

Loyalsock Township SD

District Level Plan

07/01/2014 - 06/30/2017

District Profile

Demographics

1720 Sycamore Rd
Montoursville, PA 17754
(570)326-6508
Superintendent: Robert Grantier
Director of Special Education: Dayne Waller

Planning Process

Loyalsock Township School District

2014-2020 Comprehensive Planning Process

In early spring of 2013, Loyalsock Township School District placed a flyer in each of our buildings advertising for individuals who were interested in serving on the 2014-2020 Comprehensive Planning Committee. Similarly, we placed an advertisement in our local newspaper, the Williamsport Sun-Gazette, seeking business partners and community members who were interested in participating in this process. In the ensuing months, we followed up with individual letters, e-mail messages, and telephone calls to interested individuals to apprise them of the prospective dates, times, and location of our meetings.

Concurrently, Mrs. Dayne Waller, our Director of Special Education collaborated with district faculty, staff, administration, parents, business partners, and community members to create our Special Education Plan Report which provides the details associated with the Chapter 14 components. The members of this group completed their work in late April and submitted their completed Report to the Pennsylvania Department of Education by the deadline in May 2013. Within a few weeks, we received feedback from our reviewer that we needed to make a few minor changes to the Report. Mrs. Waller made those changes and resubmitted the Report. A few days later, we were pleased to receive the notification that the Report had been approved by the Pennsylvania Department of Education.

In July and August 2013, our district and schools received our AYP status. Immediately, our administrative team examined the district-level data to determine our strengths and areas of need. Next, we began to disaggregate the data by content area, grade level, and building and to participate in discussions regarding the formulation of a plan to address identified areas of strength and need and to formulate our 2014-2020 Comprehensive Plan. In August and September 2013, we shared the data with district teachers, staff, members of the school board, interested business partners and community members.

In preparation for our first Comprehensive Planning Committee meeting held on Tuesday, August 6, 2013, we assigned each Committee member to a different Core Foundation group. During this 2 1/2-hour meeting, we introduced ourselves and discussed the rationale for the comprehensive planning process. We examined the characteristics of high performing educational systems and explored ways of incorporating 21st century skills into our Comprehensive Plan. During this meeting, we also addressed the first three district level planning components. We collaborated to create our district profile that included our mission, vision, and shared values; the specifics of our educational community; and the members of our district level planning team. For the remainder of this meeting, we separated into our Core Foundation groups and completed the questions associated with the following Core Foundations: (1) Standards, (2) Curriculum, (3) Instruction, (4) Assessments, (5) Safe and Supportive Schools, (6) Materials and Resources, (7) Professional Education, and (8) Special Education. We concluded by conducting a debriefing session and by announcing the date of our next meeting.

During our second Comprehensive Planning meeting held on September 17, 2013, we reviewed the components we had addressed during our first meeting and examined the next two district level components of our Plan, the Safe and Supportive Schools and Special Education assurances and our Needs Assessment. Once again, we divided into groups to analyze our data, to record the patterns of our school systemic challenges, to prioritize our systemic challenges, and to communicate them to our stakeholders. Once again, we concluded by conducting a debriefing session and by announcing the date of our next meeting.

We hosted our third Comprehensive Planning meeting on Tuesday, October 1, 2013. During this session, we reviewed the components we had addressed during our previous meeting and examined the final two district level components of our Plan, Action Planning and the Plan Submission. During this session, Committee members divided into three groups according to the three district-level goals we had selected. Using the District Level Goal Action Plan Worksheets, we completed the following process for each of our goals: identified the goal, identified the indicators of effectiveness, identified strategies, identified action steps, and completed any applicable Professional Development Actions Step Worksheets. We briefly discussed the submission of the plan before concluding the meeting. During our regular building level faculty meetings in September 2013 and October 2013, we communicated the details of our district level Comprehensive Plan to our schools and solicited feedback from our peers.

We held our final Comprehensive Planning meeting on Tuesday, October 22, 2013, to examine the draft of the completed Comprehensive Plan. Members had an opportunity to offer revisions to any part of the document before it was shared with the Board of School Directors at their regular meeting on Wednesday, October 23, 2013. On October 24, 2013, our Comprehensive Plan was made available for public review in the District Service Center, prior to the final submission of the Comprehensive Plan by November 30, 2013.

After our Comprehensive Plan is approved, we expect to continue to identify the successes and struggles associated with our identified goals. Throughout our Comprehensive Planning Cycle, we

also expect to monitor and record the evidence of the implementation and effectiveness of our Comprehensive Plan and to revise, edit, add, or delete our action steps as necessary.

Mission Statement

In partnership with the community, our district seeks to instill in students high standards for academic achievement, integrity, leadership, service, and responsible citizenship within a safe and healthy learning environment.

Vision Statement

As a community of schools, we will prepare students for future challenges, engage students in holistic learning, and inspire students to reach their full potential.

Shared Values

Integrity

Relationships

Empathy

Service

The Loyalsock Township School District believes all stakeholders in our community of learners can demonstrate **integrity** in all matters, can develop meaningful **relationships** with one another, can show **empathy** toward others, and can provide **service** to others.

Educational Community

Educational Community

Nestled in a small suburb of Lycoming County, Loyalsock Township School District comprises an area covering just slightly over twenty-one (21) square miles in Lycoming County. The District consists of three schools supported by a District Service Center. The Donald E. Schick Elementary School (Grades K-5), the Loyalsock Township Middle School (Grades 6-8), and the Loyalsock Township High School (Grades 9 – 12). While the geographical area of the District is small, the community is considered economically sound and is expected to maintain that status in the future. Third Street, also known as "The Golden Strip," traverses Loyalsock Township and provides an abundance of thriving businesses that financially support the District. Many of these well-established businesses and new businesses that have emerged from a growing natural gas industry have formed partnerships with our District. They provide donations for a multitude of

needs and discounts for merchandise; they serve as mentors and sponsors for our students as part of our comprehensive career development program; and they support the development of 21st century 'soft' skills in our students as their future employees.

Between 2003 and 2006 the District completed a \$34 million renovation project to all of our schools that serve the approximately 1,517 students enrolled in our District. In addition to 102 classroom teachers, service to students is provided by the superintendent, the business manager, the supervisor of curriculum and instruction, the supervisor of special education, the director of career development and student services, the director of technology, five building administrators, one district librarian, learning specialists, reading specialists, counselors, psychologists, two nurses, and speech and hearing specialists. Paraprofessionals provide additional assistance in our schools as well. Unique to just a few districts in the state, Loyalsock Township School District employs three full-time intervention specialists in our W.H.A.M. program. W.H.A.M. represents Walkway of Hope through Academic Mentorship, and its primary purpose is to provide academic support to the students involved. The program maintains a safe school community environment that is acceptable and desirable to all students and to the District staff. W.H.A.M. is an extension of the arms of our administrators and teachers. The foundation of the program has a primary emphasis that includes the direct enhancement of the students' academic achievements, social developments and the installation of necessary behavioral and anger management skills. The District contracts some Special Education services from BLaST Intermediate Unit 17. The District boasts a rigorous, relevant standards-based curriculum. District students consistently demonstrate high achievement on the Pennsylvania System of School Assessment (PSSA) in mathematics, reading, science, and writing, as well as on the Keystone Exams in Algebra I, Biology, and Literature. Other strengths of the District include: above-average SAT scores, above-average Advanced Placement participation and scores, above average proportion of teachers with master's degrees, a high graduation rate, well-above average of graduating students with intentions to pursue college degrees, and a high attendance rate.

Furthermore, students in our schools have achieved many local, state, and national awards in co-curricular activities, extra-curricular activities and athletics. For example, Loyalsock Township High School District received recognition by *U.S. News & World Report* as a silver medalist for the second time. Our stellar K-12 music program received the prestigious NAMM award for excellence in music education for the third consecutive year. Recently, Donald E. Schick Elementary School received the Healthier US School Challenge (HUSSC) Silver Award. The Healthier US School Challenge (HUSSC) was established to recognize schools that are creating healthier school environments by promoting good nutrition and physical activity. The goal of the HUSSC is to improve the health of the nation's children by: (1) Improving the quality of the foods served, (2) Providing students with nutrition education, and (3) Providing students with physical education and opportunities for physical activity. We offer many extracurricular activities that are designed to enhance a student's academic, physical, emotional, and social development so that he or she can become a productive young adult. Students can participate in a multitude of team sports such as baseball, basketball, cheerleading, cross country, football, golf, soccer, softball, swimming/diving, tennis, track, and wrestling.

We are proud of our educational community, and we are fortunate that our community and organizational resources provide a multitude of opportunities for our students to succeed academically, socially, emotionally, and physically. As an educational community, we embrace our District vision as we prepare our students for future challenges, engage students in holistic learning, and inspire students to reach their full potential.

Planning Committee

Name	Role
Edward Ade, Jr.	Board Member
Daniel Asiello	Middle School Teacher - Regular Education
Brooke Beiter	Secondary School Teacher - Regular Education
Jennifer Bomboy	Community Representative
Christina Confer	Secondary School Teacher - Regular Education
Suzanne Foresman	Administrator
Kaylene Francis	Elementary School Teacher - Special Education
Robert Gaetano	Administrator
Eric Gee	Ed Specialist - Instructional Technology
Robert Grantier	Superintendent
Charles Greevy, IV	Administrator
Sherry Griggs	Student Curriculum Director/Specialist
Christina Herman	Student Services Director/Specialist
Beth Hufnagel	Ed Specialist - Nutrition Service Specialist
Samantha Johnson	Parent
Linda LaCoe	Secondary School Teacher - Regular Education
Gerald McLaughlin	Business Manager/Board Secretary
Elijah McNaughton	Middle School Teacher - Regular Education
Lisa Novotny	Elementary School Teacher - Regular Education
Shailesh Patel, Dr.	Business Representative
Matthew Reitz	Parent
John Rhoads	Community Representative
Edward W. Schneider, Jr.	Business Representative
Jayne Smith	Parent
Adrienne Smith	Elementary School Teacher - Regular Education
Dayne Waller	Special Education Director/Specialist
Paul Young, II	Board Member

Core Foundations

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
Common Core Standards: English Language Arts	Developing	Developing
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Common Core Standards: Mathematics	Developing	Developing
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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 through Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Needs Improvement	Developing
School Climate	Developing	Developing

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

In Loyalsock Township School District, the curriculum mapping process and curricular alignment continues to develop through multiple embedded opportunities on a weekly or monthly basis. Nearly two years ago, we eliminated our K-12 Family and Consumer Sciences program due to low student enrollment numbers and the furlough of staff; however, we continue to explore the option of reinstating the program in the future. While we have a comprehensive interpersonal skills curriculum included in our district guide, we have not completely developed or implemented the curriculum.

Elementary Education-Intermediate Level

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

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

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Middle Level

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

Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Science and Technology and Engineering Education	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	Needs Improvement	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

In Loyalsock Township School District, the curriculum mapping process and curricular alignment continues to develop through multiple embedded opportunities on a weekly or monthly basis. Nearly two years ago, we eliminated our K-12 Family and Consumer Sciences program due to low student enrollment numbers and the furlough of staff; however, we continue to explore the option of reinstating the program in the future. While we have a comprehensive interpersonal skills curriculum included in our district guide, we have not completely developed or implemented the curriculum.

High School Level

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

School Climate	Developing	Developing
World Language	Developing	Developing

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

In Loyalsock Township School District, the curriculum mapping process and curricular alignment continues to develop through multiple embedded opportunities on a weekly or monthly basis. Nearly two years ago, we eliminated our K-12 Family and Consumer Sciences program due to low student enrollment numbers and the furlough of staff; however, we continue to explore the option of reinstating the program in the future. While we have a comprehensive interpersonal skills curriculum included in our district guide, we have not completely developed or implemented the curriculum.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

Our District has not yet developed, expanded, or improved the existing Pennsylvania academic standards in specific content areas.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Using the new Common Core State Standards, we have rewritten the objectives of most of our planned courses, instructional units or interdisciplinary studies to be achieved by all students. We have documented content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. We have also identified the relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards.

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

In our newly written curriculum guides, we still need to identify the procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Using the new Common Core State Standards, we have rewritten the objectives of most of our planned courses, instructional units or interdisciplinary studies to be achieved by all students. We have documented content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. We have also identified the relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards.

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

In our newly written curriculum guides, we still need to identify the procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies.

Middle Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Needs Improvement

Processes used to ensure Accomplishment:

Using the new Common Core State Standards, we have rewritten the objectives of some of our planned courses, instructional units or interdisciplinary studies to be achieved by all students. We have documented content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. We have also identified the relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards.

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

In our newly written curriculum guides, we still need to identify the procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies.

High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	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.	Needs Improvement

Processes used to ensure Accomplishment:

Using the new Common Core State Standards, we have rewritten the objectives of most of our planned courses, instructional units or interdisciplinary studies to be achieved by all students. We have documented content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified. We have also identified the relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards.

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

In our newly written curriculum guides, we still need to identify the procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies.

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.

As required, our curriculum framework specifies what objectives are to be taught and the planned instruction at which grade levels for each subject in the curriculum. At any given grade level, the objectives used as the basis of lesson design are those that are needed to provide the foundation for what comes next. At the primary level (EEP), the program is usually completed by children who are approximately 8 years of age. At the intermediate level (EEI), the program is usually completed by children who are approximately 11 years of age. At the middle level (ML), the planned instruction aligned with academic standards usually serves children who are approximately 11—14 years of age. Instruction in the high school program (HS) focuses on the development of abilities needed to succeed in work and advanced education through planned instruction. In our curriculum mapping system, professional staff members are responsible for indicating all necessary modifications and accommodations in their planned instruction that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum that is developmentally appropriate.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

In all of our schools, District administrators and building level supervisors conduct formal classroom observations and walkthroughs that are focused on instruction, according to the four domains included in Charlotte Danielson's Framework for Teaching. Additionally, building level supervisors conduct annual instructional evaluations on all professional staff in all of our schools. Currently, we are engaged in our third year of instructional coaching using professional staff members who have been trained through the Pennsylvania Institute for Instructional Coaching (PIIC).

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

This year, and in future years, we plan to implement the use of peer coaching as one of our options in the Educator Effectiveness System--Differentiated Supervision Model supported through the Pennsylvania Department of Education.

Responsiveness to Student Needs

Elementary Education-Primary 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.	Full Implementation

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

No further explanation is necessary.

Elementary Education-Intermediate 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.	Full Implementation

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

No further explanation is necessary.

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

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

No further explanation is necessary.

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.	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

No further explanation is necessary.

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.

In all of our buildings, the school counselors work collaboratively with administration to assign the most effective and highly qualified teachers to classrooms to address the learning needs of students who are below proficiency or who are at risk of not graduating. At the elementary level, the process also involves Title I professional staff and the Classroom Intervention Coordinator (CIC).

Assessments

Local Graduation Requirements

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00
English	4.00	4.00	4.00	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00	2.00	2.00	2.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00	0.00	0.00	0.00
Electives	7.50	7.50	7.50	7.50	7.50	7.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00

2014 Graduation Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Reading

- Local Assessments aligned with State Standards

Writing

- Local Assessments aligned with State Standards

Mathematics

- Local Assessments aligned with State Standards

Local Assessments

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

2015 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

English Language and Composition

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam.
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

English Literature

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam.
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

Mathematics

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Science & Technology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Environment & Ecology

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

Biology or Chemistry

No methods have been identified for this standard.

American History, Civics/Government, or World History

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Students are allowed to test out of required courses.
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Bacculaureate Courses including "passing" a course exam.

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluation of Student Portfolios	X	X	X	X
Keystone Exams				X
PSSA Assessments		X	X	
Scientific/Laboratory Experiments	X	X	X	X
Locally Developed Classroom Based Assessments	X	X	X	X
Individual Works of Art and Music	X	X	X	X
Written Work by Students	X	X	X	X
Woodcock Johnson Achievement Test		X		
WIDA Access for ELLs	X	X	X	X
Orleans Hanna Algebra Prognosis Test		X	X	

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
AIMSweb	X	X		
Study Island		X	X	X
Fontas and Pinnell Benchmark Assessment System	X	X		
Locally Developed Kindergarten Screening	X			

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Demonstrations, Performances, Products, and Projects	X	X	X	X
Evaluations of Portfolios of Student Work	X	X	X	X
Exit Slips/Tickets	X	X	X	X
Fitness Assignments	X	X	X	X
Progress Monitoring	X	X	X	X
Bell Ringers/Please Do Now Assignments	X	X	X	X
Response Cards	X	X	X	X
Scientific/Laboratory Experiments	X	X	X	X
Textbook Assignments	X	X	X	X
Locally Developed Classroom Based Assessments	X	X	X	X
iPad Assignments			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools (CDTs)			X	X
Running Records	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments are periodically reviewed by multiple constituents, including individual teachers, departments, committees, members of the administrative team, and professional staff during professional development opportunities.

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.

At the elementary level, AIMSweb and other mathematics and reading diagnostic tools are used to determine competencies that allow teachers to level students according to their ability.

At the middle school and high school levels, locally designed assessments in mathematics are used to assess students according to their ability and to place students into appropriate courses in mathematics. Also, teacher have begun to utilize the Classroom Diagnostic Tools (CDTs) in the content areas mathematics, reading, science, and writing to determine students' strengths and needs.

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 Performance Plus/Tracker to collect and store student data. In grade level meetings, data teams, and department meetings, our LEA leaders and professional staff works with a data coordinator and the supervisor of curriculum and instruction to disaggregate and analyze the results and to disseminate the assessment data efficiently and effectively to appropriate stakeholders.

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 results are used at all of the schools to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher. Individual and small group remediation efforts and interventions occur at all grade levels through the use of programs and assessments such as Corrective Reading, Earobics, iStation, Read Naturally, SpellRead, and Study Island. Whenever appropriate, students who are not proficient on a consistent basis are referred for possible assistance through our CIC process, Title I program, or Special Education services.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

At each building level, data results are used to identify students in need of intervention and/or remediation. Developmentally-appropriate strategies and programs are implemented according to the individualized needs of the student.

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

Currently, we do not use an official Response to Intervention (RtI) model; however, our District does offer services that mirror the accommodations, best practices, interventions, remediation techniques, and supplemental strategies characteristic of this approach.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X
Directing Public to the PDE & AYP or other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district regularly informs the school community about the various summative assessment results via the meetings of our school board directors; during professional education days with staff; and in building and district newsletters to the community.

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

This response is not applicable.

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.

Fortunately, there are no struggling schools within our school district. We will continue to implement our Classroom Interventions Coordination program at the elementary level where all professional and support staff person are responsible for providing academic interventions and enrichment opportunities to all students in every grade level. We will also continue to provide academic remediation, support, and enrichment services at the middle and high school levels through our R.E.A.C.H. and T.A.S. periods and through our career and college preparatory curriculum in which all of our students participate.

Programs, Strategies and Actions

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

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

There are many programs, services and strategies in place within our district to ensure safety and security for our all students and our school community. There is one area, however, where there is room for growth--(1) School-wide Positive Behavioral Programs at the middle and high school levels. Specifically, our district has a fully implemented School Wide Positive Behavioral Program at the elementary level called the S.O.C.K.S. program. We also have the Schick H.E.R.O. program (which is an acronym for **H**elping, **E**ncouraging, and **R**especting **O**thers). However, at the middle school level, we are in the early stages of implementation of the *Character Counts* program that will serve as a positive behavior program. At the high school level we have a R.I.S.E. recognition program that rewards positive behavior, but our plan for the next two years is to more fully integrate both the Character Counts and R.I.S.E. programs in their respective buildings.

Identifying Gifted Students

Describe your entity's process for identifying gifted children.

Loyalsock Township School District students in grades 1, 3, 5 are recommended, as appropriate, for gifted screening and evaluation. Data collected throughout students' school experience, including classroom-based and standardized assessments (including gifted rating scales), observations, and professional and parent feedback and input is used as part of the process. After the screening process and once permission to evaluate is secured, appropriate students are evaluated using multiple criteria to determine their eligibility and need for gifted support. The Supervisor of Special Education then issues a *Permission to Evaluate*. A report is generated based on testing with the school psychologist. If the student qualifies based on results of the Gifted Written Report, a Gifted Individualized Education Plan (GIEP) and a Notice of Recommended Assignment (NORA) are developed. In addition to the process in place for all students, parents, teachers, or other school adults can request an evaluation for gifted support at any time. The District has the right to determine the appropriateness of the request and respond accordingly.

Developmental Services

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

Explanation of developmental services:

Our school board, administrative team, student assistance teams, teachers, counseling staff, intervention specialists, students, and staff work closely to ensure that LTSD is a safe learning environment for students at all levels. The multiple measures include:

- I. Loyalsock Township School District's Anti-Bullying Policy 249 is posted in every classroom.
- II. Loyalsock Township School District posts its Anti-Bullying Policy on its website.
- III. Loyalsock Township School District's schools post the Anti-Bullying Policy in its student handbooks and faculty handbooks.
- IV. The policy is reviewed at the first district-wide meeting of the school year with staff, paraprofessionals, teachers, and administrators.
- V. Teachers are reminded to review the policy on bullying prevention.
- VI. Staff is taught and retaught to be aware of potential bullying in hallways, at recess, in cafeterias, in locker rooms and in locker areas.
- VII. Teachers, counselors, and administrators review Loyalsock Township School District's bullying prevention plan with students.
- VIII. Counselors conduct units and lessons on bullying and character education. Examples include, but are not limited to: (a) Definitions, Types and Roles of Bullying, (b) How to Deal

with Bullying, (c) Bully-Free Classrooms, (d) Second Step Program, (e) Don't Laugh at Me, (f) Gum in My Hair, (g) Wild Wild Web Cyberbullying, (h) Cross-Age Teaching Cyber Bullying, (i) Mediations, and (j) Lunch Bunches.

IX. School-wide rules address citizenship, character education, and bullying.

Examples include, but are not limited to, SOCKS Rules (SWEBS), Honor Code, Schick Heroes, R.I.S.E. Program, Six Pillars of Character, & Pathways to Alternative Thinking Strategies Curriculum.

- I. Teachers are instructed to take reports of bullying seriously and act upon those reports immediately.
- II. Teachers use the discipline incident reports to document and forward information to the school principal/assistant principal.
- III. Principals will follow the school discipline policy for repeat offenders.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

No further explanation is necessary.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

No further explanation is necessary.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

At the elementary level, classroom intervention is a process that includes scheduled interventions (remediation and enrichment) for all students. The Classroom Intervention Coordination (CIC) team meets monthly to review student progress and data, to review interventions, and to make any necessary adjustments. For students who demonstrate persistent academic, social/emotional/behavioral weaknesses, despite interventions, the CIC team recommends and requests an evaluation. At the middle and high school levels, interventions are provided daily via Reteaching/Enrichment for Achievement (REACH) and Targeted Academic Support (TAS) periods. Specific, persistent student concerns are addressed through a Child Study Team process that includes students, teachers, school counselors, and parents; and recommendations for evaluations can be made through this process. In addition to these processes, grade level, curriculum, and data teams meet on a regular basis to discuss student progress and determine appropriate interventions.

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
- Early Intervention Transition is offered in collaboration with Blast IU 17.
 - School counselors visit all pre schools at school registration time to disseminate registration materials.
 - Pre-kindergarten early screenings are available for all potential students.
 - Coordination with community operated infant/toddler centers occurs as often as possible.
 - Before and after school programs are provided via the LEAP Program and the YMCA Latchkey program.
 - Title I professional staff members collaborate with Headstart and preschool programs.
 - Individualized tutoring occurs on an as-needed basis.

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.

Early Intervention transition meetings are coordinated with the Blast Intermediate Unit (IU # 17) office. The meetings are coordinated by the Supervisor of Special Education. The goal is to determine needs for students transitioning into kindergarten. Those meetings include the parent, student where appropriate, intermediate unit staff, and district-level staff along with the Supervisor of Special Education. The school counseling staff are involved in the process as well.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

At the primary level, our professional staff members use varied materials and resources when delivering standards-aligned instruction. These include units, lesson plans, and content resources aligned to the Pennsylvania Academic Standards/Common Core State Standards. In StoryTown, our reading series, our teachers use Think Central, a web repository to obtain Common Core aligned materials and resources directly tied to the StoryTown texts. Our teachers also use the McGraw Hill web site for materials and resources directly tied to our Everyday Math curriculum. We have found the materials and resources a much better fit for our faculty because they are specific to our curriculum. Our social studies curriculum obtains key materials from Discovery Education's United Streaming. These clips are short and can be uploaded directly to our website for students to view whenever/wherever they are learning. In the future, we plan to utilize the wealth of materials and resources located on the SAS portal.

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

No further explanation is required.

Elementary Education-Intermediate Level

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

At the intermediate level, our professional staff members use varied materials and resources when delivering standards-aligned instruction. These include units, lesson plans, and content resources aligned to the Pennsylvania Academic Standards/Common Core State Standards. In StoryTown, our reading series, our teachers use Think Central, a web repository to obtain Common Core aligned materials and resources directly tied to the StoryTown texts. Our teachers also use the McGraw Hill web site for materials and resources directly tied to our Everyday Math curriculum. We have found the materials and resources a much better fit for our faculty because they are specific to our curriculum. Our social studies curriculum obtains key materials from Discovery Education's United Streaming. These clips are short and can be uploaded directly to our website for students to view whenever/wherever they are learning. In the future, we plan to utilize the wealth of materials and resources located on the SAS portal.

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

No further explanation is necessary.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

At the middle school level, our professional staff members use varied materials and resources when delivering standards-aligned instruction. These include units, lesson plans, and content resources aligned to the Pennsylvania Academic Standards/Common Core State Standards. Our professional staff members also use a multitude of websites and apps for materials and resources directly tied to our curriculum. We have found the materials and resources a much better fit for our faculty because they are specific to our curriculum. Our social studies curriculum obtains key materials from Discovery Education's United Streaming. These clips are short and can be uploaded directly to our website for students to view whenever/wherever they are learning. Our intermediate unit has also assembled a repository of best practice videos that can be accessed by our faculty through our Wide Area Network (WAN). In the future, we plan to utilize the wealth of materials and resources located on the SAS portal.

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

No further explanation is necessary.

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.

At the high school level, our professional staff members use varied materials and resources when delivering standards-aligned instruction. These include units, lesson plans, and content resources aligned to the Pennsylvania Academic Standards/Common Core State Standards. Additionally, our faculty members obtain key materials from Discovery Education's United Streaming. These clips are short and can be uploaded directly to our website for students to view whenever/wherever they are learning. We are also moving to electronic text books which contain material and resources directly tied to the Common Core on the publisher's website. These materials are directly tied to the lessons and can be used in a "just-in-time" nature by our faculty. Our intermediate unit has also assembled a repository of best practice videos that can be accessed by our faculty through our Wide Area Network (WAN). In the future, we plan to utilize the wealth of materials and resources located on the SAS portal.

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

No further explanation is necessary.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms

Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms

Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Currently, less than 50% of our classrooms at the primary level incorporate the SAS Materials and Resources Section into their student achievement planning process? In the future, we will seek opportunities for our professional staff to better utilize this important tool containing a plethora of materials and resources.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms
Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms

Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Not Applicable
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Currently, less than 50% of our classrooms at the intermediate level incorporate the SAS Materials and Resources Section into their student achievement planning process? In the future, we will seek opportunities for our professional staff to better utilize this important tool containing a plethora of materials and resources.

Middle Level

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

Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms
World Language	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

Currently, less than 50% of our classrooms at the middle level incorporate the SAS Materials and Resources Section into their student achievement planning process? In the future, we will seek opportunities for our professional staff to better utilize this important tool containing a plethora of materials and resources.

High School Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in less than 50% of district classrooms
Civics and Government	Implemented in less than 50% of district classrooms

Common Core Standards: English Language Arts	Implemented in less than 50% of district classrooms
Common Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in less than 50% of district classrooms
Common Core Standards: Mathematics	Implemented in less than 50% of district classrooms
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Implemented in less than 50% of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in less than 50% of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in less than 50% of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms

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

Further explanation for columns selected "

Currently, less than 50% of our classrooms at the high school level incorporate the SAS Materials and Resources Section into their student achievement planning process? In the future, we will seek opportunities for our professional staff to better utilize this important tool containing a plethora of materials and resources.

Current Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

Current Status

Our district is comprised of three distinct schools and one District Service Center that are all connected by a district-owned Fiber-Optic and Telecommunications Wide-Area Network. This infrastructure hosts our data services at gigabit speed. Our main telecommunications equipment and server farms reside at both the District Service Center and the high school with servers used for file storage, authentication, student management records, and backup.

Since the last Strategic Technology Plan, significant progress has occurred on many fronts in regards to both instructional systems and networking infrastructure. We implemented a one-one iPad program in grades 8-12. The district has purchased 650 iPads for our students to use during their school career. These iPads will be used by our students both during and after school in an inclusive learning environment. We have identified several basic apps that will be preinstalled on all iPads for faculty and students to use daily. Our faculty will begin to use Moodle as the standard course management software. Each of our students has a Moodle account and district supplied e-mail address to facilitate communication with our faculty.

To effectively handle the increase in technology hardware, we have made two major improvements to the district technology infrastructure. We have reengineered and revamped our wireless network doubling the number of access points we have in all three buildings. We have improved our content filter to include redundancy, mobile device compatibility, and enhanced logging functionality. We have upgraded our network firewall to allow for functionality with various iPads apps the district will use for instructional purposes. These enhancements should decrease the lag associated with internet based software and increase the bandwidth to end user devices.

We have also increased our bandwidth (100 Mbps to 1,000 Mbps) lit fiber connection or similar transport link (i.e. microwave wireless) to the Regional Wide Area Network (RWAN) coordinated by BLaST IU 17. The RWAN provides a connection to other participating districts and schools in the IU footprint to facilitate the exchange information and access to available content and programming from these and other organizations in an effort to improve the District's quality of education. IU 17 will offer training on how to access content and use applications being made available through the RWAN. The estimated expenditures for this connectivity is \$3,000 per month or \$36,000 per year (prior to E-rate discounts being applied) with revenue sources from E-rate grant, and local funds. Through this RWAN connection we take advantage of WAN services made available by our IU. These services include Moodle, United Streaming, and LifeSize video-streaming software located on IU owned servers. We will closely monitor the IU's progress toward coordinating additional service delivery through the RWAN, and will continue to participate in user committee meetings. In addition, we will periodically monitor the number of users and uses of the RWAN network and evaluate how the RWAN is being used to improve instructional resources in the District.

Technology has impacted our instructional strategies by facilitating virtual courses with outside coursework providers and internal district faculty. Our district offers a full-time virtual school experience for students who need alternatives to the traditional "Brick and Mortar" experience. Students enrolled in our virtual school are afforded opportunities to participate in extra-curricular activities and when successful, a Loyalsock diploma upon meeting the graduation requirements. In 2010 we had two students enrolled in the LTSD virtual school, in 2012 that number increased to eight. We expect the enrollment of the virtual school to continue to grow exponentially as we move through the years of this plan. We are also aware that students will experience virtual courses in their post high school life. Therefore we feel it is critical that we prepare our students for this experience by offering an in-house virtual course that all students will complete prior to graduation. The virtual environment also supports our mission by increasing course options for students who would otherwise be restricted to courses offered only in the more traditional environment or those classes that are dependent on a minimum class size to occur. We expect to enhance the virtual environment over the length of this plan creating an energetic atmosphere for learning. This will foster a deeper, more enriched experience for even the most reluctant learner. Finally, the virtual environment will create an environment where our "fast runners" can run and those that need more time can be accommodated as well. In the virtual environment, the paradigm will shift from "one size fits few" to one where every learner is authentically engaged at a developmentally appropriate level.

We also feel very strongly that it is through specific curriculum applications, when used appropriately, that students become empowered and highly engaged in the learning process. These

new software applications in conjunction with a virtual learning environment allow teachers to create mass-customized lessons allowing all students to progress at their own pace creating a system of interrelated/integrated personalized learning objectives. We fully expect a technology immersed environment such as in a one-to-one district to positively impact our instruction by allowing teachers to customize learning for all students. Students will be able to learn in the manner and speed that best suits their needs and interests. By employing the use applications such as podcasts, blogs, and moodle, students will have more time for reflection and responses than is possible in the traditional classroom environment.

One of the largest hurdles, identified by our faculty is for the district as a whole to include consistent technology into the lesson integration. We have seen several teachers take great leaps in utilizing technology in the classroom allowing students to create projects with Power Point, iMovie, and a variety of other software. However, once the student moves on to the next grade, the chances of being able to utilize technology in the same manner are very poor. We must encourage all teachers to use the new iPad technology they have for not only themselves but for their students. We feel that using the standard apps we have identified will help the consistency issues we have had in the past.

Our district uses a variety of methods to identify new technologies including:

- Reading about what other teachers are using
- Talking with other teachers
- Attending workshops, conferences, or classes

To accurately determine the view of technology by our faculty, we asked them to complete a comprehensive survey.

Survey Results

The results of the General section staff survey are as follows:

68% feel that laptops/desktops should be the primary learning tools in their classroom.

26% feel that using technology changes the way they deliver their lessons.

53 % feel that a one-one initiative will benefit their instructional delivery method.

70% indicate they will use the iPad as a substitute to another/older delivery tool.

80% indicate they would use technology in foundational level lessons.

73% indicate they would use technology only moderately as a tool to analyze data.

Results of the professional development section are as follows:

80% indicate they want professional development to focus on specific technology skills to help them become more comfortable with technology integration.

42% indicate they would like professional development delivered through on-line resources.

39% indicate they preferred to collaborate virtually during professional development rather than meet face-face.

Results of the student survey are as follows:

100% have a computer at home.

93% feel that using computers makes learning more interesting

98% feel that using computers makes school work easier

97% use a computer at school on a weekly basis

100% feel that having homework posted on-line makes school work easier

59% indicate they would take an on-line course if offered

89% feel having a way of taking class notes digitally and homework drop box features makes school work easier

89% feel that using technology makes learning more fun

Future Technology Services

Required for LEA applying for eRate Priority 2 Funding

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

Future Technology Services

We identified several hurdles during the planning process that must be addressed in the near future for educational technology to continue to be viable for our faculty and students.

We must expand our network bandwidth to handle the increased number of devices on our network on a full one-to-one environment. Our current 100MBps bandwidth must be doubled within the span of this plan to allow our users access to the audio and video resources required in our curriculum. As indicated, our district is a member of the IU17WLAN. We will work with the IU 17 technology team to expand our internet bandwidth.

We must look at expanding our one-to-one initiative to the entire middle school to include grades 6 and 7. We planned for and installed the wireless infrastructure in our middle school to handle the increase in iPads. We will provide professional development to our 6th and 7th grade team on effectively integrating the iPad into their lesson planning. Our partnership with Apple has afforded us the ability to lease our iPads for four years. We will continue to work with Apple on any leasing opportunities that will make it cost effective to move the iPad initiative through our entire middle school.

We will consistently look at Apple professional development opportunities for our 8th – 12th grade teachers over the course of this plan as new applications present themselves in the classroom. We want our teachers prepared to assist our students on a variety of 21st century skill projects they may assign to support their curriculum.

We have implemented a technology team consisting of key faculty in our middle and high school to identify emerging technology as it relates to our key initiative. This team has previously identified Moodle as our course management system and several other “killer apps” that all faculty use on a daily basis. This team will continue to meet to identify new technology opportunities that could be used in our district to help us integrate a consistent set 21st Century skills.

We have also identified the need to evaluate a new lesson planning software. We currently use Performance Pathways district-wide as a uniform way to horizontally/vertically align our curriculum. We have used this software for ten years and, while adequate, we feel it may be time to look at alternatives that could be a better fit for the district. Over the years of this plan, we will evaluate our use of Performance Pathways, evaluate alternatives and make a choice to continue with the current software or make a change. Involved with this new service would be professional development on the new software and curriculum team time to transition existing lessons to the new platform.

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
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.	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 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.

We recognize that effective professional development meets the education needs of the school entity and its professional employees, so that they may meet the specific needs of students. We understand that professional education for all levels should be based on sound research and promising practices that promotes educators' skills over the long term.

We concur that exemplary professional education for staff:

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

Through the successful implementation of professional learning communities, we believe we have been able to enhance each educator's content knowledge in the area of the educator's certification or assignment and to increase each educator's teaching skills based on effective practice research, with attention given to interventions for struggling students. We also feel strongly that we have been successful in empowering our educators to work effectively with parents and community partners.

District curriculum teams meet montly to develop common assessments that align with the curriculum both horizontally and vertically, thereby providing 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. Grade levels and collaborative teams meet weekly to engage in conversation about best instructional practices.

Our educational leaders meet bi-monthly to access and use appropriate data to inform decision making, to collaborate on strategies to create a culture of teaching and learning, with an emphasis on learning; and discuss ways to appropriately manage resources for effective results.

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

To better provide educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making, we plan to offer professional development on the use of technology to access and implement the SAS portal. Additionally, we expect to offer professional development on the use of data teams to analyze data for enhanced instruction.

Strategies Ensuring Fidelity

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Throughout the school year, our District uses disaggregated student data from sources such as the PSSAs, the Keystone Exams, and the Classroom Diagnostic Tools (CDTs) to determine educators' learning priorities.

As an administrative team, we routinely collaborate to develop professional development activities that support implementation of the strategies identified in our action plan.

It is an ongoing expectation that District administrators participate fully in all professional development sessions targeted for their faculties.

In accordance with the new Act 82 requirements, our District has adopted the new Educator Effectiveness System established by the Pennsylvania Department of Education that specifically outlines an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

With the implementation of professional learning communities, staff members have been asked to provide feedback and reflections on their learning after each session.

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

In the future, use of professional development activities will be based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening. Professional Development activities will be based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.

In the future, we expect to develop a district-wide handbook that identifies clear expectations for staff implementation.

We expect to create an implementation evaluation that is based upon specific expectations related to changes in teacher practice, which will be used to validate the overall effectiveness of the professional development initiative.

We plan to design a systemic process that will be used to validate whether or not providers have the capacity to present quality professional development. We expect that every initiative will include components that provide ongoing support to teachers regarding implementation. Reflections and assessment data will be collected by building administration after each professional development session to monitor and evaluate the effectiveness of the session.

Induction Program

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

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

Our District-wide Induction Program effectively outlines the topics discussed throughout the school year, and these topics align with the expectations recommended by the Pennsylvania Department of Education. In the future, we expect that additional peer coaching and peer collaboration opportunities will strengthen the relationships between inductees and mentors.

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

In the future, additional professional development opportunities on the use of the resources on the SAS portal will be afforded to inductees, to mentors, and to all professional staff members.

Needs of Inductees

- 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.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

The District uses an evaluation schedule which lists the names of new inductees who need to be observed and maintains records on the frequent observations of inductee instructional practice by their supervisors to identify their needs and/or their use of student PSSA data.

Before formal and walk-through observations, administrators conduct a thorough review of inductee lesson plans according to domains included in the Charlotte Danielson Framework of Effective Planning/Teaching.

Information from previous induction programs is collected through the implementation of pre- and post-program surveys and teacher interviews. Inductees and mentors meet monthly to address the following topics:

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

In the future, we expect to implement frequent observations of inductee instructional practice by a coach and/or mentor to identify needs. We also expect to encourage inductees to maintain either a paper or electronic portfolio of materials disseminated at each meeting.

Mentor Characteristics

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

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

Working collaboratively with central office staff, the building level administrators participate in interviews to select the mentors for the new inductees. Typically, these mentors have successfully demonstrated outstanding work performance, possess similar certifications, and/or serve in similar teaching assignments. Expectations and responsibilities are reviewed with mentors prior to the acceptance of the position.

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

In the future, we plan to develop a mentor training program to ensure the following protocols of the Induction program are included: 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.

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				
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.

In conjunction with the topic of Safe and Supportive Schools, we also plan to discuss the topics of Classroom Environment, Classroom Management, and Discipline in October-November.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Reflections of professional growth and development will occur throughout the school year as inductees participate in professional development that are relevant to data analysis and instruction.

Recording Process

- Identify the recording process for inductee participation and program completion. (Check all that apply) 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 Administrator on the Application for Level 2 Certification.

Special Education

Special Education Students

Total students identified: **212**

Identification Method

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

The Loyalsock Township School District identifies students with specific learning disabilities in accordance with IDEA 2004 including: a **comprehensive evaluation including observation** and the **determination by a team** that a student **meets inclusionary criteria** (e.g. ability/achievement discrepancy; lack of progress in 1 or more of 8 areas) and can **rule out exclusionary factors** (e.g. lack of instruction; economic disadvantage or other cultural factors; mental retardation; emotional disturbance) associated with the identification of a specific learning disability. While the District continues to use a **discrepancy model**, a process that examines whether a student exhibits a **pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade**, in determining the existence of a specific learning disability, processes similar to those associated with a Response to Intervention (RtI) model such as universal screenings, Classroom Intervention, and a leveled approach to intervention are used to gather student data and monitor progress - particularly at the elementary level.

Enrollment

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

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

Not significantly disproportionate.

Non-Resident Students Oversight

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

The LEA in collaboration with BLAST IU 17 provides education, related services, and specially-designed instruction to students attending Day Treatment. Classes at Day Treatment are considered regular education. Barriers that exist relate to teacher certification and curricular alignment and appropriateness.

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).

Loyalsock Township School District, in cooperation and collaboration with the Williamsport Area School District and the Lycoming County Correctional Facility, communicates to ensure that incarcerated students eligible for special education services are located, identified, and evaluated. Students who are found to be eligible for services are offered a free appropriate public education (FAPE). Personnel employed by the Williamsport Area School District (host district) notify Loyalsock Township School District of any incarcerated Loyalsock Township School District students who may be eligible for special education services. When necessary, permissions to evaluate are secured, evaluations are conducted, and the multidisciplinary evaluation (MDE) and individualized education plan (IEP) procedures are completed. Special education services are then provided to students eligible and in need of specially designed instruction. Williamsport Area School District provides the special education services and bills the Loyalsock Township School District.

Least Restrictive Environment

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

The Loyalsock Township School District makes a concerted effort to ensure that all children with disabilities are educated to the maximum extent possible and appropriate with their non-disabled peers. The Individualized Education Plan (IEP) team, based on the findings and recommendations of the multi-disciplinary evaluation (MDE), makes decisions about placement and least restrictive environment (LRE). Individualized Education Plan (IEP) teams recommend types and levels of support that are least restrictive and most appropriate based on students' needs and abilities, rather than convenience. Separation from non-disabled peers occurs when the nature and severity of the disability is to the degree that education in the regular education class with supplementary aides and services is not meaningful and/or cannot be achieved satisfactorily.

The District's pre-referral systems (CIC and CST) contain elements of the Pennsylvania Response to Intervention and Instruction frameworks, including universal screening, school-wide positive behavioral approaches, standards-aligned core instruction, and data-based decision making. Data is

used to inform instruction, provide insights regarding interventions and needs, and is part of the evaluation process.

The District, along with other partners such as BLaST IU 17, facilitates professional development for teachers and paraprofessionals related to all areas of teaching and learning including: planning, instructional strategies and delivery, assessment, differentiated instruction, co-teaching, positive behavior support, and special education law. Opportunities for targeted instruction as well as core content instruction in the regular education class exist throughout the district.

Child Find	The District has established and implemented procedures to identify, locate, and evaluate all children who need special education programs and services because of a child's disability.
Collaborative Supplementary Aids and Services	Scheduled time for co-planning and team meetings; Instructional arrangements that support collaboration (e.g. co-teaching models, paraeducator support); Professional development related to collaboration (e.g. co-teaching, curriculum mapping); Support for those using assistive technology for individual students; Opportunities for collaboration with parents (e.g. communication meetings, parent-teacher conferences, IEP meetings, Parent Portal, communication logs, transition council meetings)
Early Intervention Services	The District contracts with BLaST IU 17 to provide early intervention services that include developmentally appropriate programs designed to meet the needs of eligible young children and their families.
FAPE	Loyalsock Township School District has developed policies in accordance with federal and state regulations and guidelines to ensure the provision of a free and appropriate public education (FAPE) to all school-aged children, including those with a disability.
Individualized Education Plans	Results of an evaluation are reviewed by a team to determine if special education services are needed. When a special education placement is recommended, parents are part of a team that determines appropriate services and placement and develops an Individualized Education Plan (IEP) for the student.
Instructional Supplementary Aids and Services	Provide modified/adapted curriculum and/or materials; Provide alternatives methods for students to demonstrate understanding/learning; Provide test accommodations/modifications (e.g. alternative location, extended time, oral testing or content read aloud, dictation of response); Provide alternative materials and/or assistive technology (e.g. books on tape/CD/iPod/iPad, use of computer, transcription of dictated responses); Provide functional skills instruction within the regular education context (e.g. speech and language within the reg. ed. setting, organizational skills instruction, time management); Use a variety of instructional delivery methods (e.g. visual, auditory, tactile/kinesthetic); Provide content materials at instructional levels; Provide instructional adaptations (e.g. preteaching, reteaching, samples of expected outcomes, extra time, written directions accompany verbal directions)

Physical Supplementary Aids and Services	Facility arrangement for access; Furniture arrangement in various environments (e.g. classrooms, cafeteria); Individualized/specific seating arrangements; Specialized/individualized desk/chair/table; Adaptive equipment; Sensory input adjustments (e.g. light, sound, movement); Structural accessibility (e.g. wheelchair, restrooms, transportation)
Referral of Children for Screening and Evaluation	LTSD has procedures to identify children needing special education. Those procedures include "screening" and "evaluation."
Related Services	Related services available to students include transportation and developmental, corrective and other supportive services that help an exceptional student benefit from Special Education. Examples of related services include speech pathology and audiology services, psychological services, physical and occupational therapy services, social work services, parent counseling services, rehabilitation counseling services, use of a personal care aide, and assistive technology services.
Social/Behavioral Supplementary Aids and Services	Positive School-wide Behavior Program (elementary - SOCKS); Social Skills instruction; Counseling supports; Peer supports (e.g. peer mediation, Cross-Age, mentoring); Functional Behavioral Assessments; Positive Behavior Support Plans; Behavior Contracts; Modification of rules/expectations; Cooperative learning strategies
Special Education Parent Nights	Periodically during the year, Parent Nights are held to allow parents an opportunity to learn more about Special Education services and to share information related to the program. Additionally, there is a Special Education page with information and resources available to families linked to the District's webpage.

Behavior Support Services

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

The following is taken from District Policy No. 113.1 and serves as a summary.

District students must be educated in settings free from restrictions or injuries caused by challenging behaviors of others. At the same time the Board recognizes that every special education student in the district is entitled to receive a free appropriate public education (FAPE) in the least restrictive environment (LRE). Any student with disabilities who has an individualized education plan (IEP) and exhibits significant behaviors that interfere with appropriate functioning within the educational settings must have a plan for positive behavior support included with the IEP.

Behavior support programs must be based on positive rather than negative measures. The Board acknowledges that all necessary district personnel must be trained in the proper use of specific

procedures, methods, and techniques. The behavior support methods and procedures must be applied in a non-discriminatory manner and in full compliance with requirements of applicable state and federal law.

The behavior support policy is designed in compliance with the provisions of the Individuals with Disabilities Education Act (IDEA) and Chapter 14 PA Regulations 14.133.

Annually, paraprofessionals and intervention specialist throughout the District as well as teachers working with students with Emotional/Behavioral issues are trained in Safety Care (QBS) with an emphasis in de-escalation techniques. Safety-Care provides strategies for preventing and safely managing behavioral challenges with respect and compassion. The program is based upon an applied behavior analytic paradigm in every component, with every technique. Guided by the principle of incompatibility, Safety-Care first focuses on training reinforcement-based strategies, teaching participants to proactively and positively engage students in behaviors that are incompatible with anger and aggression. Additionally, each school within the District, promotes expectations for positive school-wide behaviors and accountability.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The District offers opportunities for a full continuum of services in conjunction with BLaST IU 17. In addition to District operated classes, LTSD hosts a number of IU classes and places students, as needed, in IU classes in neighboring districts. To the maximum extent possible, the District strives to educate its students in their neighborhood school and alongside their non-disabled peers. Specifically, the District hosts five IU classes, three at the elementary level (LS, ES, and LSS) and two at the high school level (Autistic Support and LS). During the 12-13 school year, the District utilized five IU classes in neighboring districts for student placements. For the most recent school year, there were 24 students with placements in IU classes hosted by the District.

Additionally, the District contracts the following services with the IU: School Psychology; Speech and Language Therapy; Itinerant Emotional Support; Occupational Therapy; Physical Therapy; Transition Coach; and Hearing Support.

Placement decisions related to students diagnosed with Autism (wide range of abilities and needs) present the greatest challenge to the District.

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.

LTSD implemented a reading intervention program (grades 2-5) that **supplements core reading instruction** for qualifying special education and pre-referral students. The goal is to provide additional, strategic instruction in reading and to remediate weaknesses in **phonemic awareness, fluency, accuracy, vocabulary development, and comprehension** while allowing students to receive core literacy instruction within the regular education setting. Additionally at the elementary level, all students participate in daily intervention/enrichment designed to remediate academic deficits and/or enhance academic strengths. Reading interventions such as Read Naturally and Corrective Reading are available to students at the middle level who demonstrate the need for targeted instruction to address deficits in reading skills. At the high school level, a Reading class has been created for identified students who demonstrate below grade level reading abilities; instruction in the class is targeted and strategic in nature.

LTSD is committed to providing quality transition services. In addition to striving to document a **coordinated set of activities** for students from the time they reach the age of transition, students and their parents participate in Transition Council at least once during high school, typically during the junior year. The goal of Transition Council is to bring various community representatives and agencies, school district staff, students, and their parents together to plan for life after high school. Transition related activities include but are not limited to: ability and interest surveys and inventories, job shadow opportunities (annually and required for all 8th and 11th graders); resume writing; and mock interviewing with business and community members.

LTSD endeavors to ensure **smooth transitions from early intervention (EI) to school age (SA)** by hosting transition meetings in late winter, conducting K screening in early spring, and hosting pre-kindergarten "camp" in the summer for "at risk" students (based on K screening results), and conducting evaluations, when appropriate, in the late spring so that programs and services are in place for qualifying students at the start of the school year.

Other program highlights include:

Highly Qualified professional and paraprofessionals

Co-Teaching partnerships K-12

Career and Technology Education (CTE) program access

Scientific, research-based instructional/intervention programs

Universal screening at the elementary level

School-wide Positive Behavior Support at the elementary level

Transition activities from 5th Grade to middle school, from 8th grade to high school, and from high school to post-high school

Professional Development activities/opportunities for professional and paraprofessional staff occur throughout the school year in collaboration with educational partners such as the IU and PaTTaN; however, the District designates four days during the school year for professional/paraprofessional development purposes in addition to monthly curricular/department meetings and faculty meetings, all with emphases on teaching and learning, for professional staff.

Training for parents is provided in a variety of ways including, but not limited to, individually as indicated or requested; scheduled parent nights; parent/teacher conferences; notification of training opportunities/conferences outside the District via email, mail, and the District's webpage.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Establishment and Implementation of Student Assistance Programs at all of levels of the school system
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Lyter Elementary	Neighboring School Districts	Autistic Support	1
Loyalsock Valley School District	Neighboring School Districts	MDS	3
McCall Middle School	Neighboring School Districts	LSS	5
McCall Middle School	Neighboring School Districts	LS	7
Jersey Shore Middle School	Neighboring School Districts	MDS	1
Montoursville High School	Neighboring School Districts	LSS	1
Lycoming County Day Treatment	Other	Regular Education with supplemental services (itinerant LS/ES, etc.)	1
BSI	Other	Regular Education with supplemental services (itinerant LS/ES/SLS, etc.)	1

Special Education Program Profile

Program Position #1

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	4	1

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 11	9	1

Justification: After appropriate placement decisions are made and agreed upon by IEP teams, age range justifications are included in the IEPs of students as appropriate.

Program Position #3*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 11	12	1
Justification: After appropriate placement decisions are made and agreed upon by IEP teams, age range justifications are included in the IEPs of students as appropriate.							

Program Position #4*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	50	1
Justification: Students receive individual or small group therapy with students of similar age, grade, and/or ability, thus age range justifications are not specified/included in students' IEPs.							

Program Position #5*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTMS/LTHS	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 19	50	1
Justification: Therapy is provided on an individual basis, thus age range justifications are not necessary/required in students' IEPs.							

Program Position #6*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTHS	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	17 to 19	8	1

Program Position #7*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTHS	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	16	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	25	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	12	1

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	9	1

Program Position #12*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTMS	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 14	7	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTMS	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	23	1

Program Position #14*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #15*Operator: School District***PROGRAM SEGMENTS**

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

Program Position #16*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 18	10	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
LTHS	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 20	21	1

Program Position #18*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.1

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	LTMS/LTHS	1
Classroom Intervention Coordinator	Schick Elementary	1
Paraprofessionals (FT-12)	LTSD	12
Paraprofessionals (PT-6)	LTSD	3
Administrative Assistant	LTMS/LTHS	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
School Psychologist	Intermediate Unit	5 Days
Occupational Therapy	Intermediate Unit	4 Days
Physical Therapy	Intermediate Unit	4 Hours
Transition Coach	Intermediate Unit	4 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

At least 25% of all Loyalsock Township High School students were enrolled in and completed at least one Advanced Placement (AP) course in the 2012-2013 school year, and we recognized 23 AP scholars in the courses we offered.

Accomplishment #2:

Students in grades 6-8 have experienced continued growth in reading and writing on the Pennsylvania System of School Assessment (PSSA). Likewise, students who comprise our historically underperforming subgroups of Economically Disadvantaged, students with Individualized Education Plans (IEPs), and English Language Learners (ELLs) have experienced slight growth in reading and writing on the PSSAs. Moreover, we reported higher proficiency levels for students who took the Algebra I, Biology, and Literature Keystone Exams than the proficiency levels reported by the state in 2012-2013.

Accomplishment #3:

Within Performance Pathways, professional staff members across the District have access to Curriculum Connector, a platform for curriculum mapping, and to Performance Tracker, a platform for tracking student progress on summative assessments across grade levels.

Accomplishment #4:

At the onset of the 2013-2014 school year, the District implemented a one-to-one iPad initiative for students in grades 8-12, powered by a new wireless network.

Accomplishment #5:

Each year, the District supports the purchase of ample materials, supplies, and resources for all students in each of our schools. In the past few years, the District has purchased new instructional resources in mathematics, reading, science, and writing for students in grades K-5.

Accomplishment #6:

The District is proud of its facilities which are well maintained and frequently utilized and respected by students, staff, parents, and members of the community.

Accomplishment #7:

At both the elementary and middle school levels, we have embedded consistent professional development opportunities during which staff discusses best instructional practices, provides interventions for students, and implements literacy strategies derived through the Penn Literacy Network (PLN) and the Pennsylvania Institute for Instructional Coaching (PIIC). Recently, our professional staff also used professional development opportunities to embark on the use of instructional strategies that promote higher order thinking.

Accomplishment #8:

The District is proud of our stellar student services that provide the following: transition programming (early intervention to kindergarten, grade 5 to 6, grade 8 to 9, grade 12 to exit, and new student transfers; post-secondary planning; comprehensive K-12 career development programming; comprehensive intervention system (CIC, Child Study Team, targeted academic support, WHAM, and LEAP); district-wide school resource officers; comprehensive health, wellness, and nutrition services; school outreach services, and customer service trainings.

Accomplishment #9:

Curricularly, the District is proud of our K-12 Music program which has been recognized with the NAMM award of distinction for excellence in music education for the third consecutive year. Extra-curricularly, the District boasts a very successful Odyssey of the Mind (OM) program which regularly honors teams of students who compete and succeed at the national level every year.

District Concerns**Concern #1:**

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

Concern #2:

Professional staff are concerned about significant increases in test expectations, especially for students in grades with multiple test requirements. Additionally, District personnel are concerned about the current expectations in mathematics, reading, science, and writing on the Pennsylvania System of School Assessment (PSSA) and about the new expectations associated with the future

PSSA English Language Arts (ELA) assessment. In all subjects across all grade levels in all of our schools, we are concerned about decreasing levels of proficiency on the Pennsylvania System of School Assessments (PSSAs) for students with Individualized Education Plans (IEPs). Similarly, we are concerned about the strategies we will need to utilize to ensure increased student proficiency on the writing assessment and to increase the number of students scoring at the advanced level. District faculty, staff, and administration continue to remain focused on a pattern of decreased PSSA proficiency scores in reading and writing for students who transition from grades 3-5.

Concern #3:

We are concerned about maintaining an appropriate level of professional staffing and paraprofessional staffing in all of our schools to assist the students with Individualized Education Plans (IEPs) and our students with individual 504 Plans. Similarly, we are concerned about the availability of leveled resources and adaptive curricula that enable teachers to differentiate their instruction according to student needs.

Concern #4:

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

Concern #5:

We are concerned about a perceived steady increase of poverty in our District as evidenced by a growing number of students who receive free or reduced breakfasts and lunches.

Concern #6:

As our District transitions from the former Pennsylvania Academic Standards to the newly designed Common Core State Standards, we remain concerned about aligning our instruction.

Concern #7:

We are concerned about the availability of technology (hardware and software) and electronic resources for all students at the elementary level.

Concern #8:

Top educational leaders are concerned that our District has no pre-school program to prepare early learners for the rigors of kindergarten. Additionally, we share the following concerns: inadequate after-school programming to address academic and social/emotional needs at the middle school level; group counseling services at the middle school level; no availability of after-school nutrition services (i.e., fueling station opportunities, food back pack programs for students, etc.); lack of effective and consistent discipline systems in all buildings; a need to emphasize the tenets of the Professional Code of Conduct; sensitivity trainings to support an awareness and a respect for cultural, economic, and personal diversity; crisis planning practice and implementation through an increased practice of emergency drills and table top exercises.

Concern #9:

District leaders strive to maintain a holistic approach by balancing a continued focus on assessed core content areas that include mathematics, reading, science, and writing with non-assessed content areas that include social studies; health, wellness, and physical education; fine arts and music; foreign language; business, computers, and information technology; and technology education.

Prioritized Systemic Challenges

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

Aligned Concerns:

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

Professional staff are concerned about significant increases in test expectations, especially for students in grades with multiple test requirements. Additionally, District personnel are concerned about the current expectations in mathematics, reading, science, and writing on the Pennsylvania System of School Assessment (PSSA) and about the new expectations associated with the future PSSA English Language Arts (ELA) assessment. In all subjects across all grade levels in all of our schools, we are concerned about decreasing levels of proficiency on the Pennsylvania System of School Assessments (PSSAs) for students with Individualized Education Plans (IEPs). Similarly, we are concerned about the strategies we will need to utilize to ensure increased student proficiency on the writing assessment and to increase the number of students scoring at the advanced level. District faculty, staff, and administration continue to remain focused on a pattern of decreased PSSA proficiency scores in reading and writing for students who transition from grades 3-5.

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

As our District transitions from the former Pennsylvania Academic Standards to the newly designed Common Core State Standards, we remain concerned about aligning our instruction.

District leaders strive to maintain a holistic approach by balancing a continued focus on assessed core content areas that include mathematics, reading, science, and writing with non-assessed content areas that include social studies; health, wellness, and physical education; fine arts and music; foreign language; business, computers, and information technology; and technology education.

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

Aligned Concerns:

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

Professional staff are concerned about significant increases in test expectations, especially for students in grades with multiple test requirements. Additionally, District personnel are concerned about the current expectations in mathematics, reading, science, and writing on the Pennsylvania System of School Assessment (PSSA) and about the new expectations associated with the future PSSA English Language Arts (ELA) assessment. In all subjects across all grade levels in all of our schools, we are concerned about decreasing levels of proficiency on the Pennsylvania System of School Assessments (PSSAs) for students with Individualized Education Plans (IEPs). Similarly, we are concerned about the strategies we will need to utilize to ensure increased student proficiency on the writing assessment and to increase the number of students scoring at the advanced level. District faculty, staff, and administration continue to remain focused on a pattern of decreased PSSA proficiency scores in reading and writing for students who transition from grades 3-5.

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

As our District transitions from the former Pennsylvania Academic Standards to the newly designed Common Core State Standards, we remain concerned about aligning our instruction.

District leaders strive to maintain a holistic approach by balancing a continued focus on assessed core content areas that include mathematics, reading, science, and writing with non-assessed content areas that include social studies; health, wellness, and physical education; fine arts and music; foreign language; business, computers, and information technology; and technology education.

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

Aligned Concerns:

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

Professional staff are concerned about significant increases in test expectations, especially for students in grades with multiple test requirements. Additionally, District personnel are concerned about the current expectations in mathematics, reading, science, and writing on the Pennsylvania System of School Assessment (PSSA) and about the new expectations associated with the future PSSA English Language Arts (ELA) assessment. In all subjects across all grade levels in all of our schools, we are concerned about decreasing levels of proficiency on the Pennsylvania System of School Assessments (PSSAs) for students with Individualized Education Plans (IEPs). Similarly, we are concerned about the strategies we will need to utilize to ensure increased student proficiency on the writing assessment and to increase the number of students scoring at the advanced level. District faculty, staff, and administration continue to remain focused on a pattern of decreased PSSA proficiency scores in reading and writing for students who transition from grades 3-5.

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

As our District transitions from the former Pennsylvania Academic Standards to the newly designed Common Core State Standards, we remain concerned about aligning our instruction.

District leaders strive to maintain a holistic approach by balancing a continued focus on assessed core content areas that include mathematics, reading, science, and writing with non-assessed content areas that include social studies; health, wellness, and physical education; fine arts and music; foreign language; business, computers, and information technology; and technology education.

Systemic Challenge #4 (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

We are concerned about maintaining an appropriate level of professional staffing and paraprofessional staffing in all of our schools to assist the students with Individualized Education Plans (IEPs) and our students with individual 504 Plans. Similarly, we are concerned about the availability of leveled resources and adaptive curricula that enable teachers to differentiate their instruction according to student needs.

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

We are concerned about a perceived steady increase of poverty in our District as evidenced by a growing number of students who receive free or reduced breakfasts and lunches.

We are concerned about the availability of technology (hardware and software) and electronic resources for all students at the elementary level.

Top educational leaders are concerned that our District has no pre-school program to prepare early learners for the rigors of kindergarten. Additionally, we share the following concerns: inadequate after-school programming to address academic and social/emotional needs at the middle school level; group counseling services at the middle school level; no availability of after-school nutrition services (i.e., fueling station opportunities, food back pack programs for students, etc.); lack of effective and consistent discipline systems in all buildings; a need to emphasize the tenets of the Professional Code of Conduct; sensitivity trainings to support an awareness and a respect for cultural, economic, and personal diversity; crisis planning practice and implementation through an increased practice of emergency drills and table top exercises.

Systemic Challenge #5 (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

District personnel are concerned about the growth of class sizes in grades 3-5 (27-30 students) that create an environment that is more difficult for teachers to implement the curriculum and to intervene for students with learning difficulties.

We are concerned about maintaining an appropriate level of professional staffing and paraprofessional staffing in all of our schools to assist the students with Individualized Education Plans (IEPs) and our students with individual 504 Plans. Similarly, we are concerned about the availability of leveled resources and adaptive curricula that enable teachers to differentiate their instruction according to student needs.

We are concerned about the skill deficits of students who have enrolled in the District from outside of our District and outside of Lycoming County.

We are concerned about a perceived steady increase of poverty in our District as evidenced by a growing number of students who receive free or reduced breakfasts and lunches.

We are concerned about the availability of technology (hardware and software) and electronic resources for all students at the elementary level.

Systemic Challenge #6 (*System #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Aligned Concerns:

We are concerned about a perceived steady increase of poverty in our District as evidenced by a growing number of students who receive free or reduced breakfasts and lunches.

Top educational leaders are concerned that our District has no pre-school program to prepare early learners for the rigors of kindergarten. Additionally, we share the following concerns: inadequate after-school programming to address academic and social/emotional needs at the middle school level; group counseling services at the

middle school level; no availability of after-school nutrition services (i.e., fueling station opportunities, food back pack programs for students, etc.); lack of effective and consistent discipline systems in all buildings; a need to emphasize the tenets of the Professional Code of Conduct; sensitivity trainings to support an awareness and a respect for cultural, economic, and personal diversity; crisis planning practice and implementation through an increased practice of emergency drills and table top exercises.

Systemic Challenge #7 (*System #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Professional staff are concerned about significant increases in test expectations, especially for students in grades with multiple test requirements. Additionally, District personnel are concerned about the current expectations in mathematics, reading, science, and writing on the Pennsylvania System of School Assessment (PSSA) and about the new expectations associated with the future PSSA English Language Arts (ELA) assessment. In all subjects across all grade levels in all of our schools, we are concerned about decreasing levels of proficiency on the Pennsylvania System of School Assessments (PSSAs) for students with Individualized Education Plans (IEPs). Similarly, we are concerned about the strategies we will need to utilize to ensure increased student proficiency on the writing assessment and to increase the number of students scoring at the advanced level. District faculty, staff, and administration continue to remain focused on a pattern of decreased PSSA proficiency scores in reading and writing for students who transition from grades 3-5.

As our District transitions from the former Pennsylvania Academic Standards to the newly designed Common Core State Standards, we remain concerned about aligning our instruction.

Top educational leaders are concerned that our District has no pre-school program to prepare early learners for the rigors of kindergarten. Additionally, we share the following concerns: inadequate after-school programming to address academic and social/emotional needs at the middle school level; group counseling services at the middle school level; no availability of after-school nutrition services (i.e., fueling station opportunities, food back pack programs for students, etc.); lack of effective and consistent discipline systems in all buildings; a need to emphasize the tenets of the Professional Code of Conduct; sensitivity trainings to support an awareness and a respect for cultural, economic, and personal diversity; crisis planning practice and implementation through an increased practice of emergency drills and table top exercises.

District leaders strive to maintain a holistic approach by balancing a continued focus on assessed core content areas that include mathematics, reading, science, and writing with non-assessed content areas that include social studies; health, wellness, and physical education; fine arts and music; foreign language; business, computers, and information technology; and technology education.

District Level Plan

Action Plans

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

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Teacher Curriculum Maps

Specific Targets: Building level administrators will conduct bi-monthly examinations of the curriculum maps of the professional staff to determine consistent implementation of standards aligned curricula across all schools for all students.

Type: Interim

Data Source: Classroom Observations

Specific Targets: During classroom observations, building and district administrators will note the inclusion of Essential Questions and applicable Common Core State Standards or PA Academic Standards in lesson plans and the posting of applicable Essential Questions in classrooms.

Type: Annual

Data Source: Local/Standardized Assessment Results

Specific Targets: Results from standardized assessments such as the PSSAs and the Keystone Exams and locally designed assessments in all content areas will demonstrate an increase of 1%-2% per year consecutively for three years.

Strategies:

Curriculum Mapping

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

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

SAS Alignment: Standards, Materials & Resources

Periodic Review of Curricula

Description: Most program review processes have the twin goals of improving the functioning of the program and evaluating the effectiveness of the program. It is the primary purpose of this process to provide a forum for faculty and administration to begin a systematic process of reviewing, revising, and improving our offerings. Programmatic evaluation then becomes an integral part of this process, rather than its primary function.

Research on the effectiveness of this process has revealed two significant factors associated with successful programs: faculty involvement and ownership, and administrative commitment. It is our intent to propose a periodic review of curricula process that will serve both functions, have the support of faculty, administration, and school board, and become an integral part of the functioning of our organization.

The goal of this review process is to examine all programs of study that form the basis of student educational experiences at Loyalsock. To this end, district and building leaders and faculty will systematically review at least annually, the curricula to determine gaps and overlaps and to ensure alignment with the PA Academic Standards or the Common Core State Standards.

SAS Alignment: Standards, Curriculum Framework, Instruction, Materials & Resources

Articulation of the Curriculum

Description: Articulation refers to the logical progression of learning objectives from grade level to grade level, from course to course, within the curricular content areas. Articulation explains the connectivity of learning that creates seamless learning throughout a student's educational experience. Articulation within a team environment is crucial and means involving teachers from multiple grade levels to collaborate on implementing curriculum in ways that enhance the intended articulation.

As educators, we know that time is perhaps the most important but least available resource in American education. Teachers need time to plan curriculum and develop assessments, refine instructional strategies, and engage in collaborative inquiry to improve student work.

There are many ways to promote horizontal and vertical curriculum articulation and create seamless learning and close achievement gaps throughout grade levels. For example, teachers can participate in grade level team meetings. Typically, meeting as a grade is done at least once a week to discuss content, skills, and benchmarks at each grade level. When teachers meet as a grade level, they support each other and the implementation of curricular and instructional innovations. Additionally, we use Professional Learning Communities (PLCs) to allow teachers time to meet and discuss their practice. In PLCs teachers work together collaboratively to analyze and improve classroom practice. Teachers work in pairs, groups, or teams and engage in an ongoing cycle of questions that promote deep learning and that allow teachers to identify goals to close achievement gaps. In turn, this process often leads to higher levels of student achievement.

We recognize the value of this activity, and we have made it a priority to adapt our schedules in order to ensure that teachers and other professionals have time to collaborate.

SAS Alignment: Standards, Curriculum Framework, Materials & Resources, Instruction

Action Steps:

Explore Curriculum Mapping Alternatives

Description: District and building level administrators will work collaboratively with professional staff representatives to explore alternative user-friendly technology platforms for curriculum mapping and lesson planning.

Start Date: 7/1/2014 **End Date:** 6/30/2015

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

*Periodic Examination of Curriculum Maps***Description:**

District and/or building administrators will examine the curriculum maps of the professional staff on a bi-weekly basis.

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

Program Area(s): Teacher Induction, Educational Technology

Supported Strategies:

- Curriculum Mapping

*Individual Meetings with Professional Staff***Description:**

At least two times per year, building level administrators will conduct individual meetings with professional staff to assist in the development of curriculum maps and to ascertain appropriate use of the tool for curriculum mapping and lesson planning.

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

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

*Alignment of Curriculum Maps***Description:**

Professional staff will develop curriculum maps that align essential questions, content, and skills with the Pennsylvania Academic Standards and/or the Common Core State Standards.

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

Program Area(s): Educational Technology

Supported Strategies:

- Curriculum Mapping

*Curricula Review Schedule***Description:**

District and building educational leaders will develop a schedule to conduct periodic reviews of the curricula.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education

Supported Strategies:

- Periodic Review of Curricula

*Examine Articulation of Curriculum***Description:**

District and building level educational leaders will facilitate an examination of all areas of the K-12 curriculum by grade levels and/or departments to ascertain horizontal and vertical articulation.

Start Date: 9/1/2014 **End Date:** 6/30/2017

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Articulation of the Curriculum

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 professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys

Specific Targets: Improved perceptual data as evidenced by the results of the Title I Parent Survey, PAYS Survey, and the Senior Exit Survey

Type: Interim

Data Source: IEP/GIEP Meetings

Specific Targets: Enhanced objectives, goals, and behavior plans embedded in student IEPs/GIEPs

Type: Interim

Data Source: Educator Effectiveness System - Differentiated Supervision Options

Specific Targets: Enhanced teacher performance as evidenced through formal observations 1-2 times per year, walkthroughs 3 times per year, peer coaching sessions 4 times per year, action research reviews 2 times per year, and portfolio reviews 2 times per year.

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

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

SAS Alignment: Assessment, Instruction

Instructional Coaching

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

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Action Steps:

Analyze and Apply Data Results

Description:

District and building level leaders will facilitate opportunities for professional staff to analyze the results from locally designed assessments and standardized assessments and apply those results to inform and shape their classroom instruction.

Start Date: 7/1/2014 **End Date:** 6/30/2017

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

Supported Strategies:

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

Educate Instructional Coaches

Description:

The district will educate instructional coaches on the process to support professional staff by providing them with ongoing training sessions during which they develop a repertoire of effective instructional strategies. The district also will support an increased number of sessions during which professional staff can collaborate with instructional coaches.

Start Date: 7/1/2014 **End Date:** 6/30/2017

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

Supported Strategies:

- Instructional Coaching

Implement Effective Instructional Practices

Description:

Teachers will implement effective instructional practices through their professional collaboration with trained instructional coaches.

Start Date: 7/1/2014 **End Date:** 6/30/2017

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

Supported Strategies:

- Instructional Coaching

Increase Embedded Professional Development Opportunities

Description:

The district will examine the master schedules in each school to seek opportunities to increase embedded professional development for staff to collaborate and discuss the consistency of effective instructional practices.

Start Date: 7/1/2014 **End Date:** 6/30/2017

Program Area(s):

Supported Strategies:

- Substantial Professional Development

Increase Teachers' Reflective Practice

Description:

To increase teachers' reflective practices, administrators will document the use of effective instructional practices during formal observations and walkthroughs.

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

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

Supported Strategies:

- Instructional Coaching
- Substantial Professional Development

Goal #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.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Indicators of Effectiveness:

Type: Interim

Data Source: Professional Development/Meeting Agendas

Specific Targets: Professional development and meeting agendas will reflect an increase in time spent discussing student achievement and learning and effective instructional practices.

Type: Interim

Data Source: Targeted Interventions

Specific Targets: Student proficiency levels in all content areas in all grade levels in all schools will increase.

Type: Interim

Data Source: Classroom Observations/Walkthroughs/Lesson Plans

Specific Targets: Increased use of effective instructional practices and standards-aligned assessments in classroom observations, walkthroughs, and lesson plans

Type: Annual

Data Source: Common Assessments

Specific Targets: Increased student performance on assessments

Strategies:

Instructional Coaching

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

SAS Alignment: Instruction

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) 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 and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.](#))

SAS Alignment: Assessment, Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf>; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-

Tier Intervention in the Primary Grades,
http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf
 Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>;
 Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms,
<http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Action Steps:

Common Assessments within Grade/Subject

Description:

Develop common assessments for all content areas within grades and by subject

Start Date: 8/20/2014 **End Date:** 6/30/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Instructional Coaching

Differentiate Instruction

Description:

Creating an environment in which successful differentiation by student needs occurs

Start Date: 8/20/2014 **End Date:** 6/30/2017

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

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction

Increase Use of Instructional Coaches

Description:

Increased use of PIIC coaches and peer coaches across all grade levels in all schools

Start Date: 8/20/2014 **End Date:** 6/30/2017

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

Supported Strategies:

- Instructional Coaching
- Differentiating Instruction

Appendix: Professional Development Action Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Mapping
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
7/1/2014	6/30/2015	Explore Curriculum Mapping Alternatives	District and building level administrators will work collaboratively with professional staff representatives to explore alternative user-friendly technology platforms for curriculum mapping and lesson planning.	Administrative Team	3	2	120	Vendor Representative(s)	For Profit Company	Yes

Knowledge	Participants will gain a deeper understanding of the new curriculum mapping and lesson planning software platform and the corresponding applications.
Supportive Research	The art and science of curriculum mapping is a best practice that is supported by the Pennsylvania Department of Education through the Standards Aligned System (SAS) portal, by professional staff and administrators, by Distinguished Educators across the state and by peer and instructional coaches.
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on

	learning.		
Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	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 Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans

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

Strategy #1: Periodic Review of Curricula

Start	End	Title			Description			
7/1/2014	6/30/2017	Curricula Review Schedule			District and building educational leaders will develop a schedule to conduct periodic reviews of the curricula.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Administrative Team	3.0	2	120	Loyalsock Township School District Administrative Team	School Entity	Yes

Knowledge	Participants will gain a deeper understanding of the K-12 curricula, with a special emphasis on their area(s) of certification.
Supportive Research	Periodic reviews of curricula provide a mechanism for district personnel to evaluate the effectiveness, progress, and status of their academic programs of study on a continuous basis. These reviews provide opportunities for grade levels and/or departments to evaluate their strengths and weaknesses within the context of the district mission and vision and of current and emerging trends in their corresponding content areas.
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	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.

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.
- Instructs the leader in managing resources for effective results.

Training Format

- School Whole Group Presentation
- Department Focused Presentation
- Professional Learning Communities

Participant Roles	<ul style="list-style-type: none"> Classroom teachers Principals / Asst. Principals New Staff Other educational specialists 	Grade Levels	<ul style="list-style-type: none"> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting Penn Literacy Network (PLN) Strategies, Pennsylvania Institute for Instructional Coaching (PIIC), Professional Portfolios 	Evaluation Methods	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

LEA Goals Addressed:

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

Strategy #1: Articulation of the Curriculum

Start	End	Title			Description			
9/1/2014	6/30/2017	Examine Articulation of Curriculum			District and building level educational leaders will facilitate an examination of all areas of the K-12 curriculum by grade levels and/or departments to ascertain horizontal and vertical articulation.			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Administrative Team	3	2	120	Loyalsock Township School District	School Entity	Yes

Knowledge

Participants will gain a deeper understanding of the process of horizontal and vertical articulation of the K-12 curriculum.

Supportive Research

Horizontal and vertical articulation of the curriculum is a sound practice steeped in research supported through the Common Core State Standards (CCSS) and facilitated through the Standards Aligned System (SAS) portal.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

learning.
Instructs the leader in managing resources for effective results.

Training Format	School Whole Group Presentation Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting Professional Learning Communities (PLCs)	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio

LEA Goals Addressed:	#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
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Start	End	Title	Description					Type	App.
7/1/2014	6/30/2017	Analyze and Apply Data Results	District and building level leaders will facilitate opportunities for professional staff to analyze the results from locally designed assessments and standardized assessments and apply those results to inform and shape their classroom instruction.						
		Person Responsible	SH	S	EP	Provider			
		Administrative Team	1	3	120	Loyalsock Township School District	School Entity	Yes	

Knowledge

Participants will gain a deeper understanding of students' proficiency levels, of their strengths and areas of need, and of effective instructional practices designed to increase student achievement and learning.

Supportive Research

Research supports the use of student performance data to inform teachers about effective classroom instructional practices.

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

	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
	Instructs the leader in managing resources for effective results.	
Training Format	School Whole Group Presentation Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities	
Participant Roles	Classroom teachers Principals / Asst. Principals School counselors New Staff Related Service Personnel	Grade Levels Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio

LEA Goals Addressed: #1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. **Strategy #1: Instructional Coaching**

Start	End	Title			Description			
7/1/2014	6/30/2017	Implement Effective Instructional Practices			Teachers will implement effective instructional practices through their professional collaboration with trained instructional coaches.			
	Person Responsible	SH	S	EP	Provider		Type	App.
	Administrative Team	1	3	30	Loyalsock Township School District		School Entity	Yes

Knowledge Participants in all content areas will gain a deeper understanding of effective instructional practices.

Supportive Research Research through the Penn Literacy Network (PLN) and the Pennsylvania Institute for Instructional Coaching (PIIC) support the use of peer coaches and instructional coaches to enhance knowledge and implementation of effective instructional practices.

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 the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
 Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	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 Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting		

LEA Goals Addressed: #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.

Strategy #1: Instructional Coaching
Strategy #2: Differentiating Instruction

Start	End	Title			Description	Type	App.
8/20/2014	6/30/2017	Differentiate Instruction			Creating an environment in which successful differentiation by student needs occurs	School Entity	Yes
		Person Responsible	SH	S	EP	Provider	
		Administrative Team	3.0	2	35	Loyalsock Township School District	

Knowledge	Participants will gain a deeper understanding of how to use differentiated instruction to adjust their instructional practices to meet the needs of all students.
Supportive Research	Experts in the field, such as Carol Tomlinson, acknowledge the research that supports differentiating instruction based on students' needs.
Designed to Accomplish	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For classroom teachers, school counselors and education specialists:	

<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>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.</p> <p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.</p>		
<p>Training Format</p>	<p>Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Synchronous Online-Asynchronous Professional Learning Communities</p>		
<p>Participant Roles</p>	<p>Classroom teachers Principals / Asst. Principals New Staff Other educational specialists</p>	<p>Grade Levels</p>	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
<p>Follow-up Activities</p>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion</p>	<p>Evaluation Methods</p>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data</p>

Lesson modeling with mentoring
Joint planning period activities
Journaling and reflecting

Participant survey
Review of participant lesson plans
Review of written reports summarizing
instructional activity
Portfolio

District Level Affirmations

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

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

Affirmed by Edward Ade on 11/25/2013

Board President

Affirmed by Robert Grantier on 11/25/2013

Chief School Administrator

Special Education Affirmations

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

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

Affirmed by Edward Ade on 6/27/2013

Board President

Affirmed by Robert Grantier on 6/25/2013

Chief School Administrator