in grades 9-12. They are supported by five special education teachers, one and a half classroom instructional aides, and two personal care aides. The District's High School students currently access the District speech services, as well as the contracted occupational therapy, physical therapy, and assistive technology services.

Additionally, Lakeview contracts with Midwestern Intermediate Unit IV and other local educational providers to supply appropriate specific educational settings and programs for students with low incidence disabilities that require more intensive services than those offered by the District. Lakeview strives to educate as many special education students as possible in their district of residence, so this number remains very small.

The Lakeview School District provides quality programs and services to all of its students. The District is very proud of the inclusion programs operated in each of its buildings and fully promotes inclusionary practices and effective teaching strategies in order to accommodate students with disabilities in the LRE. As a result, Lakeview is able to educate most special education students within the District. The data provided in the Special Education Data Reports (PDE) for the 16-17 school year demonstrates the District's commitment and effort toward this goal, with 62.4 at an itinerant level and 9.0% at a supplemental level of support. During the 16-17 school year, Lakeview served 62.4% of our students in the regular education class for 80% or more of their day and 9.0% in regular education classrooms between 79-40% of their day. Each student's strengths and weaknesses are evaluated on an individual basis by the IEP Team, and decisions are always based upon the needs of the child and not on cost or location. Some children, however, cannot be appropriately served in their neighborhood school because of their unique needs; therefore, are served in other settings as determined by the IEP Team.

The positive results of the Cyclical Monitoring, conducted in 2016, demonstrate the District's commitment to providing students with disabilities quality programs and services.

The evaluation was conducted by the Pennsylvania Bureau of Special Education (BASE). The District received commendations in the following areas:

- “The school district is commended for its utilization of coteaching within the district

Furthermore, parents of special needs children in the Lakeview School District have consistently expressed their satisfaction with the academic programs and services provided by the District. They are very pleased with the progress their children have made throughout their educational experiences. Parents have shared their praise during IEP meetings, phone conversations with administrators and staff, and through written correspondence. Historically, there has been a high level of parent participation in IEP meetings. There are well-established, positive relationships between the teachers and parents within the District, as well as with other educational providers, agencies, and neighboring schools.

Training opportunities and parent resources are posted on the District's website.

The Lakeview School District has numerous strengths in regard to current special education services and programs for students with disabilities. Some of the highlights and notable areas include:

- The District Administration is well aware and supportive of the special education programs and services provided within their individual buildings. The Elementary Principal and staff are utilizing RTII initiatives to locate and identify students in need of additional support or thought to be exceptional. All three of the District Principals often participate as members of the IEP team and are always available to staff who have questions and need additional support when working with students with disabilities.
- Data meetings occur on-going in each building in line with benchmarking. Flexible grouping based on data is used K-5.
- Collaborative teaming between staff, administrators, providers, and parents occur at multiple levels. Individuals participate together during formal and monitoring IEP meetings, general programming and development meetings, regularly scheduled staffings, and informal meetings held at parent request.
- The District maintains positive relationships with other school districts. This has allowed for mutual information sharing regarding data and needs, staff development

opportunities, maintenance and planning for programming needs, grant writing, and collaboration in serving the student population effectively.

- The District continues to advance the process of incorporating the “Co-Teaching Model” in the classroom through which special education and regular education teachers work together to instruct lessons in the regular education setting. As a result, Lakeview is able to implement the use of inclusive practices in grades K-12.
- The District provides a Supplemental/Itinerant Autistic Support Classroom within the Elementary and middle school levels and two Itinerant/Supplemental Life Skills Support Classrooms that serves students in grades K-12 meeting student needs across all grade spans. Both programs utilize a great deal of co-teaching. The Autistic Support teacher and speech clinician utilize the “Ready-Set-Go” model for many co-taught activities. They also offer numerous sensory related activities and equipment to meet individual needs.
- The District provides supplemental Learning Support services at each of the three buildings.
- Oakview houses an Early Intervention Classroom operated by Midwestern Intermediate Unit IV.
- The District provides all day kindergarten at Oakview.
- The District employs one full-time school psychologist, three full-time guidance counselors, and two speech clinicians.
- At Oakview Elementary, the Student Assistance and Intervention Team (SAIL) meets frequently throughout the year to discuss at-risk students. Grade level teams also hold data meetings three times a year to discuss students and instruction; they utilize flexible rotation groups, which are data-based and skill-driven. Students at Oakview participate in the PATHS program. Small groups using the Coping Cat curriculum have also been implemented. Individual sessions using a CBT skill set are provided for students as well.

- The Middle/High School utilizes the Student Assistance Program to identify and provide services with students who need additional support. The team consists of trained members and includes: an administrator, guidance counselor, nurse, school psychologist, and teachers. The District also has a SAP Liaison from Mercer County Behavioral Health who provides training and updates. The team offers school-based counseling, on-site interventions, a mentoring program, drug/alcohol counseling, and networking with a number of community agencies. Individual sessions using a CBT skill set are provided for students as well.
- Evidence-based curriculum in reading and math is utilized. Additional time is allotted for struggling students beyond the core instructional time. The Wilson Program is implemented to all students in grades K and 1.
- Strong networking relationships with other school districts continues to be maintained and the administrators and staff continually foster strong interagency relationships.
- The District has high parent participation during IEP meetings and regularly encourages additional communication through e-mail, informal meetings, and telephone conversations.
- The District is working on making special education information available to parents on the District website. In addition, information is provided on student progress through eSchoolbook. eSchoolbook is a software application providing scores on class tests, homework assignments, projects, class averages, general school information, and school contacts. Parents are also given information through individual building websites, newsletters, and notices distributed throughout the year. Parents are provided with additional information at each IEP meeting, as well as a copy of the procedural safeguards.
- All of the regular and special education teachers employed by the District are Appropriately Certified. Individual special education teachers have also pursued additional certifications through completion of either the "Praxis" in a specific content area or areas, and/or through both the "Bridge" and "HOUSSE" Programs, thereby, fulfilling the additional

requirements for designation as highly qualified/appropriately certified. This affords the District greater flexibility in scheduling and in providing instruction for a variety of subject areas in both the Middle School and High School settings within the District.

- In addition, 57% of the special education staff employed by the District have earned their Masters Degree or Masters Equivalency. A number of the new special education staff are already working towards completing their degree.
- Paraeducators are required to maintain their “Highly Qualified” status by completing twenty hours of instruction through sessions facilitated by the District, Midwestern Intermediate Unit IV, PaTTAN, or other educational agencies.
- The District provides staff (professional and paraprofessional) development through a coordinated program of activities. Midwestern Intermediate Unit IV continues to provide the District with ongoing training in the areas of Transition, Functional Behavior Assessments, IEP Development, Positive Behavior Support, De-escalation and Safety Mechanics, Indicator 13 and 14, Progress Monitoring, Response to Instruction and Intervention, IDEIA, Assistive Technology, Differentiated Instruction, Autism, Standards Aligned Systems, and other topics as they become necessary. This history of solid professional development has prepared the staff at Lakeview to deal with a diverse population of children.
- The District offers access to a wide variety of staff development and training opportunities in order to help teachers earn Act 48 hours. Planned courses to be offered at the District include: utilizing local assessment and PSSA results to inform instruction, assistive technology training, working with students who have autism, using simple sign language to support students with disabilities, implementing positive behavior supports, co-teaching, differentiated instruction, google classroom and technology integration, and training on the use of restraints, to name a few. Teachers will also have opportunities to participate in courses hosted by PaTTAN, Midwestern Intermediate Unit IV, as well as workshops held by local colleges and universities.
- The District utilizes EETT and Rural School funds to purchase equipment to design and implement up to date instruction using the latest technology available. This year Google Chromebooks were purchased for all middle and high school teachers for classroom instruction. Specific Google Classroom training on the use of the equipment/Google

Classroom was offered to teachers during in-service and after school sessions. Additionally, Chromebooks carts housing 30 computers were purchased for the elementary and middle school levels within the past school year. A new iPad cart was added to the elementary level and additional iPads were purchased for kindergarten and grade 1 classrooms. An additional 40 Chromebooks were purchased this school year using RLIS funds to move toward the district's 1-1 initiative.

- iPads are utilized at each building. All buildings have iPad carts. iPads have also been purchased for the autistic and life skill special education classrooms.
- The District provides students with transition activities (PESTS) via OVR and EBR, web resources, community-based instruction, and community partnerships. A Community-Based Vocational Training Class continues to provide LSS student opportunity to participate in essential community awareness activities.
- At the Middle/High School, special education students utilize the PA Career Zone, which is a career-based skill improvement program built upon the Career Zone system. This is a priority with special education teachers serving students of transition age.
- Students at the High School have the opportunity to participate in externships or internships during their senior year when attending MCCC. Students with IEPs can elect to participate in internships per approval. Students are set up with these opportunities based on their career interests, job preference, and current skills. Students complete job-related tasks and later evaluate their experiences by providing a written reflection.
- A number of special education students also attend the Mercer County Career Center to obtain specialized training. 40% of the special education students that are eligible to attend have signed up to participate at the Mercer County Career Center next year. A representative from the Career Center is invited to the annual IEPs. The representative explains the program to students, outlines MCCC expectations, and answers parent questions. A special education teacher is on-site at MCCC and ensures that each student's IEP is implemented and that the specially designed instruction is utilized. Paraprofessional support is also utilized if needed in order to fulfill FAPE, LRE, and SAS.



- The Life Skills class in the Middle/High School participates in the PETS program funded by OVR and facilitated by Vocational Psychological Services (VPS). Activities and job skill preparation are provided weekly in a classroom setting. Work readiness skills are a strong focus within the program through in-house and outside work related opportunities. The district was asked to speak at a Labor and Industry forum in January to share our success with the program. Some student also participate in the TAP program provided through SRU.
- The District's current graduation and drop-out rates for special needs students are within the state range. In 16-17, 99% of all students in the District graduated, while 100% of students with IEPs graduated. The review of the Special Education Data Reports for the past three years indicates that the District has met the State Performance Plan Targets for both graduation and drop-out rates. The District will continue to monitor graduation/drop-out rates as it continues to strive towards attaining the 100% graduation, 0% drop-out goal.
- The District remains firmly committed to fulfilling the requirements of the current educational laws in order to provide high quality, appropriate educational programming for students with disabilities.

# Assurances

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## Safe and Supportive Schools Assurances

*No policies or procedures have been identified.*

## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
St. Stephens Academy	Other	Emotional Support	2
Home	Instruction in the Home	Multi-disabilities Support	2
Mercer High School (IU4 Classroom)	Neighboring School Districts	Autistic Support	1
Hermitage House	Other	Learning Support- Court Appointed Placement	1

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	20	1
Locations:				
Oakview Elementary School	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* February 23, 2016

*Reason for the proposed change:* Moving service from IU personnel to district personnel at parent request

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	7 to 10	2	0.3
Locations:				
Oakview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	5 to 8	5	0.5
Locations:				

Oakview	An Elementary School Building	A building in which General Education programs are operated		
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Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	6 to 9	2	0.1
Locations:				
Oakview Elementary	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	5	0.1
Locations:				
Oakview Elementary	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #3

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* August 28, 2017

*Reason for the proposed change:* restructuring of building, rosters and enrollment decline

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 13	5	0.25
Locations:				
Oakview	An Elementary School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	10 to 12	20	0.75
Locations:				
Oakview Elem	An Elementary School Building	A building in which General Education programs are operated		

### Program Position #4

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Class and Position

*Implementation Date:* August 28, 2017

*Reason for the proposed change:* restructuring of building, rosters and enrollment decline

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	5	0.25

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.75
Locations:				
Oakview	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* restructuring of building, rosters and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	15	0.4
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	0.6
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	20	1
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

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

**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* restructuring of building, rosters, and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Learning Support	10 to 14	1	0.1
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 17	2	0.4
Justification: Per Chapter 14, itinerant autistic support caseload is permitted to be 12.				
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 17	2	0.2
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 18	1	0.1
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 17	4	0.2
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Reason for the proposed change:* new ES enrollment and restructuring of rosters and enrollment decline

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	10	0.4
Locations:				
Lakevie MS	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	10	0.5
Locations:				
Lakeview Middle School	A Middle School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	11 to 14	2	0.1
Locations:				
Lakeview Middle School	A Middle School Building	A building in which General Education programs are operated		

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* restructuring of rosters and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 14	20	1
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* August 28, 2017*Reason for the proposed change:* restructuring of rosters and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	20	1
Locations:				
Lakeview MS	A Middle School Building	A building in which General Education programs are operated		

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* students graduated**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	10	0.75
Justification: Students are scheduled/instructed in groups so that age range is no greater than four years for participating students.				
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Autistic Support	14 to 21	2	0.25
Justification: Students are scheduled/instructed in groups according to age range no greater than 4 years difference.				
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015*Reason for the proposed change:* restructuring of rosters and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	1
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 31, 2015*Reason for the proposed change:* restructuring of rosters and enrollment decline**PROGRAM SEGMENTS**

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.5
Locations:				
Lakeview High School	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* restructuring of rosters and enrollment decline**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	5	0.25
Locations:				
Lakeview HS	A Senior High School Building	A building in which General Education programs are operated		

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 18	25	0.75
Locations:				
Lakeview MS	A Senior High School Building	A building in which General Education programs are operated		

**Program Position #15***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 28, 2017*Reason for the proposed change:* Students progressing through grades**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Blind or Visually Impaired Support	6 to 10	2	0.05
Justification: Students are serviced by IU and not together. Each student is seen in an individual session.				
Locations:				
Oakview	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:* Position

*Implementation Date:* August 31, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	10 to 12	1	0.05
Locations:				
Lakeview Middle School	A Middle School Building	A building in which General Education programs are operated		

## Special Education Support Services

Support Service	Location	Teacher FTE
Director of Student Services/Federal Programs: Special Education Contact	Lakeview School District	1
School Psychologist	Lakeview School District	1
Personal Care Aide	Lakeview School District	4
Classroom paraprofessional	Lakeview School District	8.5
Special Education Secretary	Lakeview School District	1
Speech and Language Therapist	K-12	2

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Weiss Physical Therapy	Outside Contractor	120 Minutes
Next Step Therapy	Outside Contractor	120 Minutes
Physical Therapy	Intermediate Unit	120 Minutes
Occupational Therapy	Intermediate Unit	780 Minutes
Vision Services	Outside Contractor	1 Hours

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

After reviewing data, the following are noted as patterns in terms of needs/concerns

- The ELA standards require instructional and philosophy shifts in implementation in order to promote student growth and mastery. The District has demonstrated somewhat stagnant growth in the ELA area, and are lower in ranking when compared to like demographic schools. Current scores range from 38% (Keystone Literature) to 87% (8th grade reading). Most scores range in the upper 60 to mid 70 range when examining all tested grades. The District would strive for scores in the 80 and 90 range, minimally each grade level improving the number of students showing growth each year in ELA.
- The District values a positive learning environment for students. Providing a climate focusing on prosocial choices is an important goal for the district. As a result, the district needs to utilize school-wide positive behavior support.
- Assessment in all forms is an essential part of the instructional process to ensure understanding and mastery. Classroom assessments (informal and formal) and/or course assessments need to be standards aligned, assessment will ultimately guide objectives and learning targets.

The District continues to make strides toward standards aligned curriculum and instruction. More rigorous courses are being added at the high school level and students in the elementary and middle school levels participate in curricular compacting or exposure and/or course content advancement.

## District Accomplishments

### Accomplishment #1:

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- District has established a professional relationship with Dr. Connie Moss. Dr. Moss has provided administrators and select teachers with professional development focused on learning targets.

#### Accomplishment #2:

- The district has established a new teacher induction program.

#### Accomplishment #3:

- A professional development committee has been formed to assist administration in determining professional development needs.

## District Concerns

#### Concern #1:

The ELA standards require instructional and philosophy shifts in implementation in order to promote student growth and mastery. The district has demonstrated somewhat stagnant growth in the ELA area, and are lower in ranking when compared to like demographic schools. Current scores range from 38% (Keystone Literature) to 87% (8th grade reading). Most scores range in the upper 60 to mid 70 range when examining all tested grades. The district would strive for scores in the 80 and 90 range, minimally each grade level improving the number of students showing growth each year in ELA.

#### Concern #2:

The District wants to provide a positive learning environment for students. Providing a climate focusing on prosocial choices is an important goal for the District. As a result, the district needs to utilize school-wide positive behavior support.

#### Concern #3:

Assessment in all forms is an essential part of the instructional process to ensure understanding and mastery. Classroom assessments (informal and formal) and/or course assessments need to be standards aligned, assessment will ultimately guide objectives and learning targets.

## Prioritized Systemic Challenges

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

The ELA standards require instructional and philosophy shifts in implementation in order to promote student growth and mastery. The district has demonstrated somewhat stagnant growth in the ELA area, and are lower in ranking when compared to like demographic schools. Current scores range from 38% (Keystone Literature) to 87% (8th grade reading). Most scores range in the upper 60 to mid 70 range when examining all tested grades. The district would strive for scores in the 80 and 90 range, minimally each grade level improving the number of students showing growth each year in ELA.

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Assessment in all forms is an essential part of the instructional process to ensure understanding and mastery. Classroom assessments (informal and formal) and/or course assessments need to be standards aligned, assessment will ultimately guide objectives and learning targets.

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

**Aligned Concerns:**

The ELA standards require instructional and philosophy shifts in implementation in order to promote student growth and mastery. The district has demonstrated somewhat stagnant growth in the ELA area, and are lower in ranking when compared to like demographic schools. Current scores range from 38% (Keystone Literature) to 87% (8th grade reading). Most scores range in the upper 60 to mid 70 range when examining all tested grades. The district would strive for scores in the 80 and 90 range, minimally each grade level improving the number of students showing growth each year in ELA.

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Assessment in all forms is an essential part of the instructional process to ensure understanding and mastery. Classroom assessments (informal and formal) and/or course assessments need to be standards aligned, assessment will ultimately guide objectives and learning targets.

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

**Aligned Concerns:**

The District wants to provide a positive learning environment for students. Providing a climate focusing on prosocial choices is an important goal for the District. As a result, the district needs to utilize school-wide positive behavior support.



# District Level Plan

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## Action Plans

**Goal #1:** 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 the consistent implementation of effective instructional practices across all classrooms in each school.

### Indicators of Effectiveness:

Type: Annual

Data Source: Study Island

PVAAS

eMetric

Classroom Based Assessment

DRA

SRA

Title I progress monitoring

Specific Targets: Utilize data, informal and formal, to gauge student learning and mastery. 94% of students should obtain passing grades when viewing assessments/course performance.

### Strategies:

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

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?))

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Assessment, Instruction

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

#### *Common Assessment/Assessment Alignment*

##### **Description:**

Teams will meet each marking term to analyze classroom data and formal assessment data to develop action steps and to begin developing assessments aligned to standards. All teachers will create assessments aligned to PA Common Core Standards. Teachers may also work in teams to develop common assessments aligned to PA Common Core Standards. Teachers will attend at least five of the scheduled meetings to work specifically on aligned assessments.

**Start Date:** 9/1/2014      **End Date:** 6/2/2017

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

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

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



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

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: NWEA MAP

OHS- PSSA/Keystone

Writing Prompts-state scoring guideline

Formative Assessment

DRA

DIBELS

TTM

Study Island

Specific Targets: 85% of students will demonstrate growth toward mastery in course content.

***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/dddmg\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

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

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

**SAS Alignment:** Instruction

### *Technology and Student Achievement*

#### **Description:**

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

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

### *25 Quick Formative Assessments for a Differentiated Classroom*

#### **Description:**

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21>)

[/9780545087421.pdf](#)) Resource:  
<http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment

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

#### ***Reading NCLB #1***

##### **Description:**

Classroom teachers will utilize differentiated instruction, and/or flexible grouping, and/or co-teaching, and technology integration in order to meet student needs, Teams will work together to develop plans to incorporate differentiated instruction/co-teaching/flexible grouping. 90% of students will demonstrate growth each year based on MAP/OHS and/or state testing scores, and/or progress monitoring data each of the measured three years. Benchmark and progress monitoring data will be analyzed at each grade/course level to determine goal attainment. Parent education provided K-5 each semester to assist in understanding benchmark and progress monitoring data and strategies to support their child in the educational growth process.

**Start Date:** 8/20/2018      **End Date:** 6/6/2021

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

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

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership

#### ***Data use***

##### **Description:**

Teams will meet at least three times each year to discuss, review, and action plan based on data obtained from benchmark assessments. Teams will focus identification of need/strength areas.

**Start Date:** 8/21/2017      **End Date:** 6/5/2020

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

**Supported Strategies:**

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

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Attendance

Discipline referrals

SAP data

SPRT data

Specific Targets: Implement incentives for students making prosocial choices each semester.

***Strategies:***

***Positive Behavioral Interventions and Supports***

**Description:** Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to

participate in community and school activities.? (Source: [http://en.wikipedia.org/wiki/Positive\\_behavior\\_support](http://en.wikipedia.org/wiki/Positive_behavior_support) ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx> ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: [http://www.pbis.org/school/high\\_school\\_pbis.aspx](http://www.pbis.org/school/high_school_pbis.aspx) ) The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: <http://effectivestrategies.wiki.cau.org/Safe+and+Supportive>

**SAS Alignment:** Safe and Supportive Schools

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

#### ***School wide positive behavior support***

##### **Description:**

Implementation of the Sailor Code across the district and Principal 200 club at the MS/HS level with incentives provided as behavioral reinforcement. Opportunities for incentives each semester for prosocial choices. Smaller incentives will be implemented throughout each marking period for prosocial choices.

Decrease office referrals by 2-5%

**Start Date:** 8/21/2017      **End Date:** 6/5/2020

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

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

- Positive Behavioral Interventions and Supports

## *Behavior Support*

**Description:**

The district will continue implementation of a district/school wide positive behavior support program. The PBS will focus on four pillars that will be shared across buildings: Be Here/Be Ready, Be Respectful, Be Safe, Be Positive. Positive behavior support and/or de-escalation training will also be offered to staff at least one time each school year. Positive behavior support teams will meet at least two times per year.

**Start Date:** 8/20/2018    **End Date:** 6/6/2021

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

**Supported Strategies:**

- Positive Behavioral Interventions and Supports

# Appendix: Professional Development Implementation Step Details

<b>LEA Goals Addressed:</b>		<b>Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.</b>			<b>Strategy #1: Common Assessment within Grade/Subject Strategy #2: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>		
<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>		
9/1/2014	6/2/2017	Common Assessment/Assessment Alignment			Teams will meet each marking term to analyze classroom data and formal assessment data to develop action steps and to begin developing assessments aligned to standards. All teachers will create assessments aligned to PA Common Core Standards. Teachers may also work in teams to develop common assessments aligned to PA Common Core Standards. Teachers will attend at least five of the scheduled meetings to work specifically on aligned assessments.		
<b>Person Responsible</b>		<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Doug Mays, Jen Johnston, Patrick Aretz, Tim Eiler, Dave Blakely, Carol Lilly		1.0	5	90	Lakeview administrative team and data team	School Entity	No

## Knowledge

Teachers will align assessments to PA Core Standards. This will allow teachers to assess student understanding and make instructional decisions based on findings. Assessments need to be aligned to the Standards to ensure instructional coverage.

## Supportive Research

Assessment development geared to check student understanding of developed learning targets guided by PA Common Core Standards. Data obtained from assessment data will then drive future instructional decisions.

**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:	<p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p>

**Professional Learning Communities****Training Format**

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



<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Instructional Coaching: The Principles of Partnership</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
8/20/2018	6/6/2021	Reading NCLB #1	Classroom teachers will utilize differentiated instruction, and/or flexible grouping, and/or co-teaching, and technology integration in order to meet student needs, Teams will work together to develop plans to incorporate differentiated instruction/co-teaching/flexible grouping. 90% of students will demonstrate growth each year based on MAP/OHS and/or state testing scores, and/or progress monitoring data each of the measured three years. Benchmark and progress monitoring data will be analyzed at each grade/course level to determine goal attainment. Parent education provided K-5 each semester to assist in understanding benchmark and progress monitoring data and strategies to support their child in the educational growth process.	Administration and School Personnel	1.0	6	25	Lakeview administrative team, department coordinators, data teams	School Entity	No

**Knowledge**

The teams will continue to develop and use data based decision making in order to develop/expand use of differentiated instruction, co-teaching, technology integration, and flexible grouping to promote stronger student growth. Parents will be able to understand student growth pertaining to their child using district generated data.

**Supportive Research**

Co-Teaching  
Learning Targets

Data based decisions-Formative Assessments

Technology Integration

Parent Involvement

### 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.  
Empowers educators to work effectively with parents and community partners.

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.

Department Focused Presentation  
Professional Learning Communities

### Training Format

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Parents	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles		<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Standardized student assessment data other than the PSSA</li> </ul>

Joint planning period  
activities

- Review of participant lesson plans
- MAP, OHS, Imagine Math,  
Diagnostic data- DRA's for specific  
grade levels

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>			<b>Description</b>			
8/21/2017	6/5/2020	Data use			Teams will meet at least three times each year to discuss, review, and action plan based on data obtained from benchmark assessments. Teams will focus identification of need/strength areas.			
	<b>Person Responsible</b> Administration	<b>SH</b> 1.0	<b>S</b> 3	<b>EP</b> 5	<b>Provider</b> District		<b>Type</b> School Entity	<b>App.</b> No

### **Knowledge**

Teachers will use data derived from benchmark assessments, progress monitoring tools, and curriculum based measures to drive instructional decisions.

data teaming, utilization of district and school data

### **Supportive Research**

formative assessment

learning targets

**Designed to Accomplish**

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

**Professional Learning Communities****Training Format**

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
				Elementary - Intermediate (grades 2-5)
<b>Follow-up Activities</b>		Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	<b>Evaluation Methods</b>	Middle (grades 6-8)
				High (grades 9-12)
				Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
				Student PSSA data
				Standardized student assessment data other than the PSSA
				Classroom student assessment data

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.</b>		<b>Strategy #1: Positive Behavioral Interventions and Supports</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>					
8/21/2017	6/5/2020	School wide positive behavior support	Implementation of the Sailor Code across the district and Principal 200 club at the MS/HS level with incentives provided as behavioral reinforcement. Opportunities for incentives each semester for prosocial choices. Smaller incentives will be implemented throughout each marking period for prosocial choices.					
			Decrease office referrals by 2-5%					
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
		Building Administration	1.0	3	5	District	School Entity	No

**Knowledge**

Each building will develop a team to address positive behavior support within the building. The teams will use data to assist in developing activities that foster and support prosocial growth, but also provides strategies to students in need of more specific positive behavior support plans.

**Supportive Research**

PATHS (promoting alternative thinking strategies) program at the elementary level, which focuses on establishing prosocial foundations.

Utilization of positive reinforcement and positive behavior support at the middle and high school levels and reinforcement of prosocial skills developed in elementary.

Using research based resources such as, Tough Kid Tool Box Resources and Teachers Encyclopedia of Behavior Management, to assist teams in developing individualized positive behavior support plans.

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Professional Learning Communities

### Training Format

<b>Participant Roles</b>	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Other educational specialists Related Service Personnel		
<b>Follow-up Activities</b>		Development of positive behavior support plans and prosocial	<b>Evaluation Methods</b>	Development of positive behavior support plans and prosocial program

program development.

development.

<b>LEA Goals Addressed:</b>	<b>Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.</b>	<b>Strategy #1: Positive Behavioral Interventions and Supports</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/20/2018	6/6/2021	Behavior Support	The district will continue implementation of a district/school wide positive behavior support program. The PBS will focus on four pillars that will be shared across buildings: Be Here/Be Ready, Be Respectful, Be Safe, Be Positive. Positive behavior support and/or de-escalation training will also be offered to staff at least one time each school year. Positive behavior support teams will meet at least two times per year.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Administration and School Personnel	1.0	3	40	Lakeview School District	Non-profit Organization	No

### Knowledge

Effective strategies to promote positive school-wide behavior management

## Supportive Research

Positive behavior support programming

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

### Training Format

School Whole Group Presentation  
Professional Learning Communities

### Participant Roles

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
School counselors

### Grade Levels

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

### Follow-up Activities

Peer-to-peer lesson  
discussion  
Journaling and reflecting

### Evaluation Methods

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





# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*