

Annville-Cleona SD

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

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## Demographics

520 S White Oak St  
Annville, PA 17003  
(717)867-7600  
Superintendent: Cheryl Potteiger  
Director of Special Education: Danielle Heisler

## Planning Process

The district leadership worked with a group of community members, business partners, parents, administrators, and teacher leaders to identify core values, develop a common purpose, evaluate the present state of the district, craft the mission, vision and values statements. The community leadership team met over a 12-month time period working to identify strengths and weaknesses, opportunities, goals and resources from which we could draw our comprehensive planning document. The next phase of the planning process encompassed approximately three months devoted to developing the mission and vision along with the core values statements.

Next, the district leadership met with teacher leaders to design the individual plans for various strategic areas identified as areas of focus according to the community leadership team and as required by PDE. These meetings took place over a two month time period.

The comprehensive plan document was compiled and reviewed by the administrative team and then presented to the community leadership team for review and input.

Upon the community leadership teams approval, the comprehensive planning document was presented to the Annville-Cleona School District board of school directors for review and input at the February 3, 2020 School Board of Directors meeting. The School Board reviewed the document and provided input.

Official board approval took place March 2, 2020.

The comprehensive planning document was available for public review and comment for at least 30 days prior to submission to PDE for approval.

Submission to PDE took place prior to March 31, 2020.

## Mission Statement

**Foster an environment that encourages student success by challenging them to become contributing, productive citizens in society.**

## Vision Statement

**Engage · Inspire · Empower**

## Shared Values

**Promote a culture that supports:**

- **Students first**
- **Inclusion and equity through a safe and caring school environment**
- **Active involvement, collaboration, and partnerships with the community**
- **Relationships committed to integrity, honesty, and responsibility**

## Educational Community

The Annville-Cleona School district is a rural/suburban community situated in Lebanon County in the scenic valley of south-central Pennsylvania. The school district encompasses an area of 39.4 miles and consists of the townships of North Annville and South Annville and the borough of Cleona. The community is located approximately 45 minutes from Harrisburg and 15 minutes from the town of Hershey. The district is comprised of three schools; a primary center (K-2 students), an intermediate building (grades 3-6) and a MS/HS building. All district buildings are within 3.5 miles of one another.

Shopping areas, health facilities, and churches of many denominations provide residents with basic recreational needs. Annville is also the home to Lebanon Valley College; the community is able to utilize a variety of programs, facilities and services that LVC has available on campus. In addition, Harrisburg Area Community College is very close to district boundaries and offers many associates degreed programs as well as bachelors degreed programs. Because of our close proximity to the Hershey, Lancaster, Reading and Harrisburg areas, the school district students and our families have access to a wide variety of year-round cultural, athletic, entertainment and recreational activities.

## Planning Committee

Name	Role
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<b>Krista Antonis</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Kevin Brindle</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Nathan Byler</b>	Administrator : Professional Education
<b>Andrea Flocken</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Danielle Heisler</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Ross Hopple</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Tommy Long</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Angie Love</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Cheryl Potteiger</b>	Administrator : Professional Education Special Education Schoolwide Plan
<b>Sara Fiebig</b>	Board Member : Professional Education Special Education Schoolwide Plan
<b>Gordon Waldhausen</b>	Board Member : Professional Education Special Education Schoolwide Plan
<b>Jim Plummer</b>	Business Representative : Professional Education Schoolwide Plan
<b>Matt Duvall</b>	Community Representative : Professional Education Schoolwide Plan
<b>Maureen Long</b>	Community Representative : Professional Education Schoolwide Plan
<b>Geoffrey Roche</b>	Community Representative : Professional Education Schoolwide Plan
<b>Jill Becker</b>	Ed Specialist - Other : Professional Education Schoolwide Plan
<b>Kelley Rodriguez</b>	Ed Specialist - Other : Professional Education Schoolwide Plan
<b>Laura Brooks</b>	Ed Specialist - School Counselor : Professional Education
<b>Matthew Gross</b>	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan
<b>Lindsey Longo</b>	Ed Specialist - School Counselor : Special Education
<b>Denyse Mohn</b>	Ed Specialist - School Counselor : Professional Education Special Education Schoolwide Plan

<b>Leslie Attig</b>	Ed Specialist - School Nurse : Professional Education
<b>Andrea Speraw</b>	Ed Specialist - School Nurse : Professional Education
<b>Megan Buck</b>	Elementary School Teacher - Regular Education : Professional Education
<b>Katelyn Martin</b>	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Audra Popejoy</b>	Elementary School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Mary Wildasin</b>	Elementary School Teacher - Regular Education : Professional Education Special Education Schoolwide Plan
<b>Kelly Zechman</b>	Elementary School Teacher - Regular Education : Special Education
<b>Mark Dimick</b>	High School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Tim Gettle</b>	High School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Caitlin Heller</b>	High School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>James Helock</b>	High School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Gail Weidman</b>	High School Teacher - Regular Education : Professional Education Schoolwide Plan
<b>Sue Felty</b>	Middle School Teacher - Regular Education : Professional Education
<b>Sara Fulkerson</b>	Middle School Teacher - Regular Education : Professional Education
<b>Kristin Heller</b>	Middle School Teacher - Regular Education : Professional Education
<b>Ryan Berardi</b>	Parent : Professional Education Special Education Schoolwide Plan
<b>Kathy Blouch</b>	Parent : Professional Education Special Education Schoolwide Plan
<b>Irene Reedy</b>	Parent : Professional Education Schoolwide Plan

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

FCS is not part of the elementary curriculum.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished

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

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

FCS is not part of the elementary curriculum.

### Middle Level

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

<b>Alternate Academic Content Standards for Reading</b>	Developing	Developing
<b>American School Counselor Association for Students</b>	Accomplished	Accomplished
<b>English Language Proficiency</b>	Developing	Developing
<b>Interpersonal Skills</b>	Accomplished	Accomplished
<b>School Climate</b>	Accomplished	Accomplished
<b>World Language</b>	Developing	Developing

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### *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:

This LEA utilizes the PA common core standards and PA State Standards (as applicable) to design curriculum and instructional decisions.

**Curriculum*****Planned Instruction*****Elementary Education-Primary Level**

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

<b>standards are identified.</b>	
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

Core content subject areas aligned with standards, objectives identified and common assessments.

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**

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

Processes used to ensure Accomplishment:

Core content subject areas aligned with standards, objectives identified and common assessments.

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**

<b>Curriculum Characteristics</b>	<b>Status</b>
<b>Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are</b>	Accomplished

<b>identified for each subject area.</b>	
<b>Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.</b>	Accomplished
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

Core content subject areas aligned with standards, objectives identified and common assessments.

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

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

Processes used to ensure Accomplishment:

Core content subject areas aligned with standards, objectives identified and common assessments.

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.

Modifications and adaptations in the regular education curriculum are provided for special education students as required by the Individualized Education Plan so that students are able to access the regular education curriculum. Objectives and expectations for special education students are held to the same rigorous standards as regular education students so that all students can be successful.

## 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*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

Non-tenured Teacher	3X per year (10-15 min each)	2 in year one, 2 each year after
Tenured Teacher	2X per year (10-15 min each)	2X per year on a cyclical basis
Teacher in need of Intensive Supervision	At least weekly as per improvement plan	At least 3 – one central office administrator involved in designing intensive supervision goals and monitoring progress

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**

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

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

*This narrative is empty.*

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

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

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

*This narrative is empty.*

#### **Middle Level**

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

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

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

*This narrative is empty.*

### High School Level

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

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

*This narrative is empty.*

### **Recruitment**

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

PA-Educator.com is utilized to recruit and review applications of certified and highly qualified applicants in order to meet the needs of all students. Staff member needs/skills are analyzed in order to best suit placement during inservice and induction training. Staff members analyze data utilizing an online data management tool directly connected to the district curriculum in order to maximize lesson planning and curriculum modification in the classroom.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 20/21	SY 21/22	SY 22/23
<b>Total Courses</b>	24.00	24.00	24.00
<b>English</b>	4.00	4.00	4.00
<b>Mathematics</b>	4.00	4.00	4.00
<b>Social Studies</b>	3.00	3.00	3.00
<b>Science</b>	3.00	3.00	3.00
<b>Physical Education</b>	2.00	2.00	2.00
<b>Health</b>	1.00	1.00	1.00
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	4.00	4.00	4.00
<b>Electives</b>	3.00	3.00	3.00
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	60.00	60.00	60.00

### *Graduation Requirement Specifics*

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

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

#### *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	W A	T D	N A T	D A	P S W	Other
<b>Arts and Humanities</b>		X			X	
<b>Career Education and Work</b>		X			X	
<b>Civics and Government</b>		X				
<b>PA Core Standards: English Language Arts</b>		X				X



PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X							X
PA Core Standards: Mathematics		X							X
Economics		X							
Environment and Ecology		X							
Family and Consumer Sciences				X			X		
Geography					X				
Health, Safety and Physical Education						X			
History							X		
Science and Technology and Engineering Education								X	
World Language								X	

### Methods and Measures

#### Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Textbook Assessments	X	X	X	X
Student Portfolios	X	X	X	X
Keystone Exams			X	X
Science Experiments	X	X	X	X
Diagnostic Assessments		X	X	

#### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Dibels	X	X		
CDT		X	X	

#### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Projects	X	X	X	X
Exit Tickets	X	X	X	X
Progress Monitoring	X	X	X	X
Response Cards	X	X		
Written work by students	X	X		
Science experiments			X	X
Fitness assessments			X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEl	ML	HS
Running Record	X	X		
Math pre-test	X	X		

### Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

Assessments must be reviewed and approved by the building administrator. Assessments are created in conjunction with grade level or curricular area counterparts and building administrators along with grade level or curricular area counterparts along with the Assistant to the Superintendent.

### 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.

*This narrative is empty.*

### Collection and Dissemination

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

All district data is housed in the district data system which is directly linked to the curriculum management system. District staff members spend three half-days per year analyzing student data directly connected to curricular area/content.

### 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.

Students who have not achieved mastery of a particular subject area, content area standard or strand are placed on a "hot list" by grade level teacher or course instructor. The teacher is then able to design the course or instruction around the individual student needs.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</b>	X	X	X	X
<b>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</b>	X	X	X	X
<b>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.</b>	X	X	X	X
<b>Instructional practices modified or adapted to increase student mastery.</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The district utilizes data days to analyze data specific to students and assessment anchors, eligible content and standards aligned learning objectives. Three data days are scheduled in the district calendar for this purpose; teachers are guided by the administrative team via a data protocol document. In addition, the use of a benchmarking tool with ongoing strategic anchor-aligned instruction allows specific student-based lessons to be taught.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

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

<b>Board</b>				
<b>Mass Phone Calls/Emails/Letters</b>	X	X	X	X
<b>Newsletters</b>	X	X	X	X
<b>Press Releases</b>	X	X	X	X
<b>School Calendar</b>	X	X	X	X
<b>Student Handbook</b>	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The LEA mails individual summative assessment results via US postal service.

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

NA

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

The district will continue to monitor and assess the programs in place in all schools in the district. Data management meetings are held each year across the district with a continued focus on the implementation of research-based classroom instructional strategies. Differentiated instructional strategies, along with implementation of the hybrid-rotational model and flexible instructional groups are requirements for classroom observations. Student achievement is monitored at the classroom, building and district level.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement</b>	X	X	X	X
<b>School-wide Positive Behavioral Programs</b>	X	X		
<b>Conflict Resolution or Dispute Management</b>	X	X		
<b>Peer Helper Programs</b>				
<b>Safety and Violence Prevention Curricula</b>	X	X	X	X
<b>Student Codes of Conduct</b>	X	X	X	X

<b>Comprehensive School Safety and Violence Prevention Plans</b>	X	X	X	X
<b>Purchase of Security-related Technology</b>	X	X	X	X
<b>Student, Staff and Visitor Identification Systems</b>	X	X	X	X
<b>Placement of School Resource Officers</b>	X	X	X	X
<b>Student Assistance Program Teams and Training</b>	X	X	X	X
<b>Counseling Services Available for all Students</b>	X	X	X	X
<b>Internet Web-based System for the Management of Student Discipline</b>	X	X	X	X

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

Strategies not specifically selected above are addressed collectively via other avenues.

### *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.)**

One time per year all teachers in grades k-6 complete a checklist on all students in their classroom. This checklist covers thinking/reasoning skills, creativity, leadership, technology and acquisition and retention and is used as the district's initial screening to determine which students should be referred for further screening. If a teacher or a parent of a student in grades 7-12 thinks a student is a potential gifted student the district checklist is then completed for that student. Those students who meet the district benchmark are referred for an individual cognitive screening. Students who earn a standard score of 125 or above on the verbal, nonverbal or composite scales are referred for further evaluation. During the evaluation process, parent reports, teacher reports, academic achievement and cognitive functioning data are gathered. Students with a Full Scale IQ score of 130 or above (including the 90% level of confidence interval) are found eligible for the program. Students with a Full Scale IQ score below 130 are evaluated using the district's rubric which considers the Verbal and Nonverbal IQ scores, academic achievement testing results and the information from a standardized teacher rating scale.

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

#### Level One Screening

Level one screening for students in grades K-6 consists of two parts. It begins with the teacher completing the District Teacher Checklist (Gifted Screener). Next, The school counselor will conduct a review of academic assessment data\* for students with a total of 12 points or above on the screening checklist. Students with at least one area of advanced academic skill in support of possible giftedness will be referred for Level Two screening.

#### Level Two Screening

The School counselor will administer the Kaufman Brief Intelligence Test-Second Edition. If a student achieves a standard score of 125 or above on any of the three standard scores that child will be referred for a multidisciplinary evaluation to determine eligibility and need for services as an intellectually gifted student.

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

The evaluation will include all information gathered during the screening process, parent reports, teacher reports, a student interview, a cognitive assessment, nationally normed achievement testing in reading comprehension, math problem solving and written expression, and the Scales for Identifying Gifted Students-School Rating Scales.

Full Scale or Composite IQ of 130 or Above

All students with a Full Scale IQ of 130 or above including the 95% level of confidence will be eligible for the program.

Full Scale IQ Below 130

Students with a Full Scale IQ below 130 will be evaluated using the following rubric:

Verbal or Nonverbal Ability Score of 130 points or above = 3 points

Full Scale IQ between 125-129 without a Verbal or Nonverbal Ability Score of 130 or above = 2 points

Achievement standard score at the 95th percentile or higher-1 point each

Scales for Identifying Gifted Students- 1 point for 1-3 areas and 2 points for 4 or more areas in the "Very Likely Gifted" Range using the General Norms.

The Total Possible Points on the Rubric is 8. Students with 5 or more points will be eligible for the program.

**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.**

Subject acceleration via online courses

Push in gifted enrichment within the general education classroom

Pull out (groups of students identified) gifted acceleration/and or enrichment with gifted education teacher

MS level-gifted ed. teacher provides enrichment beyond the curriculum to students with gifted abilities, pulls students once every 6 cycle day for enrichment activities with peers  
HS level-gifted teacher collaborates with general education teacher to provide students (identified) an opportunity to complete projects in particular areas relating to subject.

***Developmental Services***

Developmental Services	EEP	EI	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

<b>Career Awareness</b>	X	X	X	X
<b>Career Development/Planning</b>	X	X	X	X
<b>Coaching/Mentoring</b>			X	X
<b>Compliance with Health Requirements –i.e., Immunization</b>	X	X	X	X
<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X	X	X	X
<b>RTII/MTSS</b>	X	X	X	X
<b>Wellness/Health Appraisal</b>	X	X	X	X

Explanation of developmental services:

*This narrative is empty.*

### ***Diagnostic, Intervention and Referral Services***

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

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

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

Explanation of consultation and coordination services:

*This narrative is empty.*

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

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

### ***Communication of Student Health Needs***

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

### *Frequency of Communication*

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

- Monthly

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

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

At the elementary level, the classroom teachers provide most of the intervention services to students via a tier I approach. At the tier II level, reading staff members provide a tier II intervention to students, progress monitor and provide additional intervention strategies. Tier III interventions occur via the special education teachers or other staff members as need is demonstrated.

### *Community Coordination*

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

1. Child care
2. After school programs

3. Youth workforce development programs
4. Tutoring

The district collaborates with the local YMCA to offer before and after school child care services for elementary age programs for students. Tutoring programs for students from grades K-12 are also offered in the district. At the high school level, counselors work with individual students on school-to-work programs and individual plans for independent study in specific fields related to occupations. A transition facilitator coordinates services for students who need assistance obtaining experience with providers in the community as well.

### ***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.

Transition Planning - into K- All of these also speak to the area of coordination with local Early Childhood Educators. Parent Preschool Program- opportunity to meet staff, see the facilities as well as educated about activities that will promote learning with children 2-5. Visits by the principal to local daycare centers to read to children and show a powerpoint of what K is like. Each week the K newsletter is shared with local daycare centers to help coordinate curriculum. The principal spoke at parent night at a local daycare center concerning transition to K and to share with families what schools expect when a child enters K. The principal spoke at HACC to an EC class concerning the importance of transition planning with young children. Local ECE were invited to attend an evening of discussion concerning transition from EC programs to ACSD. Local EC providers included IU 13 staff for early intervention, Head Start, preschools and daycare centers. EC providers are invited to the K Information Night in late winter so they can help their families with any questions they may have. Principal is a member of the county Transition Task Force and also works on a state K work group. All families are invited to a K Open House prior to school starting. They get to meet their teacher and take a short bus ride. For students with disabilities- they are invited to all of the above and we meet with each family to write a transition plan for entering K.

### **Materials and Resources**

### *Description of Materials and Resources*

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

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

Provide explanation for processes used to ensure Accomplishment.

Materials and supplies are aligned with the curriculum. As needs exist, alignment is evaluated to be certain the materials meet the objectives as outlined in the curriculum and state standards. Outside of curriculum revision cycle, teachers communicate individual and student needs to building principal and Assistant Superintendent in order to obtain necessary resources/materials.

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

*This narrative is empty.*

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

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

Provide explanation for processes used to ensure Accomplishment.

Materials and supplies are aligned with the curriculum. As needs exist, alignment is evaluated to be certain the materials meet the objectives as outlined in the curriculum and state standards. Outside of curriculum revision cycle, teachers communicate individual and student needs to building principal and Assistant Superintendent in order to obtain necessary resources/materials.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and supplies are aligned with the curriculum. As needs exist, alignment is evaluated to be certain the materials meet the objectives as outlined in the curriculum and state standards. Outside of curriculum revision cycle, teachers communicate individual and student needs to building principal and Assistant Superintendent in order to obtain necessary resources/materials.

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

*This narrative is empty.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Materials and supplies are aligned with the curriculum. As needs exist, alignment is evaluated to be certain the materials meet the objectives as outlined in the curriculum and state standards. Outside of curriculum revision cycle, teachers communicate individual and student needs to building principal and Assistant Superintendent in order to obtain necessary resources/materials.

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

*This narrative is empty.*

### ***SAS Incorporation***

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

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in less than 50% of district classrooms
<b>Career Education and Work</b>	Implemented in less than 50% of district classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Mathematics</b>	Implemented in less than 50% of district classrooms
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in

	less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>Early Childhood Education: Infant-Toddler&amp;rarr;Second Grade</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district has utilized it's own data management module associated with our curriculum to analyze data and curriculum. The district has spent considerable effort training staff on the implementation of said data management/curriculum tool to date. The SAS website has been a part of this training to date, however, since the material in SAS has not been robust enough from which to plan, teachers have relied on our district designed curriculum based on state approved standards. Continued work with SAS is planned.

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

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

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

Further explanation for columns selected "

The district has utilized it's own data management module associated with our curriculum to analyze data and curriculum. The district has spent considerable effort training staff on the implementation of said data management/curriculum tool to date. The SAS website has been a part of this training to date, however, since the material in SAS has not been robust enough from which to plan, teachers have relied on our district designed curriculum based on state approved standards. Continued work with SAS is planned.

#### **Middle Level**

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



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

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

Further explanation for columns selected "

The district has utilized it's own data management module associated with our curriculum to analyze data and curriculum. The district has spent considerable effort training staff on the implementation of said data management/curriculum tool to date. The SAS website has been a part of this training to date, however, since the material in SAS has not been robust enough from which to plan, teachers have relied on our district designed curriculum based on state approved standards. Continued work with SAS is planned.

### High School Level

<b>Standards</b>	<b>Status</b>
<b>Arts and Humanities</b>	Implemented in less than 50% of district classrooms
<b>Career Education and Work</b>	Implemented in less than 50% of district classrooms
<b>Civics and Government</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: English Language Arts</b>	Implemented in less than 50% of district classrooms
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in less than 50% of district classrooms

<b>PA Core Standards: Mathematics</b>	Implemented in less than 50% of district classrooms
<b>Economics</b>	Implemented in less than 50% of district classrooms
<b>Environment and Ecology</b>	Implemented in less than 50% of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in less than 50% of district classrooms
<b>Geography</b>	Implemented in less than 50% of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in less than 50% of district classrooms
<b>History</b>	Implemented in less than 50% of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in less than 50% of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in less than 50% of district classrooms
<b>American School Counselor Association for Students</b>	Implemented in less than 50% of district classrooms
<b>English Language Proficiency</b>	Implemented in less than 50% of district classrooms
<b>Interpersonal Skills</b>	Implemented in less than 50% of district

	classrooms
<b>School Climate</b>	Implemented in less than 50% of district classrooms
<b>World Language</b>	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The district has utilized it's own data management module associated with our curriculum to analyze data and curriculum. The district has spent considerable effort training staff on the implementation of said data management/curriculum tool to date. The SAS website has been a part of this training to date, however, since the material in SAS has not been robust enough from which to plan, teachers have relied on our district designed curriculum based on state approved standards. Continued work with SAS is planned.

### *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*

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

<b>Empowers educators to work effectively with parents and community partners.</b>	X	X	X	X
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<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
<b>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.</b>	X	X	X	X
<b>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.</b>	X	X	X	X
<b>Provides leaders with the ability to access and use appropriate data to inform decision making.</b>	X	X	X	X
<b>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</b>	X	X	X	X
<b>Instructs the leader in managing resources for effective results.</b>	X	X	X	X

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

The district provides for various professional development opportunities for staff members via a planned, cohesive professional development schedule as set out by the district professional development committee, in consultation with the academic coach, district administration and the assistant superintendent. The professional development committee is comprised of teachers and administrators. The professional development activities are planned according to identified staff needs identified via surveys and feedback in conjunction with district and school goals. Staff members are provided staff development opportunities during regularly scheduled in-service days, provided opportunities to self-identify differentiated options for further development, attend before school sessions and after school sessions, and self-schedule direct coaching with the district academic coach. All staff members are encouraged to continue their education in the form of graduate credits, additional certifications, Act 48 courses, PILS courses and the like.

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

The District will continue to expand on professional development options in order to provide a cohesive professional development plan.

### *Professional Development*

#### **Anville-Cleona SD Professional Development**

<b>Title:</b>	Analysis of student data
<b>Description</b>	Data days
<b>Person Responsible</b>	Asst Superintendent
<b>Start Date:</b>	7/1/2020
<b>End Date:</b>	6/30/2026
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education
<b>Hours Per Session</b>	6
<b># of Sessions:</b>	12
<b># of Participants Per Session:</b>	50
<b>Provider:</b>	LEA
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	standards analysis
<b>Research &amp; Best Practices Base:</b>	data analysis, interventions and enrichment options
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• School Whole Group Presentation</li> </ul>

	<ul style="list-style-type: none"> <li>• Department Focused Presentation</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Analysis of student work, with administrator and/or peers</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Classroom student assessment data</li> </ul>

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

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

<b>Questions</b>
<b>The LEA has conducted the required training on:</b>
<b>8/26/2014 3 hours training</b>
<b>8/19/2019 ongoing tracking of training requirement via safe schools site</b>
<b>The LEA plans to conduct the required training on approximately:</b>
<b>7/1/2020 ongoing</b>

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

<b>Questions</b>
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<b>The LEA has conducted the training on:</b>
<b>8/22/2016 ongoing tracking of training requirement via safe schools site</b>
<b>The LEA plans to conduct the training on approximately:</b>
<b>7/1/2020 ongoing</b>

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

<b>Questions</b>
<b>The LEA has conducted the training on:</b>
<b>8/25/2018 ongoing tracking of training requirement via safe schools site</b>
<b>The LEA plans to conduct the training on approximately:</b>
<b>7/1/2020 ongoing</b>

### *Strategies Ensuring Fidelity*

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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



Professional development is provided on a consistent and pervasive basis based on a needs survey conducted by the Act 48 committee in conjunction with the district goals and the comprehensive planning goals. The district utilizes in-house professional development (teachers) to share their knowledge and build capacity within whenever possible. Follow up and time to practice new skills, collaborate and communicate with colleagues is key. Setting expectations for incorporating new skills is also important.

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

NA

### *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.
- Inductees will integrate technology tools effectively within the curriculum to maximize student engagement and achievement
- Inductees will gain a greater understanding of differentiated instruction techniques in order to increase student acquisition of curriculum

- Inductees will gain a greater understanding of LEA-wide procedures and protocols related to special education, homelessness, foster care students, social work services, ESL services, etc...

*Unchecked answers*

*None.*

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

A comprehensive Induction program is in place in this LEA which is provided by the Assistant Superintendent and monitored at the district and building level.

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

NA

### *Needs of Inductees*

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Frequent observations of inductee instructional practice by district administrator to identify needs

*Unchecked answers*

*None.*

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

LEA utilizes standardized approach throughout induction and observation process.

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

While mentors do not conduct observations, they do provide feedback to inductees.

### ***Mentor Characteristics***

*Checked answers*

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

*Unchecked answers*

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

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

Mentor selection process is monitored by both district and building level administration.

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

Mentors and inductees are provided on-contract time to meet regularly.

### ***Induction Program Timeline***

<b>Topics</b>	<b>A u</b>	<b>C c</b>	<b>D e</b>	<b>F e</b>	<b>A p</b>	<b>Jun-Jul</b>
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	g - S e p	t - N o v	c - J a n	b - M a r	r - M a y															
<b>Code of Professional Practice and Conduct for Educators</b>	X																			
<b>Assessments</b>		X																		
<b>Best Instructional Practices</b>		X																		
<b>Safe and Supportive Schools</b>				X																
<b>Standards</b>		X																		
<b>Curriculum</b>				X																
<b>Instruction</b>					X															
<b>Accommodations and Adaptations for diverse learners</b>										X										
<b>Data informed decision making</b>											X									
<b>Materials and Resources for Instruction</b>											X									

If necessary, provide further explanation.

*This narrative is empty.*

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

At the conclusion of each induction program year, the inductees and mentors are required to complete a survey providing feedback on the induction program. Surveys are analyzed and evaluated for positive and negative aspects of the induction program. Alterations in the program and completed for the following year as necessary.

### ***Recording Process***

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

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

*Unchecked answers*

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

## Special Education

### *Special Education Students*

Total students identified: **228**

### *Identification Method*

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

Annville-Cleona School District follows Chapter 14 State Regulations when identifying students with specific learning disabilities. The multidisciplinary team; a school psychologist, a general education teacher, a special education teacher, counselor, parents, and an administrator make this determination. The evaluation process consists of the school psychologist reviewing the student's developmental/medical history and academic progress. Assessments that are typically administered include an intelligence test and a test of academic achievement. Both measures would be standardized and norm referenced. All of the information is presented and discussed at a multidisciplinary team meeting. The following questions are considered by the team:

1. Does the child have a specific learning disability?
2. What is the basis for making this determination?
3. Was there any relevant behavior noted during the observation of the student?
4. What was the relationship of the observed behavior to the child's academic functioning?
5. Are there relevant medical findings?
6. Are there any effects of environmental, cultural, or economic disadvantage?

A discrepancy model is used along with multiple forms of input to make a determination of eligibility for specific learning disability.

### *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>

In reviewing the enrollment data provided in the most recent Special Education Data Report from the 2017-2018 school year, the special education population continues to be below the state average. The data indicates the overall identified students runs 1.2% below that of the state average. The number of students identified with autism is 3% higher than the state average. Since 2012-2013, the percentage of students identified with autism has been higher than the state average. The percent of students identified with Emotional Disturbance, Intellectual Disability is below the state average. The number of students identified as having Other Health Impairment is 2.3% higher than the state average. The district has seen an increase in students diagnosed with anxiety in which are identified that impact their education, thus requiring specially designed instruction to meet their needs. Students with health issues do not necessarily require specially designed instruction; their educational need are addressed directly through a Section 504 Service Agreement. The number of students identified with a specific learning disability is 8.4% lower than the state average. Annville-Cleona School District implements a multi-tiered system of support from K-12 in which to address student learning needs thus contributing to the lower of numbers identified as having a specific learning disability. Annville-Cleona School District is 6.6% higher than the state average in the number of students who are identified with a Speech and Language Disability. The district is addressing the high numbers of students identified through implementation of the Response to Intervention Articulation. The district will continue to work on a more defined method of referring and identifying students with a speech and language disability.

### *Non-Resident Students Oversight*

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

Currently, the Annville-Cleona School District is not a host district for 1306 students. However, should the district become a Host District, the Annville-Cleona School District would follow the Nonresident Students in Institutions, BEC 24 P.S. 13-1306, issued September 1, 1997.

The Annville-Cleona School District would be responsible for educating the students in those children's institutions. Under Section 1306 of the School Code, the Annville-Cleona School District (host school district) would be required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the schools in the district. Due to the student's educational needs, the district may need to contract with another entity to provide the educational program.

If a student residing in a children's institution is found to be exceptional, the Annville-Cleona School-School District would be responsible for providing the student with an

appropriate program of special education and training consistent with Chapters 14 and 342 of the Pennsylvania regulations and standards. This means Annville-Cleona School District would be responsible for making decisions regarding the goals, programming, and educational placement for each student. The district would also be responsible for seeking advice from the resident school district with respect to the student, and keeping the resident school district informed of its plans to educate the student.

The Annville-Cleona School District currently has several students who are residing in children's institutions outside the district. The district contacts the host district's Special Education Department to notify them of the student placement at their facility. Appropriate paperwork is shared (ER/RR, IEP, etc) in an expedited fashion in order to ensure FAPE in the LRE. The district's Director of Special Education asks to be included in the meetings so the district can have input to the LRE for the student at the placement.

Current barriers the district experiences is being included in meetings and receiving copies of the annual special education documents. Despite multiple requests, often meetings are held without district representation and finalized paperwork is not shared.

### *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).

Annville-Cleona School District does not have a correctional facility within its boundaries. When the district has students incarcerated, the Local Education Agency in that area provides FAPE via Lancaster-Lebanon IU13. They request records from our school district and we provide the most recent IEP and Evaluation/Re-evaluation Report (and any other relevant documents to support the student's education). When students are incarcerated, the Director of Special Education for the Annville-Cleona School District attends any necessary meetings to ensure FAPE is occurring which a student is placed. When the student returns from incarceration, that sending LEA forwards all progress monitoring and relevant information for Annville-Cleona School District to make appropriate transition decisions.

### *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.

Annville-Cleona School District provides a full continuum of service and support options for students with disabilities. The starting point on the continuum is the general education curriculum and program offerings. Accommodations and modifications to the general education curriculum are made when appropriate to allow each student to participate in these general education offerings. Supplemental aides and services are provided according to the needs identified in a student's Individual Education Plan to support his/her participation and meaningful educational benefit in the least restrictive environment. Over the past three years, the LEA has added a total of two special education teacher positions and two paraprofessional positions, along with re-aligning assignments to best meet the needs of students K-12.

The LEA utilizes the Evaluation/IEP Process to discuss and determine type, level and location of intervention. The IEP team discusses interventions that have already been implemented and successful that would be beneficial to the student in the general education environment. The IEP team discusses inclusion classrooms (a special education and a general education teacher working collaboratively in a classroom) and reviews the list of supplementary aids and services to choose the appropriate adaptation or accommodation needed to support the student in the least restrictive environment.

2. The district has utilized services through the local IU for ongoing training via the TAC team. The district has provided ongoing staff development for teachers and administrators on inclusionary practices. The IU is monitoring transition planning for students in grades 7-12 and will provide feedback and staff development as needed.

3. An analysis of the Special Education Data Report submitted by December 1 of each school year indicates the number of special education students who are educated inside of a general education classroom less than 40% of the school day. There is a steady increase in this category due to the significant emotional, behavioral, and academic needs in our district students and we provide them with the support that is required in order to be successful in a program within the district or a contracted program outside of the district.

2013-2014 School Year: 9.9%

2014-2015 School Year: 11.1%

2015-2016 School Year: 13.5%

2016-2017 School Year: 7.6%

2017-2018 School Year: 10.7% (Currently, the district percentage is slight higher than the state SSP target-9.3%). The district is monitoring this closely. For the 2019-2020 school



year, the district plans to provide emotional support at the middle school level (Gr. 7-8). Therefore, students currently placed out of the district will be transitioning back to the Annville-Cleona Middle School which is the student's neighborhood school and the least restrictive. The district is hopeful to see the district percentage drop in this category. An analysis of the Special Education Data Report submitted by December 1 of each school year indicates a steady increase of the number of special education students who are educated inside of a general education classroom for 80% or more of the school day.

Increases are as follows:

2013-2014 School Year: 69.3%

2014-2015 School Year: 69.6%

2015-2016 School Year: 70%

2016-2017 School Year: 73.2%

2017-2018 School Year: 66.7% (The district percentage is above the state target of 62%.

The initiatives mentioned below have aided in keeping students in the general education classroom for 80% or more of the school day.)

At this time, both elementary schools (Cleona Elementary, Annville Elementary) utilize WIN (What I Need) time for all students. During this time, students who are at-risk in area of reading/language arts, are provided additional instruction utilizing research-based interventions daily beyond their instruction in the core curriculum. Interventions currently in use include: Foundations, Early Reading Intervention (EIR), Reaching All Readers (RAR), Read Naturally, Soar to Success, Six Minute Solutions, DIBELS, and QRI. Student progress is consistently monitored within the interventions; based upon their progress, the intensity, frequency, and the type of intervention may be adjusted. After analysis of student data, it is evident the student continues to make minimal or limited progress despite receiving intensive reading interventions during WIN as well as through the rigor of the core curriculum, the student concern will be brought to the Leadership Team (consists of Principal, School Psychologist, School Counselor, General and Special Education teachers). The Leadership Team makes a determination of the next step for the student based on a comprehensive review of data and school records and whether or not to move forward with a multidisciplinary evaluation.

At the middle and high school levels, intervention time is built into each students' schedule. The intervention provided for a student is dependent upon analysis of student data to include results from curriculum-based assessments, PSSA scores and Classroom Diagnostic Tools (CDT). Student progress is monitored; if a student is showing little to no improvement, they are referred to the building level team.

A framework used to assist IEP teams in considering the full range of supplementary aids and services includes four categories of supplementary aids and services for consideration: Collaborative, Instructional, Physical, Transition, and Social-Behavioral. Within the four categories IEP teams may employ the use of paraprofessional support, itinerant in-class support by professional staff, alternate materials and assistive technology, augmentative communication devices, collaboration, co-teaching, differentiated instruction, instructional adaptations, response to instruction and intervention (research-based supplemental materials), thematic units, modified curriculum, materials and assessment, environmental

modifications, social skills training, school wide positive behavior support, and individualized behavior support plans. These are some of the supplemental aides and services provided to the students so they can remain in the general education environment with their non-disabled peers. The IEP team, with consideration of all appropriate Supplemental Aides and Services, remains the vehicle that guides team members in developing least restrictive placements for all children with disabilities. It is only after exhausting all the possible supports, services, and aides along with rigorous documentation and data collection that a team would begin to entertain the possibility of the need to look for an out of district placement.

Specifically, there are several initiatives over the past several years that have and are supporting a high percentage of students with disabilities in the general education environment. Response to Instruction and Intervention (RtII), the Competent Learner Model, and School Wide Positive Behavior Support initiative all support students with disabilities with participation in the general education environment. **RTII-**

All students are screened in September. Letters are sent home for students assigned to tiers 2 and 3. If students are not making adequate progress the RtII team will evaluate, make a determination regarding the best course of action, and update parents accordingly. The Competent Learner Model (CLM) is an integral part of instruction in our autistic support classrooms throughout the district. All students who have been exposed to this program and involved with the curriculum have experienced the benefits of the structured scope and sequence of CLM. CLM enhances the lives of our students through education and life skills, and the repertoires presented in the CLM curriculum provide us a way to achieve that goal and promote the skills necessary for students with autism to participate and benefit from their education across environments.

The Annville-Cleona School District currently has a total of 22 students placed outside the district. The placements were determined by each student's IEP team to meet the needs of each of the students. Due to the Annville-Cleona School District being small, students in need of multiple disabilities support and full time autistic support, students are placed in IU13 run classrooms. Once the district opens an autistic support classroom in 2020-2021 for grades 3-6, students will be brought back to home district. The district utilizes Yellow Breeches Educational Center for students that have violated conduct code due to tobacco/drugs, weapon or physical altercations in the high school. Currently, five students attend Yellow Breeches; two students are graduating in June 2019, one student will transition back to the high school for the 2019-2020 school year due to achieving Level 3 status. There are two students currently placed at The Vista School. Due to each of the student's communication, social behavioral and academic needs and the need for highly structured environment with small student to teacher ratio, this placement is appropriate in meeting their needs. One of the students will be graduating next year.

**Instructional Supplementary aids and services provided Include but not limited to:**

- modifying/adapting curriculum

- allowing alternate ways for students to demonstrate their learning. Example, completing video report instead or orally
- modifying tests/allowing students to take test in learning support room
- delivering instruction in various methods-providing pre-teaching and review of material being taught
- technology (software, iPads, etc.)
- co-teaching
- verbal/visual prompting
- extended time for assignments and tests
- increase support in the classroom (Instructional Assistants, Personal Care Assistants)
- scaffolding
- modified note taking
- hands on manipulatives
- peer supports/mentors
- sensory breaks
- cyber/blended program
- graphic organizers
- hybrid instruction

**Physical Supplementary aids and services provided include but not limited to:**

- use of stability balls instead of chairs for seating
- use of seat cushions
- arranging furniture in a certain way
- adjust sensory needs – lower lighting, provide items to feel (fidget items – balls to squeeze, velcro on desk to feel)
- structural aids – wheelchair ramp
- personal care assistant
- color guides for reading

- cups for drinks
- lower lockers
- step stools
- ear plugs
- exercise band on chair legs
- adjusted lighting
- preferential seating
- sensory room

**Social-Behavioral Supplementary aids and services:**

- use of behavior support plans
- work with the guidance counselor on supporting students
- social skills instruction
- explain when there will be a change in the schedule
- schedules on the students desk
- social stories
- functional behavior assessment
- break cards
- Pre-emptive fire drills – leave before noise and lights
- visual schedules
- self-regulation programs (Zones of Regulation)
- Individual check-in times
- Peer mentor program
- homework help club
- school based counselors
- parent communication (Schoology, via email or phone calls)
- CPI training/certification for staff

**Transitional Supplementary aids and services:**

- job training services
- job shadowing
- tours/visitations
- work crews (paid and unpaid)
- Community Based Instruction
- career presentations
- Lebanon County Career & Technology Center tour
- mini businesses
- community business partnerships offering paid work experience
- OVR counselor monthly meetings with parents and students
- Early Reach OVR
- Work base learning-The Dutchmen Loft

***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.

Behavior Support Policy 113.2 was updated and adopted January 22, 2015. Policy 113.2 outlines research-based practices in section 5 (Guidelines) of the policy. Staff are trained using the CPI Non-Violent Crisis Intervention. The district utilizes the IU#13 and neighboring school district for CPI training. Each building maintains a team of individuals who are trained in Non-Violent Crisis Intervention. Policy states the use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment. The Policy 113.2 states that the district's behavior support

programs shall be based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. When an intervention is necessary to address problem behavior, the types of intervention chosen for a student shall be the least intrusive necessary. The district reports all restraints and are submitted to the state on a quarterly basis.

During the 2013-2014 school year, the Annville-Cleona School District began the process of creating a School Wide Positive Behavior Support (SWPBS) at all three school buildings.

The new behavior system incorporated a school matrix and a behavior committee that met on a monthly basis. The new behavior system was integrated into each school during the 2014-2015 school year. Both elementary schools used the following three rules "Be Responsible, Be Respectful, and Be Ready to Learn." The middle and high school used "Be Responsible, Be Respectful, and Be Safe." Behavior committees continued to meet on monthly basis in order to examine data and to provide support to students who needed a behavioral intervention. All schools created various supports to increase the positive occurrence of "Matrix" behavior by creating the "Principal's 200 Board" and monthly reward days at the elementary level. Students were also acknowledged at the elementary level at marking period assemblies for their behavior. The current behavior system will remain in place due to it demonstrating at the elementary level a decrease in the number of students being sent to the principal and its positive impact on the school climate. Additional incentives and supports will be added at the elementary level in order to ensure that proper data is being collected and to ensure all teachers are using the system in a similar manner. In February of 2019, the Annville Elementary School received School-wide Evaluation Tool (SET) Results Part II and is solidly implementing Tier 1 PBIS with fidelity.

In both the elementary and high school buildings, our school personnel and students have access to work collaboratively with members from outside behavioral health services. Over the course of the last two years we have forged a partnership with a local behavioral health organization offering them a location within our sites to utilize for the sole purpose of meeting with students who qualify for this service. In March 2019, the district approved a service agreement with another in-school therapy provider to provide services to students/families who have health care insurance and who otherwise would not be able to access therapeutic services outside of the school day. This inter-agency collaboration has allowed for all students to gain access to supports that may not have been possible to them otherwise. It has also afforded the school district the opportunity to increase the offerings it can provide to students and families that maintain a focus on positive behavioral supports.

### *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.

Annville-Cleona School District has not experienced any difficulty with traditionally hard to place students, should this need arise the following steps would be taken:

1. The IEP team reconvenes to review the specific programmatic needs of the child based on the identified needs of the student.
2. Programmatic features would be discussed to lay out an ideal program and how that would look in order to meet the identified needs of the student.
3. Current programs being considered are the least restrictive with supplementary aids and services in delivery of FAPE to the student.
4. For those students in need of emotional support at the elementary and middle school level, the district contracts with neighboring LEAs and the Intermediate Unit.
5. Students with autism in need of full time support in grades 3-12 are placed in neighboring school districts or the Vista School depending on need.
6. The school district commits both financial and staff resources to work collaboratively with local agencies to better coordinate services for eligible children. Examples include Early Intervention Transition, IU13 TAC, Integrated Mental Health, Student Assistance Program, CASSP, the Transition Coordinating Council, the Arc, Office of Vocational Rehabilitation, and the Office of Mental Health and Intellectual Disabilities. During each school year several activities and programs designed to facilitate the transition of students from school to postsecondary programs occur. Some activities are career days, IU13 Transition Fair, CTC presentations, post-secondary institution visits, and supports provided including but not limited to job coaching/training.

Annville-Cleona School District currently utilizes placements outside of our own district and has been creative in ensuring programmatic fit to a student's need. To date we have not experienced any gaps in programming due to this planning and utilization of providers outside of our district. As always, we are looking to improve the programming offered to our students within our own schools, and to this end the district will continue to undertake ventures in which we can bring services back into our own buildings which is the least restrictive.

In the 2018-2019 school year, the district added an autistic support classroom at the K-2 level with a supplemental support teacher at the K-2 level.

During the 2019-2020 school year, the district is restructuring middle school to include one emotional support classroom with learning support (inclusive and pull-out).

During the 2020-2021 school year, the district will open an autistic support classroom (utilizing the CLM) at Annville Elementary for those students that will be aging up from K-2 elementary school.

The district intends to continue to evaluate student needs and available resources throughout the duration of this plan.



# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Yellow Breeches at Fishing Creek	Nonresident	Yellow Breeches Educational Center	2
Yellow Breeches Education Center-Fredericksburg	Nonresident	Yellow Breeches Education Center	1
The Vista School	Nonresident	The Vista School	2

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Eastern Lebanon County School District	Neighboring School Districts	Emotional support	1
Intermediate Unit Classrooms in School District buildings	Neighboring School Districts	Life Skills	3
Intermediate Unit Classrooms in School District buildings	Neighboring School Districts	Emotional support	4
Palmyra Area School District	Neighboring School Districts	Emotional Support	1
Intermediate Unit Classrooms at School Districts	Neighboring School Districts	MDS	2
Valley Road Educational Center	Special Education Centers	Emotional Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Class

*Implementation Date:* August 25, 2018

#### PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	16	1
<b>Locations:</b>				
Annville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #2 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	5 to 7	6	1
<b>Locations:</b>				
<b>Cleona Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	7 to 9	20	1
<b>Locations:</b>				
<b>Annville Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #4 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	9 to 12	16	1
<b>Locations:</b>				
<b>Annville Elementary</b>	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #5 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	12 to 14	14	1
<b>Locations:</b>				
<b>Annville-Cleona Middle School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #6 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	12 to 14	14	1
<b>Locations:</b>				
<b>Annville-Cleona Middle School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 18	18	1
<b>Locations:</b>				
<b>Annville-Cleona High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Learning Support	15 to 18	21	1
<b>Locations:</b>				
<b>Annville-Cleona High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #9 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 18	10	1
<b>Locations:</b>				
<b>Annville-Cleona High School</b>	A Junior/Senior High	A building in which General		

	School Building	Education programs are operated		
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**Program Position #10 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Learning Support	15 to 18	10	1
<b>Locations:</b>				
<b>Annville-Cleona High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #11 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 27, 2018**PROGRAM SEGMENTS**

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

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Supplemental (Less Than 80% but More Than 20%)</b>	Emotional Support	15 to 18	15	1
<b>Locations:</b>				
<b>Annville-Cleona High School</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	14 to 21	9	1
<b>Justification: Justification: Students will make meaningful educational progress and not encounter social or emotional difficulties in an instructional grouping that exceeds the applicable maximum age-range under Pennsylvania law, as long as students are grouped with students whose learning levels are expected rates of skill acquisition are within his/her developmental range. Placements in a class with such an instructional group will enable students to be in the least restrictive environment. This statement is documented in each student's IEP that is applicable.</b>				
<b>Locations:</b>				
Annville-Cleona High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Program Position #14 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
<b>Justification: The speech therapist provides services for K-6 in two elementary buildings. The students are grouped according to needs and the age difference is not greater than three years in any session.</b>				
<b>Locations:</b>				
Annville-Cleona School District K-12	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #15 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Class*Implementation Date:* August 25, 2014**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 14	12	1
<b>Justification: Students will make meaningful educational progress and not encounter social or emotional difficulties in an instructional grouping that exceeds the applicable maximum age-range under Pennsylvania law, as long as students are grouped with students whose learning levels are expected rates of skill acquisition are within his/her developmental range. Placements in a class with such an instructional group will enable students to be in the least restrictive environment. This statement is documented in each student's IEP that is applicable.</b>				
<b>Locations:</b>				
Annville Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #16 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 25, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	8 to 12	12	0.24
<b>Justification: Speech therapist provides services to students in the IU life skills classroom individually therefore students are not with peers that are greater than 3 years age difference.</b>				
<b>Locations:</b>				
Annvile Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #17 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: April 1, 2015

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Autistic Support	7 to 10	2	0.2
<b>Locations:</b>				
Annvile Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #18 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Position  
Implementation Date: August 25, 2014

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	5 to 7	2	0.1
<b>Locations:</b>				
Cleona Elementary	An Elementary School Building	A building in which General Education programs are operated		

**Program Position #19 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition  
Implementation Date: August 27, 2018

**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	5 to 7	8	1
<b>Locations:</b>				
Cleona Elementary School	An Elementary School Building	A building in which General Education programs are operated		



**Program Position #20 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* October 1, 2018**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
<b>Itinerant</b>	Speech and Language Support	12 to 17	12	0.2
<b>Justification: The speech therapist provides services for grades 7-12 in the secondary building. The students are groups according to grade level and needs and the age difference is not greater than 3 years in any section.</b>				
<b>Locations:</b>				
<b>Annville-Cleona Secondary Building</b>	A Junior/Senior High School Building	A building in which General Education programs are operated		

**Special Education Support Services**

Support Service	Location	Teacher FTE
<b>Director</b>	K-12 all buildings, other locations where district students are placed	1
<b>Secretary for Special Education</b>	District Office	1
<b>Social Worker</b>	K-12 all buildings	1
<b>School Psychologist</b>	Cleona Elementary, Annville-Cleona HS	1
<b>School Psychologist</b>	Annville Elementary, Middle School	1
<b>School Counselor</b>	Annville Elementary	1
<b>School Counselor</b>	Annville-Cleona MS	1
<b>School Counselor</b>	Annville-Cleona High School	2
<b>Transition Specialist</b>	Annville-Cleona High School	1
<b>Special Education Paraprofessional</b>	Cleona Elementary	3
<b>Special Education Paraprofessional</b>	Annville Elementary	2
<b>Special Education Paraprofessional</b>	Annville-Cleona Middle School	1
<b>Special Education Paraprofessional</b>	Annville-Cleona High School	3
<b>Special Education Paraprofessional Life Skills Support</b>	Annville-Cleona Middle School	0.5
<b>Special Education Paraprofessional Life Skills Support</b>	Annville-Cleona High School	0.5
<b>Personal Care Assistant</b>	Annville-Cleona Middle School Life Skills Support	1
<b>Personal Care Assistant</b>	Annville-Cleona High School	1
<b>Personal Care Assistant</b>	Annville-Cleona High School	1

## Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
<b>Austill's Rehabilitative Services-Occupational Therapy</b>	Outside Contractor	3 Days
<b>The Vista School</b>	Outside Contractor	5 Days
<b>Personal Care Assistant</b>	Intermediate Unit	5 Days
<b>Austill's Rehabilitative Services-Physical Therapy</b>	Outside Contractor	6 Hours
<b>Itinerant Autistic Support</b>	Intermediate Unit	30 Minutes
<b>Personal Care Assistant</b>	Intermediate Unit	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

District-wide data days have been very effective in providing scheduled time for teachers to analyze data.

## District Accomplishments

### Accomplishment #1:

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2011-2012 District Status: **Made AYP**

2010-2011 District Status: **Made AYP**

2009-2010 District Status: **Made AYP**

2008-2009 District Status: **Made AYP**

2007-2008 District Status: **Made AYP**

2006-2007 District Status: **Made AYP**

2005-2006 District Status: **Made AYP**

2004-2005 District Status: **Made AYP**

2003-2004 District Status: **Made AYP**

### Accomplishment #2:

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2010-2011: Increased number of inclusion students K-12

### Accomplishment #3:

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2010-2011: Restructured elementary schedule to provide level two intervention time for Rtii students and enrichment opportunities

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

2011-2012: Restructured secondary gifted programming to provide for additional enrichment and extension opportunities for secondary students

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

2011-2012: Restructured gifted screening and evaluation process to come in line with PDE requirements

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

Summer 2012: Revamped elementary gifted/enrichment services to provide connections to elementary curriculum

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

2011-2012: Revised K-12 mathematics curriculum to align with state/common core standards

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

2011-2012: Revised K-2 language arts curriculum to align with common core standards

#### **Accomplishment #9:**

2011-2012: Revise secondary mathematics and Science course offerings in preparation for Keystone exams

#### **Accomplishment #10:**

2010-2012: Hired transition facilitator and social worker to increase focus on transition planning and social services provided to students in the district

## **District Concerns**

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

The district continues to be concerned with student achievement, especially with Adequate Yearly Progress percentages climbing. In addition, with the implementation of Keystones and the uncertainty of how AYP will be calculated in the near future, the district is concerned with AYP reporting compared to actual student performance.

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

Sub-group performance on Keystone exams and PSSA assessments continues to be an area of focus.

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

Transition planning and access to community services continues to be an area of focus for this LEA

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### **Aligned Concerns:**

The district continues to be concerned with student achievement, especially with Adequate Yearly Progress percentages climbing. In addition, with the implementation of keystones and the uncertainty of how AYP will be calculated in the near future, the district is concerned with AYP reporting compared to actual student performance.

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Sub-group performance on Keystone exams and PSSA assessments continues to be an area of focus.

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Transition planning and access to community services continues to be an area of focus for this LEA

# District Level Plan

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## Action Plans

**Goal #1:** Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### Indicators of Effectiveness:

Type: Annual

Data Source: PSSA and Keystone Exams

Specific Targets: Percent of proficient students in both PSSA and Keystone Exams would increase by 10%.

### Strategies:

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

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf?](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: [http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

#### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions,

the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

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

*Implement a plan for all staff to have access to aligned curricular content*

#### **Description:**

Provide staff development in all content areas. All core content subjects have been realigned and revised according to PA core with a focus on eligible content, higher order questions included directly within the curriculum, personalized learning strategies and differentiated instruction.

**Start Date:** 5/1/2019    **End Date:** 9/1/2022

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

#### **Supported Strategies:**

- Curriculum Mapping

*Implement with fidelity the Edinsight curriculum management tool*

#### **Description:**

Teaching staff will utilize curriculum management tool to access curriculum and student data.

**Start Date:** 5/1/2019    **End Date:** 7/1/2022

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject

- Curriculum Mapping



# District Level Affirmations

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We affirm that this District Level Plan was developed in accordance, and will comply with the applicable provisions of 22 Pa. Code, Chapters 4, 12, 16, and 49. We also affirm that the contents are true and correct and that the plan was placed for public inspection for a minimum of 28 days.

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 Sara Fiebig on 11/13/2019**

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*Board President*

**Affirmed by Cheryl Potteiger on 11/20/2019**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Sara Fiebig on 4/23/2019**

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*Board President*

**Affirmed by Cheryl Potteiger on 4/29/2019**

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*Superintendent/Chief Executive Officer*