Loyalsock Township SD

District Level Plan

07/01/2018 - 06/30/2021

District Profile

Demographics

1605 Four Mile Drive
Williamsport, PA 17701
(570)326-6508
Superintendent: Gerald McLaughlin
Director of Special Education: Christine Herman

Planning Process

Loyalsock Township School District

2018-2021 Mid-Point Review Planning Process

During the Spring of 2016, the administrative team began the mid-point review of the District Comprehensive Plan. The District then requested volunteers to serve on the planning committee which included administrators, School Board Members, building principals, business representatives, community members, parents, building-level teachers and educational specialists.

Formal meetings were held throughout the process to review the current Comprehensive Plan and discuss the necessary revisions. The committee met and discussed all components including, but not limited to the District Profile, Core Foundations, Assurances and Needs Assessment. Our administrative team continues to examine the district-level data as well as building data to determine our strengths and areas of need. We 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 2017-2020 Comprehensive Plan.

The Comprehensive Plan is on public display as of October 12,2017. All stakeholders have an opportunity to offer suggestions to any part of the Plan prior to submission. The Comprehensive Plan was presented during a public school board meeting. It is the intent of the committee to submit the Plan by November 30, 2017.

Mrs. Dayne Waller, our Supervisor of Special Education through June 30, 2016 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 2016.

We were pleased to receive the notification that the Report had been approved by the Pennsylvania Department of Education.

We will continue to identify and monitor our goals throughout the duration of the Comprehensive Plan. The District is appreciative of the time and contribution from all committee members in this endeavor.

Mission Statement

The Loyalsock Township School District, in partnership with its community, seeks to instill in students high standards for academic achievement, integrity, leadership, service, and responsible citizenship within a respectful, safe, and active learning environment.

Vision Statement

The Loyalsock Township School District prepares students for future challenges, engages students in holistic learning, and inspires students to reach their full potential.

Shared Values

Shared Values (RISE)

Relationships

Integrity

Service

Empathy

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

The District enrolls approximately 1,550 students. In addition to 106 classroom teachers, service to students is provided by the superintendent, the business manager, the supervisor of Special Education, the director of technology, six building administrators, one district librarian, learning specialists, reading specialists, counselors, psychologist, two nurses, and speech and hearing specialists. Paraprofessionals provide additional assistance in our schools as well. 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, science, and ELA, 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, Dual Enrollment opportunities, 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 fifth time in six years. Our stellar K-12 music program received the prestigious NAMM award for excellence in music education for the sixth consecutive year.   Recently, the Loyalsock Township Middle School and High School received the Jostens National Yearbook Program of Excellence Award. The 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
Suzanne Foresman	Administrator : Professional Education
Charles Greevy, IV	Administrator : Professional Education Special Education
Gerald McLaughlin	Administrator : Professional Education Special Education
Christina Kiessling	Board Member : Professional Education
Paul Watson	Board Member : Professional Education
Brooke Beiter	Building Principal : Special Education
Ronald Insinger	Business Representative : Professional Education
Duane VanFleet	Business Representative : Professional Education
Jennifer Bomboy	Community Representative : Professional Education
Matthew Johnson	Community Representative : Professional Education Special Education
Eric Gee	Ed Specialist - Instructional Technology : Professional Education
Beth Hufnagel	Ed Specialist - Nutrition Service Specialist : Professional Education
Kymberly Dunlap	Elementary School Teacher - Regular Education : Professional Education
Tonya Knittle	Elementary School Teacher - Regular Education : Professional Education Special Education
Savannah Cajka	High School Teacher - Regular Education : Professional Education

Ben Lorson	High School Teacher - Regular Education : Professional Education
Jennifer Bomboy	Middle School Teacher - Regular Education : Professional Education
Rebecca Leid	Middle School Teacher - Regular Education : Professional Education
Terri Deitrick	Parent : Professional Education Special Education
Matthew Reitz	Parent : Professional Education
Christina Herman	Special Education Director/Specialist : Professional Education Special Education

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
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	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→Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Nearly four 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.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing

PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Accomplished	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	Accomplished	Accomplished
School Climate	Accomplished	Accomplished

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

Nearly four 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.

Middle Level

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

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	Accomplished	Accomplished
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Developing	Developing
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
PA Core Standards: Mathematics	Developing	Developing
Economics	Accomplished	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Non Existent	Non Existent
Geography	Accomplished	Accomplished
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	Accomplished	Accomplished
School Climate	Accomplished	Accomplished
World Language	Accomplished	Accomplished

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.

Adaptations

Elementary Education-Primary Level

Checked answers

> None.

Unchecked answers

> None.

Elementary Education-Intermediate Level

Checked answers

> None.

Unchecked answers

> None.

Middle Level

Checked answers

> None.

Unchecked answers

> None.

High School Level

Checked answers

> None.

Unchecked answers

> None.

Explanation for any standards checked:

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.	Accomplished
Content, including materials and activities and estimated instructional	Accomplished

time to be devoted to achieving the academic standards are identified.	
The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.	Developing
Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.	Developing

Processes used to ensure Accomplishment:

Using the new PA 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 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:

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Using the new PA 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 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:

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Using the new PA 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:

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Using the new PA 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:

This narrative is empty.

Modification and Accommodations

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

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

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

Regular Lesson Plan Review

   Checked Answers
   - Administrators
   - Building Supervisors
   - Department Supervisors
   - Instructional Coaches

   Unchecked Answers

- Not Reviewed

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 instructional coaching using professional staff members who have been trained through the Pennsylvania Institute for Instructional Coaching (PIIC).

- Embedded Professional Development

- Lancer/Ignite Period

- Teaming

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

This narrative is empty.

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

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

No further explanation is necessary.

High School Level

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

Recruitment

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

The administrative team works in collaboration with teachers to attract the most effective and highly qualified teachers. In turn, professional staff members are assigned to classrooms to address the learning needs of all students. 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 18/19	SY 19/20	SY 20/21
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	7.50	7.50	7.50
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated

Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

Unchecked answers

- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:

  I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).

  II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.

  III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).

  IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.

  V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).

  VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

- Not Applicable. Our LEA does not offer High School courses.

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Evaluation of Student Portfolios	X	X	X	X
Keystone Exams			X	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
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	X	X
Study Island			X	X
Fontas and Pinnell Benchmark Assessment System	X	X		
Locally Developed Kindergarten Screening	X			
iStation ISIP Reading	X	X		
iStation ISIP Math	X	X		
Calkins Writing	X	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
Technology Based Assessments	X	X	X	X
Membean			X	X
Discovery Education			X	
Everyday Math 4	X	X	X	
Calkins Writing	X	X		
Collins Writing/PLN			X	X
Text Dependent Analysis			X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools (CDTs)				X
Running Records	X	X	X	X
Study Island			X	
Every Day Math 4 (beginning/middle/end of year)	X	X		
AIMSweb	X	X		
iStation	X	X		

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review	X	X	X	X
Intermediate Unit Review	X	X	X	X
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	X	X	X	X
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. Add in wording about IU at the middle and high school

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, teachers 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 a curriculum mapping system to collect and store student data. In grade level meetings, data teams, and department meetings, our LEA leaders and professional staff work 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, 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, After-school program and Summer Intervention Camp.

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.

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	EEI	ML	HS
Course Planning Guides	X	X	X	X

Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	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 Lancer Period, Ignite, Extended Learning Time (ELT) remediation program, and through our career and college preparatory curriculum in which all of our students participate. Additionally, the District provides after school remediation programs at all levels.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	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 LANCER CODE. We also have the Schick H.E.R.O. program (which is an acronym for **H**
elping, **E**
ncouraging, and **R**
especting **O**
thers). At the middle school level, we have implemented School Wide Effective Behaviors program and have put in place multiple positive incentive and reward programs. At the high school level we have a Lancer Pride recognition program that rewards positive behavior, including Go Beyond recognitions.

Screening, Evaluating and Programming for Gifted Students

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

Loyalsock Township School District students in grades 1, 3, 5 are recommended, as appropriate, for gifted screening and evaluation in the Spring semester of each school year. Data collected throughout students' school experience, including classroom-based and standardized assessments (including gifted rating scales), observations, educator input, and parent feedback 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 School Psychologist then issues a *Permission to Evaluate*.

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

The district locates students by evaluation, referral by staff member, referral by parent, or recommendation of teacher or school counselor/school psychologist. Students are identified in grades 1, 3, 5 (or as referred).

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

A Gifted Written 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.

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

Group and individual enrichment opportunities are available to identified students at the elementary level in both the classroom and pull-out environments. At the secondary level, group and individual opportunities are available including Honors, Advanced Placement Courses, Dual Enrollment college level courses in addition to individualized education plans for students.

Developmental Services

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

RTII/MTSS				
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 specialist, 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, faculty handbooks, and paraprofessional handbook.

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 with students.

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) Lunch Bunches, (e) Don't Laugh at Me, (f) Gum in My Hair, (g) Wild Wild Web Cyberbullying, (h) Cross-Age Teaching Cyber Bullying, and (i) Mediations.

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

        Examples include, but are not limited to, LANCER CODE (SWEBS), Honor Code, Schick Heroes, R.I.S.E. and Middle School Honesty Code.

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	ML	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	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Targeted Classroom Instruction	X	X	X	X
Internal Staff Communication	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 create individual student action plans and review student progress and data, to review targeted interventions, and to make any necessary adjustments to their instruction. Data team meetings are held to create action plans by classroom teachers and CIC team members 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 Lancer Period, Ignite, Extended Learning Time(ELT) 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, guidance department, 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 Head Start 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 and Classroom Intervention Coordinator 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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

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 PA Core Standards/Common Core Standards. In our Balanced Literacy Framework, our teachers use Fundations, Leveled texts, Calkins Writing Units of Study, and other aligned materials and resources directly tied to the PA Core Curriculum as written in SAS. 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 Studies Weekly. These resources include text, videos, and technology from the SAS portal for students to view whenever/wherever they are learning.

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	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

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 PA Core Standards/Common Core Standards. In our Balanced Literacy Framework, our teachers use Fundations, Leveled texts, Calkins Writing Units of Study, and other aligned materials and resources directly tied to the PA Core Curriculum as written in SAS. 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 Studies Weekly. These resources include text, videos, and technology from the SAS portal for students to view whenever/wherever they are learning.

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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

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 PA Core Standards/Common Core 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 Online Curriculum. We 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	Accomplished
Accessibility for students and teachers is effective and efficient	Accomplished
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Accomplished

Provide explanation for processes used to ensure Accomplishment.

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 PA Core Standards/Common Core Standards. We utilize multiple electronic text books, apps, etc. which contain material and resources directly tied to the Common Core. We also 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 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

	classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Implemented in 50% or more 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 50% or more of district classrooms
Career Education and Work	Full Implementation
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in less than 50% of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable

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

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.

Early Warning System

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

Not answered

Professional Education

Characteristics

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

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

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

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.

We continue to be successful in empowering our educators to work effectively with parents and community partners.

District curriculum teams continually meet to develop common assessments that align with the curriculum both horizontally and vertically, thereby providing the necessary content, skills, assessments, and standards. Grade levels and collaborative teams meet frequently to engage in conversation about best instructional practices.

Our educational leaders 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 continue to offer professional development on the use of technology to access the SAS portal. Additionally, we continue to offer professional development on the use of data teams to analyze data for enhanced instruction.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
1/19/2015
The LEA plans to conduct the required training on approximately:
8/28/2019

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

Questions
The LEA has conducted the training on:
3/11/2016
The LEA plans to conduct the training on approximately:
8/28/2019

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

Checked answers

- 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.

Unchecked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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.
In 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

Checked answers

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.

- Inductees will assign challenging work to diverse student populations.

- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.

- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

- Inductees will effectively navigate the Standards Aligned System website.

- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.

- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

Unchecked answers

>   *None.*

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

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. We have added peer coaching and peer collaboration opportunities in our program to strengthen the relationships between inductees, mentors and other instructional leaders in the district.

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

This narrative is empty.

Needs of Inductees

Checked answers

- Frequent observations of inductee instructional practice by supervisor to identify needs.

- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.

- Student PSSA data.

- Standardized student assessment data other than the PSSA.

- Classroom assessment data (Formative & Summative).

- Inductee survey (local, intermediate units and national level).

- Review of inductee lesson plans.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

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

Unchecked answers
- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.

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. This information is shared with coaches and mentors to provide resources and lead discussions to improved instructional practices and strategies.
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.
Inductees are completing two observations of Instructional II teachers selected by their mentors to provide a model of best practices.
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 a brief explanation for strategies not selected and your 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.

Mentor Characteristics

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

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

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 and Evaluating the 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 opportunities that are relevant to data analysis and instruction.

Recording Process

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

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

Unchecked answers

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

Special Education

Special Education Students

Total students identified: **227**

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 the law: 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 level standards** , in determining the existence of a specific learning disability, processes similar to those associated with a Response to Instruction/Intervention (RtII) 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:
https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx

The Loyalsock Township School District has a **greater number of students identified as having specific learning disabilities**
than the state average, 60.6% and 44.3% respectively. The district continuously reviews its processes and procedures for identifying students with disabilities. The district believes that because of the **pre-referral and intervention processes t**
hat occur, students who are truly eligible for and in need of special education are those who are recommended for evaluation; the majority of students who are referred through this data and intervention based process meet eligibility criteria and demonstrate the need for special education. The district is confident in its identification processes and has **demonstrated improvements in disproportionality with respect to specific learning disabilities**
, based on the last three years of available data, 2011-2012 (20.9%); 2012-2013 (18.7%); and 2013-2014 (16.3%).

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?

Currently there are no 1306 facilities located with the Loyalsock Township School District. Previously, or as necessary in the future, the LEA alone or in collaboration with BLaST IU 17 and other agencies as appropriate/necessary provides education, related services, and specially-designed instruction to students attending 1306 facilities to ensure FAPE within the least restrictive environment. Typically, 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), both inside and outside the district. 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. Likewise, placements outside the district occur only

when appropriate programs/services are not available within the district or when placement decisions are based on court orders, mental health needs, or other agency recommendations. 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 languauge 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 Programs (elementary, middle school, and high school); 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.

With regard to SPP targets in the Indicator 5 section of the Special Education Data Report, **the district consistently meets/exceeds the target for educating students with disabilities in the regular class setting for 80% or more of the school day**
. Conversely, **the district consistently does not meet the SPP target for educating students with disabilities in the regular class setting for less than 40% of the school day.**

Students represented by the second SPP target, inside regular class settings less than 40% of the school day, are those who have more significant and limiting disabilities and are recommended for placements within IU classes/programs. IEP teams work consistently and diligently toward finding and creating meaningful opportunities for greater inclusion with typically developing peers in regular education environments. Though not accessible/available at this time, it is believed that district data will reflect improvements in both SPP target areas when data for the 2014-2015 and 2015-2016 school years become available.

Behavior Support Services

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

The 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, special education paraprofessionals throughout the District as well as teachers and some administrators working with students with Emotional/Behavioral issues are trained in Safety Care (QBS) with an emphasis on 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 four IU classes, three at the elementary level (LS, ES, and LSS) and one at the high school level (Autistic Support). Currently, there are 22 students with placements in IU classes hosted by the District. During the current school year, the District is utilizing six IU classes in neighboring districts for student placements (AS, LS, LSS x2, MDS x2); there are 18 students placed in IU classes outside the district in neighboring districts. 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; Vision Support, and Hearing Support.

Placement decisions related to students diagnosed with Autism (wide range of abilities and needs) present the greatest challenge to the District. The district collaborates with families, agencies, and educational partners as needed to ensure most appropriate placement decisions.

Annually, the District considers the appropriateness of expanding programs and services available directly through the district to increase its capacity with regard to the continuum of services for students. Programs recently considered for expansion included elementary emotional support and elementary learning support. At this time, the district will maintain its contract with the IU for the aforementioned programs.

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 boasts 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, reading class is available 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, and all students graduate with a documented career plan through the use of a digital portfolio system.

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 - all levels
Transition activities from 5th Grade to middle school, from 8th grade to high school, and from high school to post-high school
Opportunities for targeted support for students before, during, and after school
Collaboration with outside agencies such as the local IU, Children and Youth, OVR, mental health, JPO
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. The District designates days throughout the school year for professional/paraprofessional development purposes in addition to monthly curricular/department meetings and faculty meetings. Topics for professional development are derived from faculty/staff needs assessments, observation and evaluation data, state mandates, district initiatives, etc.
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 (in compliance with 24 PS § 15-1547)

- Acceptable Use Policy for Technology Resources

- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

- Implementation of a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

- Implementation of a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The District implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

- Assurances of students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

- Compliance with the PA Department of Education, Bureau of Special Education's report revision notice process.

- Following the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Loyalsock Valley Elementary School	Neighboring School Districts	MDS	2
McCall Middle School	Neighboring School Districts	LSS	5
McCall Middle School	Neighboring School Districts	LS	7
Jersey Shore Middle School	Neighboring School Districts	MDS	3
Montoursville High School	Neighboring School Districts	LSS	1
Lycoming County Day Treatment	Other	Regular Education with supplemental services (itinerant LS/ES, etc.)	0
BSI	Other	Regular Education with supplemental services (itinerant LS/ES/SLS, etc.)	1
PaTH	Other	LS; ES	2

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 3, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	7 to 11	9	1
Justification: The IEP team agrees that the placement is most appropriate for meeting the students' needs. When necessary, age range justifications are noted in students' IEPs.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #4

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #5

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
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.				
Locations:				
LTMS/LTHS	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #6 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: April 3, 2016

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

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	13 to 18	8	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.				
Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

Program Position #7 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: September 1, 2015

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

PROGRAM SEGMENTS

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

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	16	1
Locations:				
Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	8 to 11	25	1
Locations:				

Schick Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #10
Operator: School District
PROGRAM SEGMENTS

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

Program Position #11
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	13 to 14	9	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #12
Operator: School District
PROGRAM SEGMENTS

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

Program Position #13
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	11 to 13	23	1
Locations:				
LTMS	A Middle School Building	A building in which General Education programs are operated		

Program Position #14
Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	15 to 17	18	1

Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

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

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

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Emotional Support	15 to 18	10	1
Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	17 to 20	21	1
Locations:				
LTHS	A Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Supervisor of Special Education	District Service Center	1
Classroom Intervention Coordinator	Schick Elementary	1
Paraprofessionals (FT-7)	LTSD	7
Paraprofessionals (PT-15)	LTSD	7.5
Administrative Assistant	District Service Center	1
School Counselors	Schick Elementary (2); LTMS (1); LTHS (2)	5
Director of Student Services and Career	LTSD	1

Development		

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	7.5 Hours
Transition Coach	Intermediate Unit	4 Hours
Autistic Support Consultant	Intermediate Unit	7 Hours
Audiology	Intermediate Unit	15 Minutes

Needs Assessment

Record School Patterns

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

What other information do you still need to assess?

Answer:
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 2016-2017 school year, and we recognized 20 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 growth in reading, mathematics and ELA 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 2016-2017.

Accomplishment #3:
At the onset of the 2015-2016 school year, the District implemented a one-to-one iPad initiative for students in grades 6-12, supported by a streamlined course management system. We have installed ten mobile carts in our elementary school for grade level and classroom use. The district supports over 1,500 iPads daily.

Accomplishment #4:
Each year, the District supports the purchase of 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-12. We are moving toward e-text content delivery in various subject matters. Additionally, we use device management software

to enable teachers to effectively manage and use a comprehensive list of apps specific to their content area. The restrictions imposed on each device by this software help to keep our students focused on the content, which increases classroom engagement.

Accomplishment #5:

The District facilities are <u>well-maintained</u> and frequently utilized and respected by students, staff, parents, and members of the community. We have recently added three elementary classrooms, three small group rooms, and a STEM lab. In our Middle School, we have recently added a Science/STEM lab. We are extremely proud of our academic and extra-curricular facilities.

Accomplishment #6:

Consistent professional development opportunities have been embedded within the school day, during professional inservice days and summer workshops and trainings. Staff members discuss and implement best instructional practices across a breadth of student levels and abilities. Examples include: Penn Literacy Network (PLN), the Pennsylvania Institute for Instructional Coaching (PIIC), Calkins and John Collins writing, individualized learning plans and an individual learning period called IGNITE specific to the Middle School.

Accomplishment #7:

The District is proud of our approach to providing the following student-centered services: 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; K-12 college and career readiness; comprehensive intervention system (CIC, Child Study Team, targeted academic support, after-school intervention programming); district-wide school police officers; comprehensive health, wellness, and nutrition services; school outreach services, summer school opportunities, and in-house SAT preparation.

Accomplishment #8:

Our District touts a strong K-12 Music program which has been recognized with the NAMM award of distinction for excellence in music education for the seventh 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 state and world level every year.

Accomplishment #9:

We successfully hosted a regional technology summit for several neighboring districts. We collaboratively provided technology focused sessions for three hundred professional staff members through the day as part of our continued professional development opportunities through the school year. Our staff regularly presents at conferences within the LEA, throughout the IU and at the State level.

Accomplishment #10:

We have increased 21st Century instructional spaces across the district to incorporate: distance learning, flexible seating, Nureva SPAN, STEM, Maker Space, TechEd, robotics, coding, collaboration, iPad and Computer concepts

Accomplishment #11:

In the Middle School, the Health Classes were awarded a grant from the University of Colorado to support and teach the LifeSkills Training program. LifeSkills provides students in grades 6, 7, and 8 with "the most extensively evaluated substance abuse program available." LifeSkills provides our students with a program proven to "reduce tobacco, alcohol, and marijuana use by up to 80%." Additionally, the program provides violence prevention units that teach students about violence and the media, coping with anger, and resolving conflicts. Curriculum materials, training and technical assistance are provided through the grant.

Accomplishment #12:

The District has entered into partnerships with colleges and universities to provide opportunities for our high school students to earn college credit while in high school. We have been enrolled in a PC Now partnership with the Pennsylvania College of Technology and have provided our students many opportunities to earn college credit. Also, our students attending the Lycoming Career and Technical Center and are able to earn college credits and industry-specific certifications in their respective field of study. This year, the District entered into agreements with Harrisburg Area Community College and Keystone College which will provide our students additional opportunities to earn college credits. In total, these partnerships make it realistically possible for our students to earn between 15 and 30 college credits while still in high school.

Accomplishment #13:

The District recently purchased classroom audio systems (Juno) through Front Row. These systems will specifically target our Title I students and will improve classroom-wide digital sound. Benefits include improvements for all students and a specific benefit for those students with hearing or speech limitations.

Accomplishment #14:

The Lancer Foundation is a 501(c)(3) non-profit organization that benefits the Loyalsock Township School District. The Lancer Foundation continues to grow and has supported the Loyalsock Township School District through mini-grants to teachers, scholarships for students at graduation, scholarships for students attending summer educational opportunities and capital projects. The Foundation has also established a Distinguished Alumni program with an annual recognition of former graduates. The Lancer Foundation has been in existence for the past five years and has a committed Board of Directors and volunteers who work diligently to provide opportunities for our students.

Accomplishment #15:

The Loyalsock Township consistently demonstrates strong academic performance. The high school received a Governor's School of Excellence Award for the 2013-2014 school year and has been selected as a US News and World Report Silver Medalist five of the last six years. Our elementary and middle schools continue to show growth in achievement and the latest results of our School Performance Profile demonstrates consistency at all levels.

Accomplishment #16:

The High School and Middle School contracts with Jostens, the leading provider of yearbooks in K-12 and college market. During the 15-16 school year, the Middle School yearbook was recognized as a National Yearbook Program of Excellence by the company. The middle school yearbook was one of three middle school programs recognized in Pennsylvania with only 23 yearbooks total in Pennsylvania K-12 schools named National Yearbook Program of Excellence. The award is based upon three categories: creating an inclusive yearbook, generating school engagement and successfully managing the yearbook creation process. The High School yearbook, APALACO, was one of only 16 high schools in Pennsylvania who won this prestigious award in the 2011-12 school year.

Accomplishment #17:

The District has addressed the concern of class sizes and has added staff members in both elementary and middle school campuses.

District Concerns

Concern #1:

As our county and state's transient population continues to fluctuate due to socioeconomic reasons, 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 continue to be challenged with how to meet the health, safety, welfare and educational needs of these students. Likewise, a steady increase of poverty within our existing District population has challenged us to address similar growing needs.

Concern #2:

Professional staff members 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, ELA, and science on the Pennsylvania System of School Assessment (PSSA).

Concern #3:

We are concerned about maintaining and adjusting Special Education program services to meet the needs of an increasing number of students with a need for an Individualized Education Plan (IEP).

Concern #4:

We continue to see a decrease in genuine parental involvement for at-risk youth within the District.

Concern #5:

We are located within a region of Pennsylvania experiencing an unprecedented increase in the use of illegal and prescription drugs, leading to an increased heroin epidemic. As a result, the District and community exhausts our resources and faces challenges with students and families who are struggling with this addiction and its negative impact.

Prioritized Systemic Challenges

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

> **Aligned Concerns:**
>
> Professional staff members 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, ELA, and science on the Pennsylvania System of School Assessment (PSSA).
>
> As our county and state's transient population continues to fluctuate due to socioeconomic reasons, 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 continue to be challenged with how to meet the health, safety, welfare and educational needs of these students. Likewise, a steady increase of poverty within our existing District population has challenged us to address similar growing needs.

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

> **Aligned Concerns:**

Professional staff members 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, ELA, and science on the Pennsylvania System of School Assessment (PSSA).

We are concerned about maintaining and adjusting Special Education program services to meet the needs of an increasing number of students with a need for an Individualized Education Plan (IEP).

As our county and state's transient population continues to fluctuate due to socioeconomic reasons, 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 continue to be challenged with how to meet the health, safety, welfare and educational needs of these students. Likewise, a steady increase of poverty within our existing District population has challenged us to address similar growing needs.

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

Indicators of Effectiveness:

Type: Interim

Data Source: Curriculum Maps

Specific Targets: Building level administrators continually review curriculum maps to determine consistent implementation of standards aligned curricula across all schools for all students.

Type: Interim

Data Source: Classroom Observations, Digital Walk-Throughs

Specific Targets: By conducting classroom observations and digital walk-throughs, building and district administrators will identify the inclusion of applicable Common Core Standards or PA Core Standards in lesson plans and the posting of applicable Essential Questions and/or "I Can" statements in classrooms.

Type: Interim

Data Source: Local, State and National Standardized Assessment Results

Specific Targets: Results from standardized assessments such as the PSSAs, Keystone Exams and other national, state, and locally designed assessments in all content areas will demonstrate building-level growth. Local assessments include formative and summative assessments, Study Island, app based learning programs, etc.

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://webserver3.ascd.org/handbook/demo/mapping2.html Resource:http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

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 commitment of all stakeholders. There is a consistent review of curriculum scope and sequence that will serve both functions and has the support of faculty, administration, and school board.

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 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 as well as curriculum team meetings. Additionally, we use multiple professional development opportunities that provide teachers time to meet and discuss their 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

Implementation Steps:

Examination of Curriculum Maps

Description:

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

Start Date: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Curriculum Mapping

Individual Meetings with Professional Staff

Description:

Building level administrators will conduct individual and/or team 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: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, 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 Core Standards and/or the Common Core Standards. Building administrators are leading the process of documenting this process by warehousing content, skills and common assessments, provided by the content teachers.

Start Date: 7/1/2017   **End Date:** 6/30/2020

Program Area(s): Professional Education, Teacher Induction, Special Education, Gifted Education, 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: 7/1/2017   **End Date:** 6/30/2020

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.   This examination includes, PVAAS, SPP, etc.

Start Date: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Articulation of the Curriculum

Goal #2: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

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:

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.) Resource: http://effectivestrategies.wiki.caiu.org/Assessment

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

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

SAS Alignment: Instruction

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 ; 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

Implementation Steps:

Common Assessments within Grade/Subject

Description:

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

Start Date: 7/7/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Instructional Coaching: The Principles of Partnership

Differentiate Instruction

Description:

Creating an environment in which successful differentiation by student needs occurs

Start Date: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- 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: 7/1/2017   **End Date:** 6/30/2020

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	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
7/1/2017	6/30/2020	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	125	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 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	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous Offsite Conferences		
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	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,

peers

        Analysis of student work, with administrator and/or peers

        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

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:	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
7/1/2017	6/30/2020	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. This examination includes, PVAAS, SPP, etc.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	2	125	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 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.
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
	Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
	Provides leaders with the ability to access and use appropriate data to inform decision-making.
	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
	Instructs the leader in managing resources for effective results.
Training Format	LEA Whole Group Presentation Series of Workshops School Whole Group Presentation Live Webinar

Department Focused Presentation
Online-Asynchronous
Professional Learning Communities
Offsite Conferences

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 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	**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:	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: The Principles of Partnership Strategy #2: Differentiating Instruction

Start	End	Title	Description
7/1/2017	6/30/2020	Differentiate Instruction	Creating an environment in which successful differentiation by student needs occurs

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	2	35	Loyalsock Township School District	School Entity	Yes

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

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district

Provides the knowledge and skills to think and plan strategically, ensuring that

administrators, and other educators seeking leadership roles:

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

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Online-Synchronous
Online-Asynchronous
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 Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Journaling and reflecting

data other than the PSSA

Classroom student assessment data

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 or 28 days whichever comes first.

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

Affirmed by Sheila Yates on 11/21/2017

Board President

Affirmed by Gerald McLaughlin on 11/21/2017

Superintendent/Chief Executive Officer

Special Education Affirmations

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

1. There are a full range of services, programs and alternative placements available to the school district for placement and implementation of the special education programs in the school district.

2. The school district has adopted a child find system to locate, identify and evaluate young children and children who are thought to be a child with a disability eligible for special education residing within the school district's jurisdiction. Child find data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for its effectiveness. The school district implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.

3. The school district has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.

4. The school district will comply with the PA Department of Education, Bureau of Special Education's revision notice process.

5. The school district follows the state and federal guidelines for participation of students with disabilities in state and district-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.

6. The school district affirms the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

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

No signature has been provided

Board President

Superintendent/Chief Executive Officer