

Southern Tioga SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

241 Main St
 Blossburg, PA 16912
 (570)638-2183
 Acting Superintendent: Sam A. Rotella Jr.
 Director of Special Education: Dr. Barbara Kelly

Planning Process

The strategic plan will follow a Continuous Improvement Model shown in **Figure 1**. This six year strategic planning model is a continuous improvement cycle that can be broken down into 3 phases. **Phase 1** is an assessment that will reveal the **Current Reality** of Southern Tioga. Using this information, goals will be created and a vision will be developed during the **Goal Setting Retreat**. During **Phase 2, Action Planning** will map out activities and benchmarks to be followed in order to achieve the goals. **Phase 3** begins the **Plan Implementation** infusing the strategic plan into all that takes place at Southern Tioga. Constant progress assessment and reporting will take place throughout the 5 year plan. However, a formal and comprehensive review of our progress, titled the **Mid-Point Review**, will be completed half way through the adoption. In implementing this model, Phase 1, will take place July and August, and Phase 2 will begin in September and end in December. Phase 3 will begin upon implementation of the strategic plan (July 1, 2015).

Phase 1 will encompass the summer of 2014. In reviewing documents and discussing operations and data with administration and teachers, the administrative team has collected data to create the reality of the district and thus prepare for the goal setting retreat. Understanding the current reality involves a detailed look at internal operations including school programs, assessments, schedules, budgets, and all data that accompanies these operations to identify strengths and weaknesses. This will be accomplished by conducting a detailed review of documents, performing interviews and administering surveys targeting administration, teachers, students, parents, and the community. The reality will also include the needs of the current and future community by conducting an external scan to evaluate opportunities and threats. This will be accomplished by meeting with and collecting data from local organizations including but not limited to district administration, local community leaders, BLaST IU17, Central Pennsylvania Workforce Development Corporation (CPWDC), partnering higher education institutions, and local industry representatives. Once the analysis of the district and community is completed the data will be analyzed & published in a user friendly document, and displayed for public review.

The Current Reality of Southern Tioga will be summarized and presented to the strategic planning committee at a **Goal Setting Retreat**. This committee will be composed of approximately 30 people representing all of our stakeholders including school administration, teachers, local community

leaders, parents, and students. The strategic planning committee will be selected through district appointments, volunteers, and invitation. During this 2 day retreat, the administration team will guide the strategic planning committee members, collaboratively developing a clear vision, and goals to guide Southern Tioga's actions during the next five years. **Action Plan** Committee members will form subgroups to develop goals before the end of the retreat. Upon ending the retreat, goals will be solidified and committee subgroups will be tasked with creating an action plan for each of their specific goals. Over the next month Action Plan subcommittee members will meet and specify the activities, benchmarks, measurable outcomes and resources necessary to accomplish the desired change. These action plans will map out a sequence of events over a five-year period. The action plans will be submitted to the administration team which will in turn complete the required plans as per PDE. Once developed, the completed Strategic Plan and accompanying plans will be submitted in January for public review, school board approval, and submission to PDE.

Strategic Planning Timeline

Timeline	Planning Requirements	Affiliation
June – August 2014	Develop Current Reality	Southern Tioga Administrative Team
September 17, 2014	Goal Setting Retreat	Southern Tioga School Districts Comprehensive Planning Team
September 24, 2014	Goal Setting Retreat	
October 15, 2014	Action Plan Subcommittee meetings	
October 29, 2014	Action Plan Subcommittee meetings	Southern Tioga School Districts Comprehensive Planning Team
November 12, 2014	Action Plan Subcommittee meetings	
December 10, 2014	Action Plan Committee meeting	
January 12, 2015	Present Comprehensive Plan to School Board	
January 12, 2015	Comprehensive Plan submitted for Public Review	Southern Tioga
January 12, 2015	Gifted Plan submitted for public review	Southern Tioga
January 12, 2015	Professional Education Plan submitted for Public Review	Southern Tioga
January 12, 2015	Teacher Induction Plan submitted for Public Review	Southern Tioga
January 12, 2015	Student Services Plan submitted for Public Review	Southern Tioga
February 16,	Board approval of Comprehensive Plan	Southern Tioga

2015		
February 16, 2015	Board approval of Gifted Plan	Southern Tioga
February 16, 2015	Board approval of Technology Plan	Southern Tioga
February 16, 2015	Board approval of Professional Education Plan	Southern Tioga
February 16, 2015	Board approval of Teacher Induction Plan	Southern Tioga
February 16, 2015	Board approval of Student Services Plan	Southern Tioga
February 20, 2015	Submission of Technology Plan	PDE
February 20, 2015	Submission of Professional Education Plan	PDE
February 20, 2015	Submission of Teacher Induction Plan	PDE
July 1, 2015	Plan Implementation	Southern Tioga

Mission Statement

Vision Statement

Vision Statement: Learner Driven

Shared Values

Our Guiding Principles are:

LEARNER DRIVEN

A structure, a philosophy; a framework that empowers learners to have a major voice in their learning.

EMPOWER

All stakeholders have a voice that shall include choice, feedback, opportunities for collaboration and access to information, ultimately resulting in informed contributions to our global society.

ENGAGE

All learners will be provided opportunities for success, self-expression, curiosity and positive risk-taking.

INNOVATE

Encouraging students, family, community and schools to pose questions, problem-solve, seek creative solutions and contribute to the growth of learners.

CONNECT

A belief that learning is a relationship between students, families, schools, community and the global society.

ENDLESS POSSIBILITIES

The philosophy that learning has no end, is boundless; infinite.

POSITIVE SCHOOL CLIMATE

Environments created so all members are supported and feel safe socially, emotionally and physically.

Educational Community

The Southern Tioga School District is located on the major Route 15 corridor in northcentral Pennsylvania. Our boundaries encompass 485 square miles in southeastern Tioga and northeastern Lycoming Counties. The major population communities within our district include Blossburg, which provides the largest source of employment for district residents through Ward Manufacturing, Inc.; Liberty, with its majestic mountains and rural farmlands; and Mansfield, home of Mansfield University.

Professional services and human services are readily available in our immediate area; higher education needs are met through Mansfield University and Pennsylvania College of Technology. Beyond the many services of our own communities, our proximity to the metropolitan areas of Corning and Elmira, New York and Williamsport, Pennsylvania make Southern Tioga School District an ideal location in which to live.

	Townships	
Putnam Township	Morris Township	Rutland Township
Ward Township	Liberty Township	Roseville Borough
Blossburg Borough	Liberty Borough	Mansfield Borough
Bloss Township	Jackson Township	Sullivan Township
Hamilton Township	Cogan House Township	Richmond Township

The Southern Tioga School District (STSD) is a rural district that encompasses three school settings including North Penn-Liberty High School, Liberty Elementary School, Blossburg Elementary School, North Penn-Mansfield High School, and Warren L. Miller Elementary School. The schools are approximately ten miles apart from each other. The major employment in the area consists of Ward Foundry, Oil, Natural Gas industry, Mansfield University of Pennsylvania, as well as outdoor recreation and tourism. STSD currently has approximately 1,790 students attending Kindergarten through grade 12. Student demographic data indicates that 95.55% of the student population is white, 1.67% is Hispanic, 1.28 Black or African American, .56% Asian, .33% American Indian/Alaska Native, .61% Multi-racial. The STSD has 389 identified student receiving special education services. The districts total population of low income students is approximately 47% of the total population.

Planning Committee

Name	Role
Dana Andrews	Parent
Adam Andrews	Parent
Charlie Andrews	Student
Sean Bartlett	Board Member
Josh Beals	High School Teacher - Regular Education
Eric Broughton	High School Teacher - Regular Education
Nanci Burke	Community Representative
Bill David	Administrator
Jason Dominick	High School Teacher - Special Education
Annette Dutchess	Ed Specialist - School Counselor
Deb Focarelli	Elementary School Teacher - Special Education
Kevin Green	Parent
Kelly Honeyfield	Elementary School Teacher - Regular Education
John Hoover	Elementary School Teacher - Regular Education

Dr. Barbara Kelly	Administrator
Ann Kieser	Ed Specialist - Instructional Technology
Gretchen Lawrence	Parent
Jesse Maine	Administrator
Nathan Mcnamara	Elementary School Teacher - Regular Education
Nancy Nance	High School Teacher - Special Education
Tom Nelson	High School Teacher - Regular Education
Shane Nickerson	Business Representative
Julie Nowak	Community Representative
Amy Nybeck	Elementary School Teacher - Regular Education
Dianne Ostrom	Elementary School Teacher - Regular Education
Ellen Reed	Elementary School Teacher - Special Education
Allison Root	Parent
Sam Rotella	Administrator
Holly Smith	High School Teacher - Regular Education
Mitch Stetter	High School Teacher - Regular Education
Bill Swingle	Administrator
Derek Wheeland	Business Representative
Patty White	Administrator

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

No standards have been identified for this content area.

Elementary Education-Intermediate Level

No standards have been identified for this content area.

Middle Level

No standards have been identified for this content area.

High School Level

No standards have been identified for this content area.

Explanation for any standards checked:

This narrative is empty.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

This narrative is empty.

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.

This narrative is empty.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

- Administrators
- Building Supervisors

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

Classroom Walk-throughs are conducted on a weekly basis by building principals. The director of Special education is in the classrooms on a daily basis to observe effective implementation of curricula. The Director of Curriculum, Instruction & Assessment is in the classrooms conducting walk-through observations of student learning and alignment to the curricula and standards. A system is in place to provide instantaneous feedback through multimedia tools to teachers and administrators which invites an open communication process during walk-throughs, formal and informal observations.

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

Building Principals, Director of Curriculum Instruction & assessment, Director of Special Education, and the superintendent are working together to create a system to examine lesson plans. This group has also planned to partner with teachers to design a lesson plan template to be used district wide for a more common implementation.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

Differentiated instruction is used to meet student needs.	Full Implementation
A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Elementary Education-Intermediate Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was
This narrative is empty.

High School Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Implemented in

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

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

The Administration is currently looking into alternate ways of scheduling students to better meet student individual needs and provide a continuously challenging and rigorous environment

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.

Currently our Employment pool in the area is low, and seems to be constantly dwindling. We currently advertise vacancies at the state level through PSBA, local newspapers, and through our IU. We hire teachers who are highly qualified in tier field, and assess teacher performance and placement on an annual basis.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses			
English			
Mathematics			
Social Studies			
Science			
Physical Education			
Health			
Music, Art, Family & Consumer Sciences,			

Career and Technical Education			
Electives			
Minimum % Grade Required for Credit (Numerical Answer)			

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *No graduation requirement specifics have been identified.*

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	X
Keystones			X	X
Curriculum Based Assessments	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4 Sight		X		
Study Island		X		
DIBELS	X	X		
AIMS WEB	X	X		

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Classroom Diagnostic Tools			X	X

Diagnostic Assessments

No methods or measures have been identified for Diagnostic Assessments

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

During Act 80 days, time is allotted for teachers to meet in teams and discuss common assessments and review peer assessments

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.

Data tools like Performance Tracker, PVAAS, and e-Metric are used to cultivate and evaluate student achievement on state and local assessments. Teachers spend time during Act 80 days in grade level and subject level teams analyzing data and creating intervention plans in order to address individual and group misconceptions and areas which are in need of improvement.

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.

Information is cultivated through the use of our local data management tool (Performance Tracker) by teachers and principals. This information is used to schedule students in future courses. Students who are in need of remediation receive 1:1 time with teachers during the school day, and after school if needed. At the elementary level, an RTII model is in place to provide a structured plan of interventions for struggling students. At the high school level, a tutorial period provides a time for students to receive focused remediation in areas where they may need improvement

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Our Multi-age program has a standards based report card that identifies student level of mastery. PSSA and Keystone Results are shared with students and parents, these results report on the mastery of standards that students have achieved. Instruction is modified and tailored to student needs related to mastery of eligible content and standards.

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

We currently have an intervention toolkit for our teachers, however this needs to be updated to align to the PA Core (Academic Standards). We are currently updating this document to meet the needs of our teachers and the students.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

Teachers include a description of Summative assessments in their syllabus, course description, parent conferences, and daily interactions with the public. We post updates and disseminate information utilizing social media (Facebook, Twitter, Remind, and Instagram), our district website, and newsletters. To prepare for PSSA and Keystone assessments, building principals send home letters describing the importance, administer mass phone calls to student households, and host informational meetings at the schools. Our school calendar delineates the dates in which Keystones and PSSA's will be administered to students.

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

This narrative is empty.

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.

1. Student data is analyzed when received from the state
2. Title I funding is used to provide structured support through professional development of research based best practices and Reading specialists
3. Student Learning Objectives (SLO) are created by each teacher to address classroom goals and increase student accountability
4. Schools are required to create a School improvement plan
5. PVAAS data is analyzed by leadership team and faculty to identify areas that need improvement

Programs, Strategies and Actions

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

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

This narrative is empty.

Identifying and Programming for Gifted Students

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

Southern Tioga's Process for Identifying Gifted Children

The Southern Tioga School District referral process for gifted multidisciplinary evaluation shall be made when the student is suspected by teachers or parents of being gifted and not receiving an appropriate education under Chapter 4 (relating to academic standards and assessment) and one or more of the following apply:

1. A request for evaluation has been made by the student's parents.
2. The student is thought to be gifted because the school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom.
3. A hearing officer or judicial decision orders a gifted multidisciplinary evaluation.

Parents who suspect that their child is gifted may request a gifted multidisciplinary evaluation of their child at any time, with a limit of one request per school term. The request must be in writing. The school district shall make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of the school district, that individual shall provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request.

Multidisciplinary evaluations shall be conducted by GMDTs. The GMDT shall be formed on the basis of the student's needs and shall be comprised of the student's parents, a certified school psychologist, persons familiar with the student's educational experience and performance, one or more of the student's current teachers, persons trained in the appropriate evaluation techniques and, when possible, persons familiar with the student's cultural background. A single member of the GMDT may meet two or more of the qualifications specified in this subsection. Gifted multidisciplinary evaluations must be sufficient in scope and depth to investigate information relevant to the student's suspected giftedness, including academic functioning, learning strengths and educational needs. The GIEP team shall base educational placement decisions on the gifted student's needs.

Gifted Special Education program at Southern Tioga

Gifted education for each gifted student which is based on the unique needs of the student, not solely on the student's classification. The Southern Tioga School District provides gifted education for gifted students which enable them to participate in acceleration or enrichment programs, or both, as appropriate, and to receive services according to their intellectual and academic abilities and needs. The districts uses administrative and

instructional strategies and techniques in the provision of gifted education for gifted students which do not require, but which may include, categorical grouping of students.

1. Enable the provision of appropriate specially designed instruction based on the student's need and ability.
2. Ensure that the student is able to benefit meaningfully from the rate, level and manner of instruction.
3. Provide opportunities to participate in acceleration or enrichment, or both, as appropriate for the student's needs. These opportunities must go beyond the program that the student would receive as part of a general education.
4. The Southern Tioga School District offers a Duel Enrollment opportunity with a local college to advance education of our students.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Quarterly

Elementary Education - Intermediate Level

- Quarterly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

1. Once a year teachers meet with all parents to discuss student progress and how the parent can support at home
2. Teachers provide resources through online tools for parents regarding classroom activities, student progress, student engagement and participation and assessment reminders.

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
1. Our local Preschool programs are housed in our buildings and we have leadership team members that sit on their operating boards.
 2. We currently do not run after school programs in our buildings.
 3. We have a partnership with the school to work program which monitors students on the job, and finds employment opportunities that fit student interest. Our district hosts an annual career fair in which over 100 employers come to our schools to educate students about future employment opportunities in our area and beyond.
 4. Tutoring is currently offered to students at the middle and high school level during school over a tutorial period that every student has once a day.

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.

There are very few agencies in our service area for children with disabilities, and those that exist are most frequently connected with either medical providers or Tioga or Lycoming Counties. When students with any need for support register in the school district, immediate and specific accommodations are planned in conjunction with the school building administrator, head teacher (homeroom or support), and any agencies involved. This can be a Child and Adolescent Service System Program (CASSP) meeting, but certainly is done informally as well, as needs and services dictate. Often services needs are identified via Early Intervention services, again through the Tioga County / Lycoming County Department of Human Services.

There are currently no Pre-kindergarten programs operated directly by the LEA nor operated under contract with the LEA.

The Southern Tioga School District uses a multi-step process to provide a smooth, child-focused transition into the school setting. The kindergarten registration process is an active time where students who are registered to attend in small groups, actually participate in learning centers of a variety of types. While these children are actively participating, they are also being assessed by a small group of professionals, staff members of different specialties, who perform this task over the period of one week for the entire district. The information gleaned in this process, along with parent surveys, allows teaching professionals to connect with each student, understand the background and abilities of each student, and begin to form a relationship with the student and their families over the summer before the student starts school.

The next phase of the transition program includes a three-day "Kinder-camp." These truncated school days allow for a more gradual transition from the students' prior setting into kindergarten. We request, and almost always receive, 100% parent involvement in this program. This serves three purposes - it transitions the child to the school setting, it allows them to have the comfort of their parent in the room as a safety net, and it exposes parents as to the expectations and daily operations of the school setting. We are pleased to report that parents often provide positive feedback and a connecting experience with their children as a fourth benefit. The Kinder-camp process also allows for the teachers to begin the face to face bonding with their students, which again, promotes continued introduction over the summer before school starts.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
A robust supply of high quality aligned instructional materials and	Needs

resources available	Improvement
Accessibility for students and teachers is effective and efficient	Needs Improvement
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Once our curriculum is aligned to the PA Academic Standards, a resource list will be created to provide teachers with suggestions and availability of curriculum aligned materials and resources.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Once our curriculum is aligned to the PA Academic Standards, a resource list will be created to provide teachers with suggestions and availability of curriculum aligned materials and resources.

Middle Level

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

Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing
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Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Once our curriculum is aligned to the PA Academic Standards, a resource list will be created to provide teachers with suggestions and availability of curriculum aligned materials and resources.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

This narrative is empty.

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

Once our curriculum is aligned to the PA Academic Standards, a resource list will be created to provide teachers with suggestions and availability of curriculum aligned materials and resources.

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered

PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
Early Childhood Education: Infant-Toddler & Second Grade	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected”

This narrative is empty.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered

Further explanation for columns selected”

This narrative is empty.

Middle Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered
History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected”

This narrative is empty.

High School Level

Standards	Status
Arts and Humanities	Not answered
Career Education and Work	Not answered
Civics and Government	Not answered
PA Core Standards: English Language Arts	Not answered
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Not answered
PA Core Standards: Mathematics	Not answered
Economics	Not answered
Environment and Ecology	Not answered
Family and Consumer Sciences	Not answered
Geography	Not answered
Health, Safety and Physical Education	Not answered

History	Not answered
Science and Technology and Engineering Education	Not answered
Alternate Academic Content Standards for Math	Not answered
Alternate Academic Content Standards for Reading	Not answered
American School Counselor Association for Students	Not answered
English Language Proficiency	Not answered
Interpersonal Skills	Not answered
School Climate	Not answered
World Language	Not answered

Further explanation for columns selected”

This narrative is empty.

Professional Education

Characteristics

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

District's Professional Education Characteristics	EEP	EEI	ML	HS
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for gifted students are aligned to each other, as well as to Pennsylvania's academic standards.	X	X	X	X
Provides leaders with the ability to access and use	X	X	X	X

appropriate data to inform decision making.				
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.				
Instructs the leader in managing resources for effective results.				

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

This narrative is empty.

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

Future Professional development opportunities will begin to incorporate students and parents into workshop offerings. Schools will begin to develop community and parent workshops to extend learning out of the classroom and strengthen connections between parents, the community and teachers

Strategies Ensuring Fidelity

- Using disaggregated student data to determine educators' learning priorities.

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

Student Data, Teacher surveys, and leadership team suggestions provide the data used to select professional development opportunities for our faculty and staff.

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

A Professional Development Team will be created to oversee professional development planning and monitoring. This Team will weigh all decisions against our district vision and beliefs utilizing student data, faculty needs assessment surveys, and school specific needs.

Induction Program

- 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 know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

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

Due to the varying levels of experience, expertise, and needs of the new teacher, recommendations for building level activities are provided as opposed to a specific set of criteria. This will allow individualizing the teacher induction experience, providing a more meaningful and effective result. Building Level Activities are outlined in two categories, Focus Topics and General Topics.

Focus Topics:

Focus Topics are currently implemented district initiatives in which new professionals will become involved. The mentor and principal can assist new professionals by sharing information that was previously provided on the topic and make connections with the path taken by each school, i.e. where does the new professional fit on the school team? These topics may be modified as the district initiatives transform.

1. **Teaming**

Professional learning teams are a vehicle for teacher professional growth and ongoing learning focused on effective classroom instruction. Teams meet regularly throughout the year with the shared goal of identifying students' needs and increasing students' learning. Team meetings are organized and teachers use defined protocols and procedures to guide their work. Team activities may include examining student achievement data, reflecting on recent instructional strategies, monitoring student progress, planning instructional activities, and assessing instructional effectiveness. Team journals are used to record meeting notes and to document decisions and interventions.

1. **Professional Development Academies**

STSD professionals recognize the need to remain current in many and varied areas of educational theory and practice. For this reason, the current three-year strand of professional development includes seven academies which address several of the most critical educational areas. In the academies, teams of cross-district and cross-grade level teachers will work toward expertise over a period of several days in August. These teachers will then go back to their buildings and be the "experts" in each of their academy areas. Each year, for three consecutive years, teacher cadres will be trained in different academies.

1. **Response to Intervention**

Reaching the goals of NCLB will require real change in the way student needs are addressed. It is recognized that student's needs are individual and that instructional strategies must be differentiated to meet those needs. Reading is recognized as the most critical student learning piece in education. Southern Tioga educators use data and research to adjust curriculum and to select teaching strategies. In addition, they will learn to differentiate strategies according to student needs. A reference guide of strategies is available from the Special Education office and will be provided to all new professionals.

1. **Use of Assessments to Drive Instruction**

Southern Tioga professionals, both administrators and teachers, realize that the changing needs of learners and the requirements of PSSA, PASA and NCLB demand specific, collaborative, and continual response to student learning needs. District educators need to embrace systematic change in the way they deliver instruction. Assessment must become

the starting point from which decisions about how student needs are met are made. Collaboration among classroom teachers, reading specialists, special education staff, and administrators must become an integral part of decision-making activities. The District utilizes formative assessments and data analysis systems such as 4 Sight, Dibels, Study Island, FastForward, which new professionals are expected to learn and incorporate into their everyday instruction.

General Topics

: General Topics are a list of items that may be included in the weekly and/or monthly building level activities. Selection and number of items addressed is, again, left to the building level team's decision.

1. Classroom management
2. Attendance procedures
3. Schedules: teachers/students
4. Extra duty assignments
5. Lesson plans
6. Differentiated instruction
7. Student assessment, grading
8. Emergency Management: fire drill/lock-down procedures, emergency phone numbers
9. Early dismissal/late start of school day
10. Textbooks, instructional materials
11. Technology: network access, use of labs, availability of other technology equipment, requesting a repair, internet use in classroom, staff email accounts
12. Field trip procedures
13. Staff conference requests
14. Board policies
15. Student discipline procedures
16. STAR and District Probation Programs
17. District Student Rules and Regulations
18. Curriculum guides/planned documents
19. Act 80 Day schedules and activities
20. PSSA preparation and testing

21. Materials acquisition and building budgets
22. Guidance services
23. School nurse services
24. Library services
25. Parent/teacher conference procedures
26. Parent communications
27. Special education program recommendations/school psychologist
28. Student Assistance Program
29. Community resources
30. Extracurricular activities
31. Meeting students individual needs
32. Professionalism, ethics, professional demeanor
33. Confidentiality
34. Interaction with and support of colleagues
35. Importance of teacher self-image
36. Continued professional development/graduate course work

Classroom Visitations and Reflection on Practice

Another component of teacher's success in their work with students is professional learning and growth. A public school provides a vast resource for new teachers to learn about instruction by simply visiting classrooms and observing their colleagues work. Reflecting on the observations in a structured manner, or framework, will lead the new teacher to identify areas that can be integrated into his/her classroom, which may include classroom management techniques, lesson plan development, instructional strategies, and content area resources, just to name a few.

This program calls for six classrooms visits, two of which should be out of the home school. The new teacher, mentor and principal may all have suggestions for appropriate visitation locations. The new teacher should take the responsibility to contact the teacher to be visited and request release time from the principal. Following the visitation, the mentor and new teacher should meet to discuss the observations made and reflect on what worked, what did not, and how any of these strategies may be incorporated into the new teachers work. Danielson recommends using her framework as "... a useful tool in defining good teaching. Research has clearly demonstrated that reflection on practice improves teaching. Using a framework to guide such reflection enhances the value of the activity and makes

teaching more purposeful, thoughtful, and rewarding (2007, p. 168).” The Interview Protocol for a Post-observation (Reflection) Conference is provided in Danielson’s publication *Enhancing Professional Practice A Framework for Teacher* (2007, p. 171). Following the classroom visit, new teachers should answer the questions on this form and record their observations. This information can then be used as a discussion point with the mentor and for the new teacher’s individual reflection on the experience. The mentor is sure to have a different perspective and can assist the new teacher in considering the various aspects of the visited teacher’s practice. Simply put, reflection is important to professional growth because, “. . . we learn not from our experience but from our thinking about that experience. It is the thinking that matters (Danielson, 2007, p. 168).”

Teacher Induction Program Completion Process

Each new professional is expected to attend the district workshop, meet with the building level team as defined, participate in classroom visits as outlined in this plan, and maintain a log of induction activities using the Teacher Induction Criteria for Completion Record. Upon completion, the form should be forwarded to the principal for approval and recommendation to the Superintendent. The new professional will receive a completion letter at the end of the program. A copy of the letter and the Teacher Induction Criteria for Completion Record will be placed in the professional personnel file. This documentary evidence will meet the State Board of Education’s requirements for Induction program participation and permanent certification. The mentor should complete and submit the Supplemental Contract Reimbursement Form for payment of the mentor contract.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.

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

District Level Team

The Superintendent

will be responsible for approving and implementing Teacher Induction, approving new teacher completion of Teacher Induction, and addressing the following induction topics:

- Roles and responsibilities of the principals and mentors
- District mission and vision
- Current status of the district's educational program

The Director of Human Resources

will facilitate the Teacher Induction Program through the following responsibilities:

- Identify professionals requiring Teacher Induction
- Monitor employment of mentors
- Track Teacher Induction Plan completion and reporting to the PA Department of Education
- Prepare and distribute district-level orientation materials (see Appendix A)
- Organize district level meetings
- Provide information to new teachers regarding teacher certification requirements, the Professional Code of Conduct, salary and benefits.
- Serve as a resource to mentors and new teachers regarding Teacher Induction requirements
- Serve as a resource to mentors and principals regarding employment salary and benefits

The Supervisor of Curriculum

and Instruction will be responsible for the following induction topics:

- District Professional Development program
- Educational Teams
- Serve as a resource to new teachers regarding district curricular programs and services

The Supervisor of Special Education

will be responsible for the following induction topics:

- District special education and gifted programs and services
- ESL program
- Teaching diverse learners in inclusive settings and Response to Intervention
- Serve as a resource for special education, ESL, gifted programs and services

The Director of Technology

will be responsible for the following induction topics:

- District technology programs and services
- Acceptable use practices and guidelines
- Providing access to and orienting new staff to the District network
- Serve as a resource to new teachers for technology programs, services, and resources

The Director of Business Affairs

will be responsible for the following induction topics:

- Business office services
- Serve as a resource to new teachers for business office services

Building Level Team

The **principal** will be responsible for the following:

- Recommend mentors
- Attending district level workshop
- Facilitate building level induction activities
- Monitor the mentoring component of the program
- Monitor the new teacher's progress and recommend adjustments to the building level program as needed
- Meet monthly with the mentor and new teacher to discuss the induction process to date and provide assistance as needed.
- Guide mentor/new teacher topics of discussion, making recommendations that meet the new teachers needs
- Recommend and approve new teacher classroom visits
- Recommend the new teacher for program completion

The mentor

will be responsible for the following:

- Attending district level workshop
- Establish a rapport with the new teacher

- Complete the assessment and completion record forms.
- Help new teacher identify most immediate and pressing needs
- Help with ways to organize and manage the classroom
- Suggest ways to plan for and implement instruction, if appropriate
- Recommend and assist with arrangements for new teacher classroom visits and follow-up with mentor/new teacher discussion following visits
- Meet with new teacher a minimum of once per week and communicate needs, discuss current topics.
- Meet with the principal and new teacher a minimum of once per month
- Serve as a resource, acting as a person with whom the new teacher may discuss any school building or education related question or topic
- Assist the new teacher in areas identified by the principal

The new teacher

will be responsible for the following:

- Attending district level workshop
- Complete the Teacher Induction assessment and completion records forms.
- Establish a rapport with the mentor and principal
- Meet with mentor a minimum of once per week and communicate needs, discuss current topics
- Meet with the principal and mentor a minimum of once per month to discuss the induction process to date and address current topics
- Participate in new teacher activities
- Maintain a personal journal. Log observations, events, activities, topics, and questions to be discussed with mentor and/or principal. Utilize the journal to reflect on classroom instruction and success/difficulties with individual lesson plans, if desired.
- Seek out visitation locations, request release time from the principal for visits, and discuss observed activities with mentor, using classroom visit discussion model presented later in this document

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

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must have knowledge of LEA policies, procedures and resources.
- Potential mentors must be willing to accept additional responsibility.

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

The principal will identify an appropriate professional staff member to serve as a mentor for each new teacher and educational specialist. In addition to being an accomplished teacher or educational specialist, the mentor should be willing to share his/her knowledge and experiences with the new professional. "One of the greatest gifts an experienced teacher can offer the profession is to serve as a mentor to a novice. By sharing acquired wisdom, the veteran can spare the beginner hours of time and countless occasions of self-doubt. By serving as a friendly critic or just a patient listener, the mentor can assist the novice in identifying those areas of teaching that will benefit most from focused attention (Danielson, 2007, p. 175)."

The following criteria for selection of mentors will be utilized:

- Three years' experience in the district
- Demonstrated leader in his/her field and/or the school
- Knowledgeable of current instructional and classroom management techniques
- Portrays a positive attitude toward the teaching profession and is seen as a good role model
- Respected by his/her fellow professionals

The principal will confirm the professional's interest in being a mentor, then send written recommendation to the Director of Human Resources.

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

This narrative is empty.

Induction Program Timeline

Topics	Aug-Sep	Oct-Nov	Dec-Jan	Feb-Mar	Apr-May	Jun-Jul
Code of Professional Practice and Conduct for	X					

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The District Act 48 Committee has been charged with development and review of Teacher Induction. This Committee is comprised of administrators chosen by administrators, teachers chosen by teachers and educational specialists chosen by educational specialists. A professional staff representative and an alternate is requested from each school building in the District. Committee members are selected annually. The principal facilitates the selection of the professional staff representatives at each building. A prior year's committee member may continue the following year if chosen by his/her peers to do so.

The prior year's Teacher Induction document was reviewed by District Administrators, who assessed the basic mentoring process as functioning effectively and meeting the needs of new teachers and the expectations of the principals. Current educational philosophy and practices were incorporated into a draft document, then distributed to the Act 48 Committee for input, revision and recommendation. The final document will be approved by the Superintendent and recommended to the PA Department of Education for approval, along with the Strategic Plan. The Teacher Induction document will be reviewed by the Act 48 Committee at least every three years, the mid-point of the Strategic Plan cycle. Significant changes will be evaluated by the Act 48 Committee and recommended for approval as needed.

Each new professional is expected to attend the district workshop, meet with the building level team as defined, participate in classroom visits as outlined in this plan, and maintain a log of induction activities using the Teacher Induction Criteria for Completion Record. Upon completion, the form should be forwarded to the principal for approval and recommendation to the Superintendent. The new professional will receive a completion letter at the end of the program. A copy of the letter and the Teacher Induction Criteria for Completion Record will be placed in the professional personnel file. This documentary evidence will meet the State Board of Education's requirements for Induction program participation and permanent certification. The mentor should complete and submit the Supplemental Contract Reimbursement Form for payment of the mentor contract.

Recording Process

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

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

Special Education

Special Education Students

Total students identified: **389**

Identification Method

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

CHILD FIND PROCESS

The Southern Tioga School District provides a systematic and comprehensive approach to providing services and supports to students who may be exhibiting academic, behavioral, and /or social /emotional difficulties in the school setting. Each school building has a Pre-referral/ multi-tiered support team. This team is comprised of special education teachers, regular education teachers, guidance counselors, and reading specialists. Parents are in the planning process. The team meets frequently to address the needs of students. When a student is experiencing difficulties, a teacher, parent, and/or administrator can bring an issue to the team. The team will then brainstorm interventions. Data and information is collected in order to assess the concerns related to the students' progress. An Individualized Intervention Plan is developed.

The Southern Tioga School District works with IU#17, BLaST, to advertise child find information to the public.

Information collected includes: 4 sight, classroom assessments, PSSA, classroom diagnostic tools, DIBELS (reading assessments), Study Island benchmarks, Curriculum-based Assessments, Keystone results, and teacher observations of the student.

Based on a review of the collected data the team will then develop an intervention plan.

Intervention plans include; person responsible for monitoring the plan, peer mediation and helpers, Title 1 services, SAP (student Assistance Programs), RTII (Response to Instruction and Intervention), Informal support, crisis intervention, and outside agencies if needed. If the plan is deemed unsuccessful by the team after a reasonable period of time, and it is believed by the team that a student may have a disability that requires extraordinary or continued interventions, a referral will be made to the school psychologist to complete a multidisciplinary evaluation. The Southern Tioga School District uses the discrepancy model in identifying students. Parents will be part of the team and sign for the evaluation.

PSYCHOLOGICAL SERVICES

The school psychologist serves on a variety of teams within the district. The pre-referral/multi- tiered system of support team refers to the school psychologist when expertise is needed for information and intervention ideas. They conduct multidisciplinary evaluations (MDE) for possible identification of students who may have a disability requiring interventions through a student service plan (Chapter 15: SSP) or an Individualized education Plan (Chapter 14; IEP). The involvement of the school psychologist in a formal matter requires parental consent.

MULTIDISCIPLINARY EVALUATION (MDE)

This process is used to determine or recommend whether a student is disabled or exceptional and is in need of specially designed instruction. Evaluations will be sufficient in scope and depth to investigate information relevant to the students suspected disability. Physical, cognitive, sensory, learning and learning strengths will be assessed as needed. The assessment must include information to assist the group of qualified professionals and parents to determine whether the student has a disability and is in need of special education and related services. The time line of 60 calendar days begins with parent signature on the Permission to Evaluate form, and when the district receives the signed permission to evaluate. Reevaluations occur every two years, through parent request, or when needed to obtain more information about the student. Information is provided and data is examined by a team including the (parent/ guardian, school personnel, and any other resource persons to determine whether to recommend services in any of the following areas:

- Gifted support
- Autistic Support
- Blind and Visually Impaired Support
- Physical Support
- Speech and Language Support
- Emotional Support
- Learning Support
- Multiple Disabilities Support
- Life Skills Support

SPECIFIC LEARNING DISABILITIES (SLD)

When the Southern Tioga School District evaluates students for a specific learning disability the severe discrepancy model is used. The school psychologists complies with Chapter 14.125 regulations and the criteria for determining a student with a Specific Learning Disability.

PARENT REQUESTS FOR EVALUATIONS

Parents of students in the Southern Tioga School District have the right to refuse pre-referral screening processes and can request an evaluation at any time. When this occurs the parent is provided the "Parental Pennsylvania Consent/ Permission for Evaluation" permission form. When the form is signed and returned to the district, the evaluation time-line commences, (60 calendar days, excluding summers) to complete the evaluation and conduct an (ER) evaluation report meeting.

Enrollment

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

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

DEMOGRAPHIC INFORMATION

The Southern Tioga School District is located on the major Route 15 corridor in northcentral Pennsylvania. Our boundaries encompass 485 square miles in southeastern Tioga and northeastern Lycoming Counties. The major population communities within our district include Blossburg, which provides the largest source of employment for district residents through Ward Manufacturing, Inc.; Liberty, with its majestic mountains and rural farmlands; and Mansfield, home of Mansfield University.

Professional services and human services are readily available in our immediate area; higher education needs are met through Mansfield University and Pennsylvania College of Technology. Beyond the many services of our own communities, our proximity to the metropolitan areas of Corning and Elmira, New York and Williamsport, Pennsylvania make Southern Tioga School District an ideal location in which to live.

<u>Blossburg Schools</u>	<u>Liberty Schools</u>	<u>Mansfield Schools</u>

Putnam Township	Morris Township	Rutland Township
Ward Township	Liberty Township	Roseville Borough
Blossburg Borough	Liberty Borough	Mansfield Borough
Bloss Township	Jackson Township	Sullivan Township
Hamilton Township	Cogan House Township	Richmond Township
Covington Township		

The Southern Tioga School District (STSD) is a rural district that encompasses three school settings including Liberty High School, Liberty Elementary School, Blossburg Elementary School, Mansfield High School, and Warren L. Miller Elementary School. The schools are approximately ten miles apart from each other. The major employment in the area consists of Ward Foundry, Oil, Natural Gas industry, Mansfield University of Pennsylvania, as well as outdoor recreation and tourism. STSD currently has approximately 1,799 students attending Kindergarten through grade 12. Student demographic data indicates that 95.55% of the student population is white, 1.67% is Hispanic, 1.28 Black or African American, .56% Asian, .33% American Indian/Alaska Native, .61% Multi-racial. The STSD has 389 identified student receiving special education services. The districts total population of low income students is 789 students out of the 1,799.

DISABILITY GROUPS

There are no disability groups disproportionately represented by a higher or lower identification rate in STSD. STSD ensures that all assessments and evaluation materials are selected and administered so no discrimination on a racial or cultural basis occurs. When necessary, assessments and evaluations deemed will be administered in a language and form that most likely provides accurate information about the student.

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?

Host District Obligation for PA. School Code Section 1306

There are no facilities for non-residential students currently in the STSD boundaries. Services are provided for students whose parents are not residents of STSD, but are placed in Foster care within the district.

Educational Obligation

If a student is a non-residential student, STSD reviews all educational data provided at the time of the students' enrollment, to ensure the continued provision of IEP and related services. The parent/guardian and home school district are provided all PDE Special Education notices and are invited to all Individual Education Program and evaluation/re-evaluation meetings.

Barriers Turned Into Opportunities

The Southern Tioga School District is in a rural setting. We do have the resources in the Mansfield attendance area to send our more severe students to a work and/or sheltered workshop called Partners and Progress. The student is evaluated in transitional meetings and set up in a work situation that ranges from one- to- one help in the setting, to outside services in the community. Some examples are cleaning crews, working in food services, or working at a local business with a job trainer to teach skills for the job. Students are placed at the sheltered workshop making multiple metal joints for the local foundry, Ward Manufacturing. Some jobs are paying jobs, while other jobs are in a work/ skill setting. Our life skills students learn about money, banks and spending habits. These skills are taught at the school setting and workplace. Our communities are small but willing to help students with special needs by doing apprenticeships, and working with the schools to help students learn skills in the work world settings.

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).

Incarcerated Students

Placements for Southern Tioga Students who are incarcerated are educated by the LEA where the prison/ institution is located. When and if this occurs the Southern Tioga School District contracts with the host district to ensure a smooth transition with student data and continuity of educational data as outlined in the students' IEP. There are currently no STSD students in an incarcerated setting.

Least Restrictive Environment

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

The Southern Tioga School District Process to Assure Least Restrictive Environment (LRE)

The Southern Tioga School District has a dedicated commitment to maintaining students in the regular education settings. The district ensures that students with disabilities are educated with their non-disabled peers "to the maximum extent appropriate" that is provided. Removal of students with disabilities from the regular classroom setting occurs only when the educational setting, supplementary aids and services do not lead to progress for the student. When the setting is not conducive for the student, the IEP and data is reviewed. Interventions and strategies are reviewed and the team determines the most appropriate placement for the student.

The Southern Tioga School District is a proactive system that works with all students in the least restrictive environment. The Southern Tioga School District historically uses outside educational settings at a minimum. Students placed outside the district have been severely disabled and in need of significantly specialized programming. STSD, provides many supports and services. The district staffs 28 paraprofessionals, who are all highly qualified. We also work closely with contracted agencies to provide (TSS) therapeutic staff supports for children that qualify for this service. Most of the identified students are educated in the regular education setting, with supports and services prior to considering a more restrictive setting.

Southern Tioga School District will continue throughout the time span of this plan to integrate research based systems and supports to assist our students in progressing within the regular curriculum.

PDE Sponsored Activities/ Best Practices Implemented in STSD

The STSD provides in-service training, faculty meetings and classroom visitations, for all of their teachers. School administration and classroom teachers are trained in differentiated instruction, inclusion practices, strategies for addressing the needs of autistic students, School-Wide Positive Behavior Support, progress monitoring, Response to Instruction and

Intervention, data collecting and analysis, and have access to all training materials. The BLAST IU 17 staff also provide training on-site which included the following:

- Autism Support
- QBS Behavior training
- Functional Behavior Assessment/ Positive Behavior Support plans
- RTII training
- Inclusive practices
- Safety training
- Instructional Support training
- Data collection and analysis

Training is offered during 12 Act 80 days scheduled throughout the school year. Staff training is done in a variety of methods; other school visitations, guided practice, hands on workshops, classroom modeling, large and small group training.

In addition to the IU training, the 12 Act 80 days provide training by administrators and peers offering support on PSSA testing, Functional behavior assessments, PVAAS growth analysis, Standard Aligned Systems, progress monitoring and the Keystone assessment system. Data that is collected from the variety of systems is then used to guide instruction, provide individualized remediation and differentiated instruction. The Southern Tioga School District, due to its rural location also utilizes on-line webinars and training through PaTTAN (Pennsylvania Technical Assistance Network). Training from this source include alternative assessments, SAS, the new teacher evaluation tools, para professional competencies, adapting the curriculum, and assistive technology.

SPP TARGETS ASSURING LEAST RESTRICTIVE ENVIRONMENT (LRE) REQUIREMENTS

The Southern Tioga School District students with severe disabilities have the ability to work outside the classroom in the Partners in Progress facility, located in Mansfield, Pa, within the STSD area. All students with autism and intellectual disabilities are with their non-disabled peers in a variety of elective classes, extra-curricular activities as well as non-academic activities. Many students are on the athletic teams, and also in the band and chorus. The components of the life skills classroom curriculum focuses on career and job opportunities. Transition meetings are included in every students IEP as they meet the age requirement. Transition meetings include school personnel, county personnel, LEAs and outside job coordinators, and parents.

Professional development is offered annually to staff that includes; curriculum based assessment, inclusionary practices, differentiated instruction, strategies to use in the classroom, and positive behavior support interventions and plans.

Yearly, the district administrative team examines data and the special education population needs. Resources and teachers are evaluated to assure that students with disabilities are provided necessary supports to be successful in their educational environment.

The Federal government and the Pennsylvania Department of Education have given the need to assure that students with disabilities are being provided with Education in the least restricted environment (regular classrooms in regular schools) whenever possible. The percentages listed below indicates how Southern Tioga School District compares to state

averages for inclusion of students with disabilities within the regular school environment. The data below is from the 2011-2012 school year.

STSD students with disabilities in regular classes more than 80% of the day- STSD 71%, Pennsylvania- 61.37% **Less Than State Average**

STSD students with disabilities in regular classes 40-70% of the day-STSD .11%, Pennsylvania- 24.69%- **Less Than Pennsylvania State Average**

STSD students with disabilities in regular classes 0-39 % of the day- STSD- .08%, Pennsylvania- 9.72%- **Less Than Pennsylvania State Average**

STSD students with disabilities in public/ separate facilities- STSD-0%, Pennsylvania- 1.48%- **Less Than Pennsylvania State Average**

STSD students with disabilities in private separate facilities- STSD-0%, Pennsylvania- 2.21%- **Less Than Pennsylvania State Average**

STSD students with disabilities in public or private separate residential facilities- STSD- .05%-- Pennsylvania- .44%- **Less Than Pennsylvania State Average**

The Southern Tioga School District has made providing a Least Restrictive Environment school setting for students with disabilities, a strong focus for the last four years. A rigorous professional development calendar has been implemented and the Districts' achievement of above average targets demonstrates the effort by staff and administration. We now need to focus our efforts to raise the 80% higher by continuing our present practices, and adding new focus on progress monitoring, and continual training of all the staff at STSD in LRE training.

Behavior Support Services

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

STSD has the commitment to support students with behavioral difficulties in the least restrictive environment. All staff receive training to promote positive behavior supports. Much emphasis has been placed on de-escalation techniques, and positive school-wide behavior plans. STSD has two partial programs in the district that coexist with a complete behavioral team, including a psychiatrist. The program is housed within the school setting,

to ensure LRE. These classrooms are elementary and secondary based. Also the district has an emotional support setting both elementary and secondary. All personal care aides, para-professional staff, special education teachers, and crisis teams, are trained in de-escalation techniques, and how to address emotional needs in the school setting.

Teachers are trained in the SWPBS (School Wide Positive Behavior Support Model). This plan helps schools within the district promote good behavior by hosting assemblies to honoring teamwork, helpfulness, and positive behavior through earning "tiger paws" and other exciting activities monthly. The Elementary Partial Hospitalization system is run by BLAST IU17 teachers and paraprofessionals, the high school program is run by the district. Students from surrounding districts and counties are also served within the programs. Daily counseling occurs with a behavioral plan and system to transition students into the regular education system. Each teacher in the district has helped develop the Intervention Tool bucket, a behavioral and academic guide to handling situations from K-12. Each school has a crisis team to help in more serious situations within the school settings.

At the High school level, students, and parents review the student rules and regulations. Principals review expectations with students at the year's onset. This handbook covers STSD rules, as well as students' rights and responsibilities. STSD has a SAP team and students are made aware of the access to the team. The guidance counselor meets with students when needed. The high schools collaborate with the Tioga County Human Service Agency teams and counselor when needed. We also have a Tioga County crisis team that is an integral part of the school environment and support team. This liaison with our county teams has resulted in a continuum of services for students and families in need of mental health services, as well as any services the family may need to provide success for the student.

DISTRICT POLICY

The Southern Tioga School District has updated its policies based on recommendations by the (PSBA) Pennsylvania School Boards Association. District staff and students are advised through the rules and regulation handbook.

Policy # 113.1 DISCIPLINE OF STUDENTS WITH DISABILITIES

Policy #113.2 BEHAVIORAL SUPPORT

Policy 113.3 SCREENING AND EVALUATION FOR STUDENTS WITH DISABILITIES(to include functional behavioral assessment)

Policy # 218 STUDENT DISCIPLINE

The District policies above ask the district to focus specifically on change and maintenance of behaviors. When a Positive Behavior Support Plan (PBSP) is done, members of the IEP team need to base it on the Functional Behavioral Assessment that is conducted by the school psychologist, guidance counselors, and qualified trained teaching staff. The team then uses the data collected from teachers, parents, outside agencies, and counselors to develop a positive support behavior plan and incorporate interventions and strategies to be included in the student's PBSB. The plan should focus on positive reinforcements, ensuring that students are free from unreasonable use of restraints. The use of such restraints is a last resort and only used in the presence of clear danger, students hurting another student,

or him/herself. The Southern Tioga School District policy PROHIBITS the use of seclusion or prone restraints.

The STSD works beside outside agencies who serve the students. All IEPs are reviewed to see that behavior plans are followed and changed if needed, using progress monitoring, and collaborative meetings. This strong bond within the rural setting has developed a continuum of mental-health services for students and their families.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

ENSURING A FREE AND PUBLIC EDUCATION (FAPE) FOR ALL STUDENTS

The Southern Tioga School District ensures that all students receive prompt services in the least restrictive environment. When a need arises, the district consults with IU#17 BLaST consultants, for concerns of, autism, behavioral specialists, assistive device specialists and other outside agencies to receive additional supports and training to accommodate the student's needs. The STSD utilizes and collaborates with, BAYADA nursing care, therapists, social workers, mobile therapists, support staff, and any other outside agencies needed to assure all providers are working cohesively and consistently in the students' best interest. The Southern Tioga School District in its rural setting is limited to outside placements. That is why the partial and emotional support settings within our schools were developed. Although some of the services are comprehensive and complex, student success is dependent on teams working together. The students' needs are STSD priority. All placements within and programs outside of the district are based on the individually identified needs of the student.

EDUCATIONAL GAPS

The Southern Tioga School District offers all programs for students with disabilities in the regular education setting. At times it is necessary to provide a private space or larger setting to accommodate students with complex needs. Within the district, when new construction is mandated, the administration team always considers areas dedicated to students with special and diverse needs.

As the district struggled with the closing of our alternative setting, the district reevaluated the needs of our students with conduct disorders. The school developed a high school

Emotional Support and Partial settings to accommodate the students' needs. Now in their third year, the programs are growing and changing to ensure all mental/emotional needs are being met. Teachers, paraprofessionals are trained in quality behavioral programs to ensure their and the students' safety.

EXPANSION OF SERVICES

The STSD has identified the need of students with mental and emotional needs, to ensure families of the students have access to and participate in, mental health and family services. Our commitment to meeting those needs is ensured by our partnership with CONCERN- a mental health agency that works within our school district in are partial programs daily. The students are able, on a twice monthly basis, to meet with a psychiatrist within the school environment. Research tells us that when a community is involved in the instruction, results of this early intervention raises success for the student post-graduation. Working closely with the Tioga County Human Services agencies leads to better flow of graduation rates and success in the community when the students enter the work world after graduation.

Strengths and Highlights

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

STRENGTHS OF THE SOUTHERN TIOGA SCHOOL DISTRICT

FULL RANGE OF SERVICES WITH HIGHLY QUALIFIED STAFF

The Southern Tioga School District is committed to its equal education and opportunities for all students. The district provides a full continuum of services for students and support to staff, parents and the community. All of the professional staff at Southern Tioga School District have obtained full state certification as a special education teachers ,or passed the state special education teacher licensing examination, and holds a license to teach in the state as a special education teacher. The teachers of STSD receive high-quality professional development that is sustained, intensive and classroom- focused in order to have a positive and lasting impact on classroom instruction, before and while teaching. Supervision of teachers is structured using the PA-ETEP system.

The Southern Tioga School District meets the needs of students within the district at all levels. With a continuum of services. The elementary schools within our district provide learning support, emotional support, autism support, life skills support, and partial and emotional support services.

The high schools provide learning support, one houses emotional support, and the largest high school Mansfield High provides, life skills, multi-disabled, autism, and learning support services. High school settings are 7-12 grade levels.

Additional services that are at all school settings within the district include speech and language support, vision support, mobility, occupational and physical therapy.

PROGRESS MONITORING

All special education teachers use progress monitoring. Data collection is the STSD tool to address needs, change teaching protocols, and adjust teaching to meet the needs of the student. Measuring student progress enables teachers to provide effective instruction and supports when needed for student growth. Ongoing progress and inclusion in regular education settings is our primary goal for each student.

HIGHLY QUALIFIED PARAPROFESSIONALS

The Southern Tioga School District supports students through the use of highly qualified paraprofessionals. All paraprofessionals are trained in first-aid, safety care, CPR, and AED training. Paraprofessionals are taking 20 hours of professional development through a MASTER TEACHER Paraprofessional computer training, development program to maintain their highly qualified status. The STSD also includes paraprofessionals in meetings and training when needed.

INCLUSIVE PRACTICES

The STSD administration teams works with the Director of Special Education and the special education teachers to assure the inclusion of special education students in core and elective classes. Collaborative instruction is only done effectively in the classroom if a regular education teacher and a special education teacher can work together to deliver instruction to all students.

Our 12 Act 80 dates allows for time to let teachers collaborate. This extra effort has increased the number of collaborative instruction classes being offered. The success has seen our special education students well embedded within our regular education environment with non-disabled peers. Many of our special needs students are in regular core classes and extracurricular programs such as band, chorus, and on all athletic teams within the district.

IEP DEVELOPMENT

The Southern Tioga School District firmly believes that the parents play a key role in the education of students. The school district has moved to a system that includes IEP dates each month where substitutes are hired to cover teachers who have IEPs that are due. The schedule is made school-wide and several days are dedicated to IEPs. Substitutes are also hired to cover regular education teachers for the meeting. This has increased IEP attendance by the teams, while accommodating parent work schedules.

The STSD encourages and supports parents to attend IEP meetings, as well as parent training, throughout the school year. Parents are encouraged to ask for IEP changes, attend teacher meetings and are updated on their child's progress throughout the year. If a difficulty arises, the parent and teacher working as a collaborative team, work to change environments, interventions, and goals if needed. At the high school level, students are

invited and encouraged to attend the IEP meeting. This is a plan for their future and being actively involved with its production sets up self-advocacy skills much needed for post-secondary, or workforce environments after graduation.

ONGOING PROFESSIONAL DEVELOPMENT DURING THE YEAR

The Southern Tioga School District has been granted 12 Act 80 Dates by our school board. These half days are spent in teacher training and development. Training focuses on district goals. Teachers are kept up to date on statewide assessments such as PSSA, PASA, KEYSTONE testing. Special educators are trained in the roles of special education student's involvement in these assessments. Training also include, IEP up- dates, autism support training, behavioral /FBA training, assistive technology, special education initiatives, study strategies, inclusive practices, progress monitoring, intervention skills, and computer skills. Trainings may be peer led, administrative led, and IU #17 BLAST led, or outside source led. Special education teachers are included in all research- based math and reading interventions as well as first aid/ CPR, AED and safety care training.

In addition, STSD holds reading nights, and training workshops to parent and community members. These usually occur monthly within the school settings, in the evening. Awareness of activities and changing developments are publicized throughout the school district and community. These types of informational sessions will continue throughout the school year with efforts from STSD, Tioga County Services, and BLAST IU 17. Every special education teacher has been trained in the use of the IPAD and its benefit to students who have difficulty expressing themselves, and our autistic support students who have made great progress with its use. The IPAD has changed how some of our students learn and is available to go into the home and be used by the students for homework and social skills. Teachers are using technology to increase learning in the school settings.

COMMUNITY BASED EXPERIENCES

The Southern Tioga School District Life Skills and Multi-disabled teachers have been trained in job training, vocational skills, life experiences in the workforce, and transitional services in order for students to start and complete the transitional path they will take from school to work. The district has the workshop called Partners in Progress which students are aided with skills for the work world. Job coaches are provided if needed. Some students are on teams that clean local community offices, work in the labs at our local hospital, do shifts at a local Walmart, work at local restaurants, and run computers for a local business. Students who have more severe disabilities work at the workshop making MJ's or multiple joints for a foundry in our area that specializes in this type of labor. Recently Partners has expanded to run their own "My Neighbors Closet" a secondhand shop that has used items. They also found work washing and cleaning the gas well workers' clothes. We also provide a work /study coordinator to monitor students who work within the school day. We are extremely proud of all of the opportunities provided for our disabled persons. The next development that is being discussed is providing opportunities for autistic students as they graduate. Prospects for their transition to work is in discussions.

EXTRACURRICULAR ACTIVITIES

Students with special needs are encouraged to participate in all extracurricular activities such as, clubs, chorus, band, and athletics throughout the school district. We have students on all of our sport teams, in chorus and on the special singing choral group. Teachers and coaches go beyond regular duties to ensure grades are kept up and special compensations are given when needed. Our bell choir is wonderful and has played at state events, mostly comprised of life skills students. Our Special Olympics is held at Mansfield University yearly, attended by all Tioga County school districts and some from the New York area. Regular education students volunteer by the hundreds to help. Family members support the student's efforts and are pleased to see how they and their student is welcomed, and rewarded for their efforts in all extracurricular settings. A very good example: A life skills high school student threw in the last three point basket in our district play off girls' basketball game in lower PA. We did not win but she did! She made the all-star team.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Vision Quest	Approved Private Schools	Private Residential Facility	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren L. Miller, Blossburg, Liberty Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 12	53	0.8
Justification: The age range is greater than 4 due to the type of support in the elementary setting for speech and language instruction. The caseload has a variety of ages, but they do not all meet at the same time. During individual or group lessons, the age range is not greater than 4 years.							
Warren L. Miller	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Speech and Language Support	7 to 7	1	0.1
Mansfield and Liberty High Schools	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Speech and Language Support	13 to 17	8	0.1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren L. Miller	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	10 to 12	6	0.75

Warren L. Miller	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	8 to 8	1	0.05
Warren L. Miller	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 6	1	0.2

Program Position #3*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren L. Miller	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 8	9	0.75
Justification: The autistic support classroom services the students within the regular education classroom. If small groups or individual student education takes place out of the regular education setting. The students' needs are addressed in the IEP in which there is an age range variance, and at no time will students be educated in same educational groups.							
Warren L. Miller Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 7	2	0.25

Program Position #4*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Warren L. Miller Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 7	12	0.75
Warren L. Miller Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.25

Program Position #5*Operator:* School District**PROGRAM SEGMENTS**

skills development group. The needs are addressed in the IEP in which there is an age range variance, and at no time will students be educated in the same educational groups.

Warren L. Miller Elementary school	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	6 to 9	4	0.3
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Program Position #9

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	22	0.75
Justification: The teacher has a paraprofessional assigned to her for in regular class help. The nine students' IEPs list only a one period or check in goal.							
Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 13	1	0.25

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 17	17	1
Justification: Five students are at work programs also monitored by the school/work coordinator hired by the district.							

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 16	13	0.5

Justification: Five students IEP goals state a check in status for education checks, a paraprofessional is assigned to this teacher to help in the regular education setting.

Mansfield Jr. Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 15	3	0.25
Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 14	1	0.25

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	12	0.75

Justification: This is a life skills setting with 4 paraprofessionals and a special education teacher. Students' age range is due to the nature of the program. No students who are in a 4 year age span are in the classroom at the same time. The older students go to classes or work programs most of the day. IEP cover the age range exceptions in the present level section.

Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	16 to 18	3	0.25
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Program Position #13

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	12 to 17	7	0.9

Justification: The multi-disabled classroom has 7 paraprofessionals and a full time teacher, each student is assigned a one- to- one aide. The older students go out to the supported work site daily or their jobs, the younger students are embedded in the regular education environment as much as possible. The needs of the students are addressed in the IEP in which there is an age range variance and at no time will students be educated in same educational groups.

Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Multiple Disabilities Support	18 to 18	1	0.1
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Program Position #14*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 17	3	0.3

Justification: This program is a partial education/Emotional support program There is a teacher, an agency named CONCERN with counselors, mental health workers and a Psychiatric doctor involved. Students are educated and given mental health education every day. Students are out in regular education when they pass through the program. IEPs reflect age range exceptions in the present levels.

Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 16	6	0.5
Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 14	1	0.2

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 15	6	0.75
Mansfield Jr. Sr. high School	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	13 to 14	2	0.25

Program Position #16*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blossburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	16	0.75
Justification: All of our learning support are embedded in the regular classroom all day. The teacher meets them in the classroom and teams with the regular education teachers to meet the IEP goals of the students							
Blossburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 10	2	0.25

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blossburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	22	1
Justification: The students with learning disabilities are embedded within the regular education classrooms. The special education and regular education teacher's work together to meet the IEP goals of the students. A paraprofessional works with this team. If a student needs one to one re-teaching the special education teacher meets this need.							

Program Position #18*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Blossburg Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 11	9	0.75
Justification: This classroom has 1 itinerant, 7 supplemental, 3 full time students, and 4 paraprofessionals. The students goals are met as outlined in their IEP'S. The age span does not affect their goals or objectives.							
Blossburg Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 11	2	0.25

Program Position #19*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 9	5	0.1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	10	0.7
Liberty Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 12	1	0.2
Liberty Elementary School	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	12 to 12	1	0.1

Program Position #21*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	13	1

Program Position #22*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 16	11	1

Program Position #23

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	10	1

Program Position #24

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	15 to 17	9	1

Program Position #25

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Liberty High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 17	8	0.75
Liberty Jr. Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	12 to 12	1	0.25

Program Position #26

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield Jr. Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	27	1

Program Position #27

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mansfield Jr. Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	12 to 14	7	1

Special Education Support Services

Support Service	Location	Teacher FTE
Special education Director	Southern Tioga School District Office	1
School Psychologist	Liberty and Blossburg Schools	1
School Psychologist	Mansfield Area Schools	1
Speech and Language Therapist	Mansfield High and Elementary, BLAST IU17 Contract	1
Paraprofessional	Warren L. Miller Elementary	0.5
Paraprofessional	Warren L Miller	0.5
Paraprofessional	Warren L. Miller Elementary	0.5
Paraprofessional	Warren L. Miller Elementary	0.5
Paraprofessional	Warren L. Miller Elementary	1
Paraprofessional	Warren L. Miller Elementary	1
Paraprofessional	Warren L. Miller Elementary	1
Paraprofessional	Warren L. Miller Elementary	1
Paraprofessional	Liberty Elementary	1
Paraprofessional	Liberty Elementary	0.5
Paraprofessional	Liberty Elementary	0.5
Paraprofessional	Liberty Elementary	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	0.5
Paraprofessional	Mansfield High School	1
Paraprofessional	Mansfield High School	1
ParaprofessionalM	Mansfield High School	1
Paraprofessional	Mansfield High School	1

Paraprofessional	Mansfield High School	1
Paraprofessional	Blossburg Elementary	1
Paraprofessional	Blossburg Elementary	0.5
Paraprofessional	Blossburg Elementary	0.5
paraprofessional	Blossburg Elementary	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amount of Time per Week
Physical therapy	Outside Contractor	3 Days
Occupational Therapy	Outside Contractor	2 Days
Occupational Therapy	Outside Contractor	2 Days
Vision and Mobility	Intermediate Unit	1 Days
Partners and Progress	Outside Contractor	5 Days
Warren. L. Miller Partial Program	Intermediate Unit	5 Days
Speech and Language	Intermediate Unit	2.5 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Curriculum

Data shows that there is a lack of vertical alignment in the curriculum areas of ELA, Science and Math. PA Core needs to be incorporated into the curriculum and the classrooms at all levels.

Writing instruction is not consistent between buildings or grade levels.

Professional Development

There has been a constant change in focus among professional development offerings throughout the district. Teachers have had little choice in the opportunities provided by the district.

Professional development has become a passive process in the schools with little support or monitoring of implementation. There has been a lack of direct correlation between the mission and vision of the school and/or district in relation to professional development.

Leadership

There is a lack of focus on teaching soft skills in the k-12 classroom including social & emotional learning, resilience, and perseverance. There is a wide continuum of expectations regarding individual schools focus on cultivating teacher leadership in the classroom or building.

Vision & Mission

The focus, mission and vision of the schools does not align with one another. Schools need to align their visions and missions with one another and the district in order to provide consistency, and a clear focus on shared values. Teachers, principals and students are unable to explain the vision of the school district.

District Accomplishments

Accomplishment #1:

Consistently high participation rates on state tests.

Accomplishment #2:

Implementation of SWPBS across district leading to a lower number of office referrals.

Accomplishment #3:

Increased number of students moving from Proficient to Advanced and Basic to Proficient.

Accomplishment #4:

There is evidence that that the district has achieved a years' worth of growth in many different areas across the district including

Grade 4, and 8 Mathematics at all performance levels

Grade 4 - 7 Reading proficient performance level

Grade 4 science at all performance levels

Grade 8 science advanced and proficient levels

Grade 4 and 8 writing in basic performance levels

District Concerns

Concern #1:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

Concern #2:

High School graduation rate

Prioritized Systemic Challenges

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

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

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

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

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

Systemic Challenge #4 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

Systemic Challenge #5 (*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:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

Systemic Challenge #6 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

Systemic Challenge #7 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

Systemic Challenge #8 (*Guiding Question #12*) Establish a district system that fully ensures classrooms are staffed with highly qualified teachers.

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

Systemic Challenge #9 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

High School graduation rate

Systemic Challenge #10 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Lack of growth with advanced achievement groups, specifically in Math (grades 5 & 7), Reading (grades 4, 6 & 7)

Lack of growth with proficient achievement groups, specifically in Reading (grade 8)

Lack of growth with basic achievement groups, specifically in Reading (grade 8 and Literature Keystone)

Lack of growth with proficient achievement groups, specifically in Writing (grades 5 & 8)

Lack of growth with proficient and basic achievement groups, specifically in Science (Keystone Biology)

High School graduation rate

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: E-metric (District Wide)

Specific Targets: Increased Achievement in proficient and advanced levels

Type: Annual

Data Source: PVAAS Data (District Wide)

Specific Targets: Increased Growth in all performance levels

Type: Interim

Data Source: Teacher Surveys (District Wide)

Specific Targets: Perceptual increase of teachers understanding and use of curricular goals, standards and implementation of research based effective strategies

Type: Annual

Data Source: DIBELS Next (at the elementary level)

Specific Targets: Continual reduction of students identified as in need of intensive intervention. Students identified as strategic and benchmark will increase from 60% overall to 70%.

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Curriculum Mapping

Description: Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes: <http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the following link provides an overview of curriculum mapping: http://en.wikipedia.org/wiki/Curriculum_mapping

SAS Alignment: Standards, Materials & Resources

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement.

(Source:
http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)

SAS Alignment: Instruction

Instructional Rounds

Description:

Instructional rounds (<http://www.instructionalrounds.com/>) are one of the most valuable tools that a school or district can use to enhance teachers' pedagogical skills and develop a culture of collaboration. The goal of instructional rounds isn't to provide feedback to the teacher being observed, although this is an option if the observed teacher so desires. Rather, the primary purpose is for observing teachers to compare their own instructional practices with those of the teachers they observe. The chief benefit of this approach resides in the discussion that takes place among observing teachers at the end of the observation as well as in subsequent self-reflection. (<http://www.ascd.org/publications/educational-leadership/feb11/vol68/num05/Making-the-Most-of-Instructional-Rounds.aspx>)

SAS Alignment: Instruction

Writing Across the Curriculum

Description:

Writing Across the Curriculum (WAC) programs philosophies agree on certain basic principles:

- that writing is the responsibility of the entire academic community
- that writing must be integrated across departmental boundaries
- that writing instruction must be continuous during all four years of undergraduate education
- that writing promotes learning
- that only by practicing the conventions of an academic discipline will students begin to communicate effectively within that discipline

SAS Alignment: None selected

Implementation Steps:

Development of grade 9-12 Math Curriculum

Description:

- Math curriculum Teams will be created including representatives from all grades 9-12.
- A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content.
- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by January 2016
- Curriculum will be published online for Stakeholder review and teacher easy access

Start Date: 9/1/2015 **End Date:** 6/1/2016

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

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping
- Instructional Rounds
- Writing Across the Curriculum

*Development of Grade 7-12 ELA Curriculum***Description:**

- ELA Curriculum Teams will be created including representatives from all grades 7-12.
- A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content.
- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by August 2016

Start Date: 1/12/2016 **End Date:** 1/10/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping
- Reading Across the Curriculum
- Instructional Rounds
- Writing Across the Curriculum

Development of Grade K-2 ELA Curriculum

Description:

- ELA curriculum Teams will be created including representatives from all grades K-2.
- A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content.
- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by January 2016

Start Date: 8/27/2015 **End Date:** 1/13/2016

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

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping
- Reading Across the Curriculum
- Instructional Rounds
- Writing Across the Curriculum

Development of Grade K-4 Math Curriculum

Description:

- Math curriculum Teams will be created including representatives from all grades K-4.
- A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content.
- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by August 2016
- Curriculum will be published online for Stakeholder review and teacher easy access

Start Date: 1/12/2016 **End Date:** 8/29/2016

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

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping
- Reading Across the Curriculum
- Instructional Rounds
- Writing Across the Curriculum

*Development of Grade K-12 Science Curriculum***Description:**

- Utilize established curriculum Teams which include representatives from all grades K-12...
- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by January 2016
- Curriculum will be published online for Stakeholder review and teacher easy access

Start Date: 7/15/2015 **End Date:** 1/12/2016

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

Supported Strategies:

- Instructional Conversations
- Curriculum Mapping
- Reading Across the Curriculum
- Instructional Rounds
- Writing Across the Curriculum

Learning Walks

Description:

- Protocols will be established to guide the district leadership team and curriculum teams through this process.
- The leadership team will use this process to observe classroom learning and monitor curriculum implementation
- The school curriculum teams will utilize this process to observe model lessons and further strengthen effective instructional practices
- The curriculum teams will consist of teachers from different disciplines and grade levels
- Once the protocols has been established, learning walks will take place incrementally throughout the school year
- Times and dates may vary from building to building depending on faculty needs
- Data from the learning walks would be collected, analyzed, and shared with faculty after each learning walk
- Cost would be small, and funding would only be required for substitute teachers in order to cover classrooms while teachers are out.
- This process would assist in our development of a culture of learning
- This process will provide a monitoring program for curriculum implementation with fidelity
- This process will provide faculty with a chance to observe best practices being implemented by their peers and increase professional learning within our Institution.
- Teams will visit other districts and schools once a year to learn new strategies and grow professionally

Start Date: 9/1/2015 **End Date:** 6/8/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Conversations
- Instructional Rounds

Adopt & Create Digital TextBooks

Description:

To support the 1:1 initiative in grades 7-12 teachers will receive professional development to increase capacity on virtual textbook writing tools and strategies related to the new curriculum developed in various disciplines. Steps taken will include:

- Investigating Digital textbook platforms through the established curriculum teams
- Determining a plan for adoption, creation, and integration of resources
- Building the textbooks
- implementing digital resources into the classroom to support hybrid learning
- provide training for faculty on digital content creation
- Creating at least one digital production studio in the district for content production utilizing industry standard equipment and Resources

Start Date: 1/10/2017 **End Date:** 1/15/2019

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

Supported Strategies:

- Instructional Conversations
- Reading Across the Curriculum
- Writing Across the Curriculum

Goal #2: Development of student talents, focusing on finding voice and identifying unique talents while aligning with the district's vision and guiding principles.

Related Challenges:

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

Indicators of Effectiveness:

Type: Annual

Data Source: Use of perceptual surveys

Specific Targets: Develop critical thinking skills, develop entrepreneurial skills, development of student voice and unique talents.

Strategies:***Social and Emotional Wellness Programs***

Description: WWC has identified commercial (and other) social and emotional wellness programs that have a positive effect on the social and emotional wellbeing of students. (Source: <http://ies.ed.gov/ncee/wwc/FindWhatWorks.aspx?o=7&n=Personal/Social%20Development&r=0>)

SAS Alignment: Safe and Supportive Schools

Student Entrepreneurial Opportunities**Description:**

Developing opportunities for students and teaching students the skills and mindset necessary to develop real companies. These opportunities would include coursework, collaborative partnerships with mentors and businesses and enhance the soft skills of adaptability, innovation and perseverance. Embedding PA Academic Standards within this initiative while concentrating on student engagement are other focus areas.

SAS Alignment: Standards, Safe and Supportive Schools

Student Talents/Community

Description:

Leadership is inspiring others to pursue your vision within the parameters you set, to the extent that it becomes a shared effort, a shared vision, and a shared success. Steve Zeitchik, CEO of Focal. The development of a leadership program k-12 which is embedded within every facet of the school community and recognizes the leadership potential in every student will begin with the Caring School Communities. Two federally funded evaluations of the Caring School Community program prove that creating a strong sense of community increases students' academic performance. One of these same studies also shows that CSC improves student behavior. Specific research on DSC's [Child Development Project](#), the precursor to CSC, showed that the program had a significant impact. See research results. Both CSC and its precursor have attained recognition nationwide. The U.S. Department of Education has recently highlighted the Caring School Community program's research base and effectiveness.

Four core principles at the heart of the Caring School Community program are factored into decisions about school policy, pedagogy, structure, and content.

SAS Alignment: Standards, Safe and Supportive Schools

*Genius Hour***Description:**

Genius hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. The search-engine giant, Google, allows its engineers to spend 20% of their time to work on any pet project that they want. The idea is very simple.

Allow people to work on something that interests them, and productivity will go up. Google's policy has worked so well that it has been said that 50% of Google's projects have been created during this creative time period.

(<http://www.geniushour.com/what-is-genius-hour/>)

Some of the research behind Genius Hour can be found at <http://ajjuliani.com/the-research-behind-20-time/>.

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Social/Emotional Learning***Description:**

Implement *Caring School Community* in all three elementary schools in 2015 - 2016. This is a first step to building school leaders with a sense of community.

Start Date: 7/1/2015 **End Date:** 7/1/2016

Program Area(s): Student Services

Supported Strategies:

- Social and Emotional Wellness Programs
- Student Talents/Community

Genius Hour

Description:

Genius hour is a movement that allows students to explore their own passions and encourages creativity in the classroom. It provides students a choice in what they learn during a set period of time during school. Genius Hour will be implemented across all elementary schools, as the precursor to the entrepreneurial opportunities in the junior/senior high schools. The benefits of genius hour include: no loss of class instruction, creating life-long learners, develop relationships with students, teaching 21st century skills. Common core and state standards include technology integration as a skill that students should learn and possess.

Start Date: 7/1/2015 **End Date:** 7/1/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Entrepreneurial Opportunities
- Student Talents/Community
- Genius Hour

Program Design

Description:

Design a comprehensive program or choose an outside vendor that will provide the framework for developing school based entrepreneurial

opportunities for students. This will be achieved when a framework or vendor has been designed/chosen.

Develop a program k-12 that develops, expands and refines learner talents This program will be embedded within every facet of the school community and recognizes the hidden talents in every student.

· Investigate leadership programs – in-house/commercial (0-6 months)

- Choose a path
- Acquire a program
- Implement the best fit
- Revise as needed through a collaborative process.

Start Date: 7/1/2016 **End Date:** 7/1/2017

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Entrepreneurial Opportunities
- Student Talents/Community

Development of Program

Description:

1. Identify and develop one or more businesses to operate through the schools which will support individual or collective student entrepreneurial initiatives.
Possible examples include a student run nursery, one or more e-commerce sites to sell student products, a student run meal service, a local artisanal outlet for products such as furniture, or outbuildings which are not supported by an e-commerce outlet, or an art gallery (physical and/or electronic) to sell one of a kind and/or reprint versions of student art.
2. Identify students, staff, and community members who are interested in developing each possible business
3. Create a plan for implementation and marketing of each business
4. Create each business structure, this will need to include a framework for continued operation (including selection of students for fulfilling management roles and staff or community members for oversight and mentoring roles) as well as an identification of possible compensation mechanisms and amounts to both merchandise providers and business operators.

5. Consider and implement pricing mechanisms. As an example, for an art store: who sets the prices for artwork? Who makes recommendations for both price points and marketing techniques (e.g., naming of artwork and recommendations of approaches such as prints of artwork versus only originals).
6. Consult with counsel to understand the possible liabilities for each endeavor and ensure that the liability exposure is acceptable
7. Create the process for product design, selection for sale, product development, and sale
8. Create and promote the business(es) to both product creators and possible clients
9. Develop or use existing curricular components which educate students in the process of replicating the pieces which are provided (that is, allow engaged students to learn how to create a similar solution on their own if they become interested in doing so)
10. Consider how this can supplement existing or considered curricular offerings and implement accordingly (e.g., does developing and implementing a marketing plan for any business fall within the boundaries of an existing business class?)

TimeLine:

3 – 6 months -- Step 1: Identification of possible projects and parties who are willing to accept responsibility for the endeavor

1 – 3 months – Step 2: Creation of citizen advisory boards for each business model and approval of both concept and advisory board composition by school board

4 -- 8 months – Step 3: Create business plan, identify necessary components, and get approval and funding as needed

12 months: Step 4: Develop and create products, manage the business framework, market to potential product providers (students) and market to potential customers

Ongoing – Step 5: Review and Revise (feedback loop)

Start Date: 7/1/2015 **End Date:** 7/1/2016

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Student Entrepreneurial Opportunities

Goal #3: Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

Indicators of Effectiveness:

Type: Annual

Data Source: District In-service surveys

Specific Targets: increase in Indication of satisfaction with in-service

Type: Annual

Data Source: District Teacher Survey

Specific Targets: Perceptual data collected through the teacher survey will provide an increase in teacher understanding of standards cross-curricular, and increased use of effective classroom strategies

Type: Annual

Data Source: PSSA data through PVAAS

Specific Targets: Overall sustained or an Increase in growth in Teacher Specific Data

Type: Annual

Data Source: PSSA Data through PVAAS

Specific Targets: Overall increased or sustained growth in student performance levels from year to year

Strategies:

Instructional Conversations

Description: Instructional conversations are planned, goal-directed conversations on an academic topic between a teacher and a small group of students. Although instructional conversations can be used to meet any learning goal in any content area, the studies identified have focused attention on the effectiveness of instructional conversations in developing thematic understanding of literature. (Source: http://gse.berkeley.edu/research/credearchive/research/pdd/5stand_evidence.html) WWC reports Literature Logs used in conjunction with Instructional Conversations have potentially positive effects on the reading achievement of ELL students. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

Online Learning Opportunities

Description: On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education). <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

SAS Alignment: Instruction, Materials & Resources

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Digital Citizenship Training for Teachers

Description:

- All Teachers will complete a Digital Citizenship course
- This course will provide an overview of digital citizenship and how to incorporate it into daily lesson plans and activities in all grade levels
- This course will be available online through Eduplanet
- This course will build faculty knowledge of how to safely and productively use technology in the classroom
- Provide resources for parents in the community
- This course will become part of our induction program, and be included as training for all new teachers

Start Date: 7/31/2015 **End Date:** 9/9/2015

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

Supported Strategies:

- Online Learning Opportunities
- Instructional (Distributed) Leadership Capacity Building

Establish a Professional Development Oversight Team

Description:

This team will:

- Create annual surveys to establish areas of expertise within our district and capacity to share that knowledge with others
- Design, coordinate and evaluate all professional development offered to faculty and staff
- Approve Individual professional development and conference requests by weighing against district and school vision, individual professional needs, and student needs. This data will be obtained through leadership team recommendations, student assessments, individual faculty goals and self-reflections.
- Assist in the creation and monitoring of faculty Individualized Professional Development Plans (IPDP)

Start Date: 9/15/2015 **End Date:** 6/6/2016

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

Supported Strategies:

- Instructional Conversations
- Instructional (Distributed) Leadership Capacity Building

Professional Learning Communities (PLC)

Description:

Using the protocols developed for the current Formative Assessment Teams, PLC's will continue to grow and evolve within each school. Topics and articles will be selected and suggested by the PLC's and the leadership team according to PLC strengths, student need and faculty and school goals. In 2014-2015 school year we currently are training Formative assessment PLC teams in each building.

2015- 2016 will include the STSD Formative Assessment PLC 1st year Cohort (8 teachers)

2016 - 2017 will include the STSD Formative Assessment PLC 1st year Cohort (8 teachers) & 2nd year Cohort (40 teachers)

2017 - 2018 will include the STSD Formative Assessment PLC 1st year Cohort (8 teachers) & 2nd year Cohort (40 teachers) and an expansion of PLC's to include multiple teams at each building

2018 - 2019 will include multiple PLC's at each building new teacher PLC will be created to support retention and professional development

2019 - 2020 will include multiple PLC's at each building

Start Date: 9/1/2015 **End Date:** 6/8/2020

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

Supported Strategies: None selected

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Instructional Conversations Strategy #2: Curriculum Mapping Strategy #3: Instructional Rounds Strategy #4: Writing Across the Curriculum
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Start	End	Title	Description
9/1/2015	6/1/2016	Development of grade 9-12 Math Curriculum	<ul style="list-style-type: none"> Math curriculum Teams will be created including representatives from all grades 9-12. A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content. Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies. The curriculum will be shared with faculty and implemented by January 2016 Curriculum will be published online for Stakeholder review and teacher

easy access

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	6.0	14	6	BLaST IU 17	IU	Yes

Knowledge Math Standards, Content pedagogy,

Supportive Research Math Design Collaborative, Standards for Mathematical Practice

Designed to Accomplish

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

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

For classroom teachers, school counselors and education specialists:

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

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

Training Format Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
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Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<p>Evaluation Methods</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>
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LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Instructional Conversations Strategy #2: Curriculum Mapping Strategy #3: Reading Across the Curriculum Strategy #4: Instructional Rounds Strategy #5: Writing Across the Curriculum
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Start	End	Title	Description
1/12/2016	1/10/2017	Development of Grade 7-12 ELA Curriculum	<ul style="list-style-type: none"> • ELA Curriculum Teams will be created including representatives from all grades 7-12. • A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content. • Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies • Professional Development will be conducted to communicate how the new

curriculum should be implemented including assessments, and instructional strategies.

- The curriculum will be shared with faculty and implemented by August 2016

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction, & Assessment	6.0	14	4	BLaST IU 17	IU	Yes

Knowledge Curriculum Development, ELA content and pedagogy, deep vertical knowledge of the standards

Supportive Research This process will incorporate standards and infuse with classroom instructional planning

Designed to Accomplish

Enhances the educator's content knowledge in the area of the educator's certification or assignment.
Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For classroom teachers, school counselors and education specialists:

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

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

Training Format LEA Whole Group Presentation
Series of Workshops
Department Focused Presentation
Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Review of participant lesson plans</p>

LEA Goals Addressed:

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

Strategy #1: Instructional Conversations
Strategy #2: Curriculum Mapping
Strategy #3: Reading Across the Curriculum
Strategy #4: Instructional Rounds
Strategy #5: Writing Across the Curriculum

Start	End	Title	Description
8/27/2015	1/13/2016	Development of Grade K-2 ELA Curriculum	<ul style="list-style-type: none"> • ELA curriculum Teams will be created including representatives from all grades K-2. • A pacing guide that includes sequential modules will be developed for each grade level using the Pa Academic Standards, PA Core, and the Eligible content.

- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by January 2016

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	6	14	4	BLaST IU 17	IU	Yes

Knowledge Curriculum Development, ELA content and pedagogy, deep vertical knowledge of the standards

Supportive Research This process will incorporate standards and infuse with classroom instructional planning

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Enhances the educator's content knowledge in the area of the educator's certification or assignment.

For school and district administrators, and other educators seeking leadership roles: Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Training Format Series of Workshops
Department Focused Presentation

Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p>

LEA Goals Addressed:	<p>#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.</p>	<p>Strategy #1: Instructional Conversations</p> <p>Strategy #2: Curriculum Mapping</p> <p>Strategy #3: Reading Across the Curriculum</p> <p>Strategy #4: Instructional Rounds</p> <p>Strategy #5: Writing Across the Curriculum</p>
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Start	End	Title	Description
1/12/2016	8/29/2016	Development of Grade K-4 Math Curriculum	<ul style="list-style-type: none"> Math curriculum Teams will be created including representatives from all grades K-4. A pacing guide that includes sequential modules will be developed for each

grade level using the Pa Academic Standards, PA Core, and the Eligible content.

- Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies
- Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies.
- The curriculum will be shared with faculty and implemented by August 2016
- Curriculum will be published online for Stakeholder review and teacher easy access

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	6.0	14	4	BLaST IU 17	IU	Yes

Knowledge Curriculum Development, ELA content and pedagogy, deep vertical knowledge of the standards

Supportive Research This process will incorporate standards and infuse with classroom instructional planning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

	For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities		
Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Instructional Conversations Strategy #2: Curriculum Mapping Strategy #3: Reading Across the Curriculum Strategy #4: Instructional Rounds
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Strategy #5: Writing Across the Curriculum

Start	End	Title	Description
7/15/2015	1/12/2016	Development of Grade K-12 Science Curriculum	<ul style="list-style-type: none"> Utilize established curriculum Teams which include representatives from all grades K-12. Modules will be refined to include concepts that will be outlined using Understandings, Essential Questions, and Competencies Professional Development will be conducted to communicate how the new curriculum should be implemented including assessments, and instructional strategies. The curriculum will be shared with faculty and implemented by January 2016 Curriculum will be published online for Stakeholder review and teacher easy access

Person Responsible
Director of Curriculum, Instruction & Assessment

SH
6.0

S
14

EP
12

Provider
Southern Tioga's Office of Curriculum Instruction & Assessment

Type
School Entity

App.
Yes

Knowledge

Curriculum Development, ELA content and pedagogy, deep vertical knowledge of the standards

Supportive Research

This process will incorporate standards and infuse with classroom instructional planning

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment.	
For school and district administrators, and other educators seeking leadership roles:	Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	
Training Format	LEA Whole Group Presentation Series of Workshops Professional Learning Communities	
Participant Roles	Classroom teachers	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion	Evaluation Methods
		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Instructional Conversations Strategy #2: Instructional Rounds
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Start	End	Title	Description
9/1/2015	6/8/2020	Learning Walks	<ul style="list-style-type: none"> • Protocols will be established to guide the district leadership team and curriculum teams through this process. • The leadership team will use this process to observe classroom learning and monitor curriculum implementation • The school curriculum teams will utilize this process to observe model lessons and further strengthen effective instructional practices • The curriculum teams will consist of teachers from different disciplines and grade levels • Once the protocols has been established, learning walks will take place incrementally throughout the school year • Times and dates may vary from building to building depending on faculty needs • Data from the learning walks would be collected, analyzed, and shared with faculty after each learning walk • Cost would be small, and funding would only be required for substitute

teachers in order to cover classrooms while teachers are out.

- This process would assist in our development of a culture of learning
- This process will provide a monitoring program for curriculum implementation with fidelity
- This process will provide faculty with a chance to observe best practices being implemented by their peers and increase professional learning within our Institution.
- Teams will visit other districts and schools once a year to learn new strategies and grow professionally

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	3.0	60	8	Office of Curriculum Instruction & Assessment	School Entity	Yes

Knowledge	Teaching Pedagogy, knowledge of best practices, reflective practitioner, development of a culture of learning					
Supportive Research	This process would pull from the research done by Harvard with "Instructional Rounds" and protocols already developed This process would improve the use of research based best practice					
Designed to Accomplish	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment.</p> <p>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>					
For classroom teachers, school counselors and education specialists:						

For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>		
Training Format	<p>LEA Whole Group Presentation</p> <p>School Whole Group Presentation</p> <p>Professional Learning Communities</p> <p>Offsite Conferences</p>		
Participant Roles	<p>Classroom teachers</p> <p>Principals / Asst. Principals</p> <p>Supt / Asst. Supt / CEO / Ex Dir.</p> <p>Paraprofessional</p> <p>New Staff</p> <p>Other educational specialists</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1)</p> <p>Elementary - Intermediate (grades 2-5)</p> <p>Middle (grades 6-8)</p> <p>High (grades 9-12)</p>
Follow-up Activities			<p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports</p>

mentoring
 Joint planning period
 activities
 Journaling and reflecting

summarizing instructional activity

LEA Goals Addressed:	#1 Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Instructional Conversations Strategy #2: Reading Across the Curriculum Strategy #3: Writing Across the Curriculum
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Start	End	Title	Description
			To support the 1:1 initiative in grades 7-12 teachers will receive professional development to increase capacity on virtual textbook writing tools and strategies related to the new curriculum developed in various disciplines. Steps taken will include:
			<ul style="list-style-type: none"> Investigating Digital textbook platforms through the established curriculum teams
1/10/2017	1/15/2019	Adopt & Create Digital Textbooks	<ul style="list-style-type: none"> Determining a plan for adoption, creation, and integration of resources Building the textbooks implementing digital resources into the classroom to support hybrid learning provide training for faculty on digital content creation Creating at least one digital production studio in the district for content

production utilizing industry standard equipment and Resources

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	3.0	30	24	Office of Curriculum Instruction & Assessment	School Entity	Yes

Knowledge Content pedagogy, Instructional Technology pedagogy, technology capacity building

Supportive Research Using technology to expand learning to anywhere at anytime

Designed to Accomplish

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
 - Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
 - Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
 - Empowers educators to work effectively with parents and community partners.
- For classroom teachers, school counselors and education specialists:
- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
 - Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
 - Instructs the leader in managing resources for effective results.
- For school and district administrators, and other educators seeking leadership roles:

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Online-Asynchronous		
Participant Roles	Classroom teachers Principals / Asst. Principals	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Review of participant lesson plans

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Online Learning Opportunities Strategy #2: Instructional (Distributed) Leadership Capacity Building
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Start	End	Title	Description
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7/31/2015	9/9/2015	Digital Citizenship Training for Teachers	<ul style="list-style-type: none"> • All Teachers will complete a Digital Citizenship course • This course will provide an overview of digital citizenship and how to incorporate it into daily lesson plans and activities in all grade levels • This course will be available online through Eduplanet • This course will build faculty knowledge of how to safely and productively use technology in the classroom • Provide resources for parents in the community • This course will become part of our induction program, and be included as training for all new teachers 				

Person Responsible	SH	S	EP	Provider	Type	App.
Director of Curriculum, Instruction & Assessment	6.0	1	160	BLaST IU 17	IU	Yes

Knowledge	What are the characteristics and skills of a digital Citizen
	How to include lessons in digital citizenship into every classroom
	Resources for digital citizenship
Supportive Research	Effective use of technology in the classroom
Designed to Accomplish	
For classroom teachers, school	Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

Empowers educators to work effectively with parents and community partners.

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

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

Online-Asynchronous

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Asst. Sups. / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Dir. School counselors Paraprofessional New Staff Other educational specialists Parents		
Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. All faculty complete course
	Lesson modeling with mentoring		

LEA Goals Addressed:	#1 Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.	Strategy #1: Instructional Conversations Strategy #2: Instructional (Distributed) Leadership Capacity Building
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Start	End	Title	Description This team will:						
9/15/2015	6/6/2016	Establish a Professional Development Oversight Team	<ul style="list-style-type: none"> • Create annual surveys to establish areas of expertise within our district and capacity to share that knowledge with others • Design, coordinate and evaluate all professional development offered to faculty and staff • Approve Individual professional development and conference requests by weighing against district and school vision, individual professional needs, and student needs. This data will be obtained through leadership team recommendations, student assessments, individual faculty goals and self-reflections. • Assist in the creation and monitoring of faculty Individualized Professional Development Plans (IPDP) 						
		Person Responsible Director of Curriculum, Instruction & Assessment	SH 3.0	S 10	EP 10	Provider Office of Curriculum Instruction & Assessment	Type School Entity		App. Yes

Knowledge

Alignment of PD to district vision and goals

Supportive Research

Goal setting to improve performance (<http://mydevelopmentjourney.com/2011/11/goal-setting-research/>)

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Training Format

School Whole Group Presentation
Professional Learning Communities

Participant Roles	Classroom teachers	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Principals / Asst. Principals		
Participant Roles	Supt / Asst. Supts. / CEO / Ex Dir.	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	Paraprofessional		
	Classified Personnel		
	New Staff		
	Other educational specialists		
Participant Roles	Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation,

implementation outcomes, with
involvement of administrator and/or
peers

Journaling and reflecting

knowledge of content, pedagogy and
standards, classroom environment,
instructional delivery and professionalism.

Student PSSA data

Participant survey

District Level Affirmations

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

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

Affirmed by Ivan Erway on 12/20/2012

Board President

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Stephen Guillaume on 4/29/2014

Board President

Affirmed by Sam Rotella on 4/29/2014

Superintendent/Chief Executive Officer