

Mountain View SD

**District Level Plan**

07/01/2016 - 06/30/2019

# District Profile

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## Demographics

11748 State Route 106  
Kingsley, PA 18826  
(570)434-2180  
Superintendent: Karen Voigt  
Director of Special Education: Gail Wnorowski

## Planning Process

The district is a Phase I district with the last plan completed in 2012 which was a six-year plan. Because only three years have now passed and our comprehensive plan is still current, the planning team from 2012 was reconvened from the following categories: parents, community members, teachers, board members, and other school employees. All school administrators automatically became part of the committee since there are only five, including the Superintendent. Additional parents were added to make sure each school was represented. Two new student representatives were also chosen.

Two meetings were held in November, 2015. The first meeting served as a review of mission, shared vision, and goals. Progress was reviewed by goal. At the second meeting, the administration presented student data to the team with the team identifying two additional areas for focus, including parental involvement and maintenance of technology. The Success questions of: *Where are we now? Where do we want to be? How will we get there?* were used to guide the process as well as the off-line planning guide. The committee established ground rules for discussions and interacting so all members felt their contributions were heard and respected.

The Superintendent is guiding the district planning process. The agendas included current articles in education for discussion; review of mission, beliefs, and vision; an update of the identification of the district's strengths and concerns; information from committee members for sharing; data explanation and analysis from longitudinal PSSA results, district report card, and wellness; development of action plans to guide the implementation of the plan.

The Board of Education received regular updates on the progress of the committee.

## Mission Statement

The mission of the Mountain View School District is to prepare our students for success in an ever changing global environment by encouraging them to master the skills necessary to become independent, lifelong learners within a culture of respect, integrity, and responsibility.

### Priority Goals

Academically challenge and support all students

Improve school climate so all students feel safe, valued, and respected

Increase the graduation rate

Maximize community involvement and the use of community resources

February 28, 2012

updated November 19, 2015

### **Vision Statement**

The Mountain View School District is a place where education is valued, and there is a sense of community. Faculty, staff, and students attend school because they feel valued, respected, and challenged. Students choose to do quality work, show pride in their work, practice leadership skills, and know they have many opportunities to be successful and enriched. They are actively engaged in diverse, meaningful learning. Students graduate as productive members of society with the ability to think critically. Teachers share ideas, analyze data to plan effective instruction, and continually implement best practices. Parent and community involvement directly impacts student achievement. The Board of Education and administration support students, faculty, staff, and community by encouraging lifelong learning.

### **Shared Values**

We believe...

1. Everyone in the learning process - students, teachers, support staff, parents, community members, board members, administration - shows respect and is respected.
2. All students will learn in a safe environment.
3. Learning is challenging and fun.

4. The schools prepare students for lifelong learning, community involvement, and leadership while embracing 21st century resources and skills.
5. Schools and communities should work together for what is best for students to create a culture of shared responsibility and trust.
6. Schools openly communicate within the school, between schools, and with the community.
7. The school is student-centered with effective instruction.
8. Schools need to review, monitor, and evaluate their programs.
9. Both schools demonstrate teamwork.
10. There is effective district leadership supportive of teachers and students.

## **Educational Community**

The Mountain View School District is located in rural Susquehanna County in northeastern Pennsylvania, halfway between Scranton, Pennsylvania, and Binghamton, New York. There are approximately 1000 students enrolled in grades K-12 with two schools: one elementary (K-6) with twenty-four general education classrooms including full day kindergarten and one junior-senior high school (7-12). Approximately 40% of the students meet the requirements for free and reduced lunch. The graduation rate is at 93% with about 60% of our graduates continuing their education at the university level. Covering about two hundred miles, the district has several industries: dairy farming, lumbering, bluestone quarries, and natural gas with the current exploration and drilling of the Marcellus Shale. With its mountains, lakes, and streams, the area affords good hunting, fishing, and recreational activities.

The district includes about 85 teachers, 20 paraprofessionals, two librarians, five counselors, two nurses, one psychologist, one occupational therapist, one speech therapist, and five administrators. The average teacher experience is twelve years. Approximately 65% have Master's degrees or higher. Teachers receive ongoing professional development in many areas, including technology, literacy strategies, math, behavioral strategies, differentiated instruction, common core standards, inquiry-based science, and assessment.

NEIU #19 serves as the predominant provider of professional development services. The district has participated in three i3 grants. First, ASSET provided the elementary science teachers with advanced professional development in inquiry-based science instruction and assessment. As a result of the grant, professional learning communities are also being implemented. Second, Reading Recovery allowed teachers from our district to receive ongoing professional development to continue the program for our eligible first graders. Third, three teachers from our high school - one in biology, one in American history, and one in English - participated in Reading Apprenticeship training, implementation, and research. The district participates in the 21st Century Community Learning

Grant directed towards students in grades 6, 7, and 8 to provide tutoring and enrichment to students after school.

Scranton Counseling and Tre-Hab provide counseling and educational services in both buildings. Scranton Counseling is available for individual, group, and family counseling, both during school hours and after hours. Tre-Hab sits on the SAP team and provides drug & alcohol/ refusal skills education to students K-3.

The elementary has a Title I target-assisted program with 4 teachers, two of whom are trained in Reading Recovery and two in Wilson. One Title I room has a behind-the-glass for training purposes. There are five special education teachers with one teacher trained in Wilson. There is one life skills classroom and one FOCUS classroom. Eligible students receive gifted services. The MTSS (RtII) process with intervention time is being developed to promote student success. There is a Compass Odyssey lab for reading and math work. Many classrooms are using a hybrid model where students are grouped for direct instruction, a cooperative learning group, and independent work on the computer. Parents are encouraged to volunteer and help with Kidwriting as well as participate in PTO activities. The Volunteer Grandparent Organization also provides grandmas to help in the classrooms. Students may participate in the Big Brothers, Big Sisters program as well.

The junior-senior high school offers a variety of programs to meet the needs of all students. There are five AP classes with at least one in each core subject area. Students may take academic or honors courses in core subject areas. Students may also enroll in online courses through its NOLA program for credit recovery, enrichment, or courses not available due to schedule conflicts. Students may also elect to participate in the CTC program offered at the Susquehanna CTC at Elk Lake. The high school offers an autistic support classroom, a life skills classroom, and two FOCUS classrooms. Students have a wide array of extra-curricular activities from which to choose including student government, FBLA, SADD, Science Olympiad, Enviro-Thon, Scholastic Team, Pennsylvania Junior Academy of Science, district band/chorus, Computer Fair, and sports.

All classrooms have Internet access with a number of wireless hubs located throughout each building. Each elementary classroom and most high school classrooms have interactive white board technology. There are three computer labs in the elementary with one dedicated to Compass Odyssey. Labs in the high school are located in the library, business classroom, and technology/graphics areas. There are portable lab carts as well. The district participated in the Classrooms for the Future grant, which not only allowed us to acquire more technology, but also provided the needed professional development and support for teachers as they learned to integrate technology into their instruction. Teachers with strong technology skills and specialists from NEIU #19 continue to keep the district current with integrating technology into classroom pedagogy.

Even though the district is rural, there are community resources. The Community Foundation funded a partnership with the Philadelphia Museum of Art for virtual field trips to explore areas of study such as art and American history. They continue to fund Project Lead the Way, a nationally recognized engineering program, in the high school. PASR, Pennsylvania Association of School Retirees, supported an incentive program for schoolwide behavior at the elementary. Elk Mountain

provides reduced fees for skiing. The local fire departments offer educational services during Fire Prevention Week. The Susquehanna Farm Bureau helped to fund the Mobile Science Ag Lab which offered science lessons to all elementary students for a week. Harford Historical Society provided transportation for fifth grade students studying American history to visit the Orphan School to see artifacts and listen to the history of the local school. The district has a VFW, Kiwanis, and Rotary. The Susquehanna County Historical Society which includes the library offers summer visits to our elementary during summer programs. The Brooklyn Historical Society has donated a local history book to our library. Other local business, banks, restaurants, United Way, 4H Extensions, universities, and booster clubs also support the district.

## Planning Committee

Name	Role
Janet Adams	Parent : Professional Education
George Barbolish	High School Teacher - Regular Education
Anthony Borgia	Middle School Teacher - Regular Education : Professional Education
Elaine Chichura	High School Teacher - Regular Education
Kristie Congdon	Business Representative : Professional Education
Cherie DeManicor	Parent : Professional Education
Patricia Dietrich	High School Teacher - Special Education : Special Education
Edlyn Flannery	Parent : Professional Education
Corey Gesford	Parent
Susan Gesford	High School Teacher - Regular Education : Professional Education
Ernest Griffis	Elementary School Teacher - Regular Education : Professional Education Special Education
Christine Henke	Parent
Jennifer Housel	Parent
Andrea James	Elementary School Teacher - Regular Education : Professional Education
Christine Kelly	Building Principal : Professional Education
Terri Kelsey	High School Teacher - Regular Education : Professional Education

Hunter Kozloski	Student
Lisa Kozloski	Ed Specialist - School Psychologist
Karen Krizauskas	Ed Specialist - School Nurse : Professional Education
Christopher Lake	Administrator : Professional Education
Marybeth Langdon	Middle School Teacher - Regular Education : Professional Education
Alisha Marmo	High School Teacher - Special Education : Professional Education
Charleene Martens	High School Teacher - Regular Education
Corrine McNabb	Ed Specialist - Other : Professional Education
Abby Mecca	Student
Monica Miller	Community Representative : Professional Education
Brandi Miller	Elementary School Teacher - Special Education : Professional Education
Christine Plonski-Sezer	Board Member
Donna Porter	Ed Specialist - School Counselor
Robert Presley	Building Principal : Professional Education
Carole Rainey	Ed Specialist - School Counselor : Professional Education
Cindy Reynolds	Community Representative : Professional Education
Lisa Schmidt	Parent
Sondra Stine	Board Member
Mason Stiver	High School Teacher - Regular Education : Professional Education
Diane Supancik	High School Teacher - Special Education : Professional Education
Kathy Tuttle	Business Representative : Professional Education
Karen Voigt	Administrator : Professional Education
Kathy Walker	Parent : Special Education
Gail Wnorowski	Administrator : Professional Education Special Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	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&rarr;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":

Career Education and Work standards are embedded within subject areas.

Everyday Math is being fully implemented this school year in grades K-5.

Unit plans are being developed in all subject areas to accompany the curriculum framework.

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
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

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

Career Education and Work standards are embedded in subject areas.

Everyday Math is being fully implemented this school year in grades K-5.

Unit plans are being developed in all subject areas to accompany the curriculum framework.

### Middle Level

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Accomplished	Accomplished
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":

Carnegie Math is currently being implemented in grades 6, 7, and 8.

Project Lead the Way is being implemented this year in grades 7 and 8.

Unit plans are being developed in all subject areas to accompany the curriculum framework.

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
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":

The guidance department has completed the 339 Plan.

Next year, Project Lead the Way will offer its first engineering elective at the high school level.

Unit plans are being developed in all subject areas to accompany the curriculum framework.

### *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**

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

Processes used to ensure Accomplishment:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework.

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

*This narrative is empty.*

**Elementary Education-Intermediate Level**

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

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

Processes used to ensure Accomplishment:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework.

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

*This narrative is empty.*

### **Middle Level**

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

Processes used to ensure Accomplishment:

Curriculum frameworks are being developed according to the district curriculum revision cycle to meet the PA Core Standards. Unit plans are being developed and updated from the curriculum framework.

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

*This narrative is empty.*

### **High School Level**

<b>Curriculum Characteristics</b>	<b>Status</b>
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,	Developing

instructional unit or interdisciplinary studies and academic standards are identified.	
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:

High school curriculum frameworks are in place for most subject areas to meet the PA Core Standards with a focus on student success in career, college, and work. Unit plans are being developed and updated from the curriculum framework.

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.

Planned instruction contains modifications and accommodations following those allowable on state assessments. For example, some students may need to have material read to them. Others may need extra time to complete work as long as they are working productively. Projects and cooperative groups allow for students to participate in instruction according to their ability. Differentiated instruction allows for every student to participate in the richness of core instruction. A student's IEP details what accommodations or modifications that student needs to be successful in the course.

## **Instruction**

### ***Instructional Strategies***

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

#### **Regular Lesson Plan Review**

- Administrators

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

While evaluations and observations have been routine in the district, the walkthrough process has evolved in the past two years. Previously, our four administrators have been paired to do walkthroughs of each building. Currently, administrators complete walkthroughs on their own. A form is used where pre-determined areas are observed.

Results, by building, are reported back to the faculty. For example, observed areas during walkthroughs included student engagement, teacher engagement, posted objectives, student work displayed, use of technology, and level of questioning. Peter Hill's Principles of Learning and Their Implications is being used to focus priorities.

The district also has a board-approved differentiated supervision plan in place. Tenured teachers may choose traditional, team-directed, or self-directed options. All tenured teachers must have a formal observation every three years.

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

Administrators are currently working on a process to regularly review lesson plans. This year, teachers are required to use the lesson plan format provided in Sapphire, our Student Information System. A section on differentiation has been added as this is one of our two district foci this year.

### *Responsiveness to Student Needs*

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

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

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

*This narrative is empty.*

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

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

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

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

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

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

*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 50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in 50% or more of district classrooms

A variety of practices that may include structured grouping, flexible scheduling and differentiated instruction are used to meet the needs of gifted students.	Full Implementation
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If necessary, provide further explanation. (Required explanation if column selected was

*This narrative is empty.*

### **Recruitment**

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

The District continues to employ reading specialists to teach reading in grades seven and eight to ensure all students experience success in development reading. The District also tries to utilize the co-teaching model as much as possible to pair a highly qualified classroom teacher with a learning support teacher. In addition, students with IEP's may require small group instruction. These students are assigned to small classes with a highly qualified learning support teacher.

### **Assessments**

#### **Local Graduation Requirements**

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	3.00	3.00	3.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	4.00	4.00	4.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

#### **Graduation Requirement Specifics**



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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEl</b>	<b>ML</b>	<b>HS</b>
PSSA./Keystone		X	X	X
Projects		X	X	X

Graduation Project				
Final Exams				X

### Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
4 Sight -possible, if changed to meet common core; start date 8/2016		X	X	

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Teacher-made assessments	X	X	X	X
Unit assessments from textbook	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT - Classroom Diagnostic Tool		X	X	X

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

At the high school level, each department has developed common final assessments. At the elementary, each grade level meets to review common assessments. The building principals and director of curriculum review assessments periodically.

At the elementary, a common set of assessment results are reported on grade level grids. These assessment data are then used to formulate intervention groups.

### *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.

The district currently has no plans to have locally administered assessments validated every six years.

### *Collection and Dissemination*

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

The district uses DIBELS data in grades K through 4 as a universal screener and then for progress monitoring and to establish intervention groups. DIBELS is used for students in grades 5 and 6 who are having difficulty with grade level instructional materials. The DAZE is used with students in grades 4, 5, and 6 as a comprehension measure.

All math and reading students participate in the CDT's. Our high school math department have received professional development in interpreting and using data from these assessments.

PSSA/Keystone data are shared with faculty early in the school year. Data examined include grade level results, subgroup results, historically underperforming group results, individual results, and trends. The district especially examines the advanced group. When the SPP scores are released, that set of data is also analyzed.

At the elementary, specific assessment data are collected: DIBELS, STAR reading, STAR Math, DAZE etc. and placed on a grade level grid. This is used for grouping and MTSS/RtII meetings. The elementary is participating in the MTSS grant in writing with PaTTAN. There are opportunities to analyze student writing, specifically third grade, Administrators receive access to e-metric and PVAAS data. PVAAS, including Scatterplots are also reviewed.

When the district report becomes available, a report on assessment data is made to the board of education.

### *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.

The assessments are used for flexible grouping in math in grades one through six and the development of intervention groups based on areas of highest need. In the intervention groups, students who are below proficiency in certain skills are grouped together so they may receive additional instruction in that area.

At the high school level, results from the keystones are used to establish remedial/refresher groups of students who are not yet proficient on one of the Keystone assessments. These students receive additional work in the subject area to help them be successful and proficient when they retake the Keystone in the Winter Wave sessions of the Keystone.

Students currently in Keystone courses are recommended for additional support the second semester to help them be successful on the spring keystones.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

At the elementary level, benchmark and diagnostic assessments are used to flexibly group students for mathematics and to identify intervention groups in reading and math. Instructional strategies in reading may include small group work with guided questioning, chunking of material, use of highlighters, and "talking" to the text. Interactive work on interactive whiteboards provide extra practice and engagement. Elementary grades 3-6 and high school level 7-10 are using CDT's in mathematics to identify student areas of strengths and weaknesses. Teachers will use data to plan instruction to maximize student learning. Students in grades 6-8 are using Carnegie math with lab work which focus on eligible content and application of math skills.

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

All above strategies are being implemented at various stages.

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings		X	X	X
Letters to Parents/Guardians		X	X	X
Local Media Reports		X	X	X

Website	X	X	X	X
Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters				
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Parents receive the preliminary PSSA/Keystone results as soon as the results become available. School calendars released in the beginning of the year contain the dates for testing for that school year to assist parents in planning. The Director of Curriculum presents district assessment results at a public board meeting when the School Performance Profile becomes available from the state. Parents receive the colored copies of PSSA/Keystone results as soon as they are delivered from the state. A link to the School Performance Profile is placed on the home page of the district website. Information related to assessments is also included in the student handbook and updated each year. Student results are discussed on an individual basis as requested by parents. The local papers usually publish school information with all the area schools as well as information later in the school year about where local schools were in relation to the state average on PSSA testing.

As PSSA assessments approach, parents of students being assessed receive a letter and FAQ about the assessments. This information is also placed on the district website.

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

The district has been using the School Messenger system for mass phone calls. This will be used prior to PSSA and Keystone assessment windows to remind parents about the schedule and the importance of the assessments.

The district has no distinct newsletter. However, information does go home on the elementary menu on a weekly basis. Pertinent information is shared through School Messenger and website.

## 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.

Mountain View School District will participate in the 21st Century Communities Learning Grant for the next three years targeted at students in grades 6, 7, and 8. Students in these grades who are basic on PSSA's or barely proficient will receive tutoring and enrichment in various subject areas to increase not only their proficiency but their interest in learning. Teachers are encouraged to make the connections for students as to the relevance of the particular concept they are learning to the real world and its application. Both schools are focusing on school wide behavior and improved student climate through Olweus at the high school and PBIS at the elementary. Olweus focuses on anti-bullying strategies and relationship-building between adults and students in the school environment. PBIS focuses on schoolwide positive behavior with monthly blow-outs celebrating students who have demonstrated positive behaviors.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management		X		
Peer Helper Programs			X	X
Safety and Violence Prevention Curricula	X	X	X	X
Student Codes of Conduct	X	X		
Comprehensive School Safety and Violence Prevention Plans	X	X	X	X
Purchase of Security-related Technology	X	X	X	X
Student, Staff and Visitor Identification Systems	X	X	X	X
Placement of School Resource Officers				
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:

The district does not currently use an alternative education program. Off-campus programs have counseling with their programs.

The district does not currently have a school resource officer. The district will research what other districts in the area are doing with regards to a resource officer and how they are funding the position.

The elementary has a pledge of respect. At the high school level, this would be developed along with the Olweus program.

### *Screening, Evaluating and Programming for Gifted Students*

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

NEIU #19 places ads in local newspapers alerting the public to services in this area. Information is available to parents via the district website and parent-student handbook.

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

Students are identified for gifted services using MTSS. Classroom data are used to determine enrichment groups which are provided during I-time. Progress is monitored during enrichment intervention time. Those students demonstrating a need for further enrichment are studied by the RtII/MTSS team. Formal and informal data are reviewed, including, but not limited to, classroom-based assessments, formative and summative assessment data, PSSA data, CDT data, and results of OLSAT testing. If the data reveal a need for additional data, a gifted screening will be conducted. The KBIT and rating scales are administered.

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

The screening results and other data are used to help determine if a need for specially designed instruction is likely. When that answer is yes, a permission to evaluate is issued to parents, and a full evaluation report is completed by the school psychologist and the multi-disciplinary team. If the student is found to be eligible for gifted services a GIEP is developed.

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

Gifted services are available K-12. The district has a full time gifted facilitator who services both the elementary and high school. The district uses the P.E.A.K. (Providing Enrichment and Acceleration to Kids) model, which combines pull-out and in-class models for identified gifted students. Students are encouraged to participate in area competitions in math, reading, science, art, science, etc. At the high school level, students identified as gifted are encouraged to take advantage of online courses and dual enrollment as well as AP courses.

***Developmental Services***

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring				
Compliance with Health Requirements –i.e., Immunization	X	X	X	X

Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning			X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

The high school is currently pursuing an opportunity to participate in an MTSS initiative at the secondary level.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

With the addition of Scranton Counseling services this year, both schools have extended their services to students, including home visits and after hour crisis service.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education				
Case and Care Management	X	X	X	X
Community Liaison				
Community Services Coordination (Internal or				



External)				
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	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
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	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

School Calendar				
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.

Individuals providing interventions meet with classroom teachers as needed to communicate progress or through e-mail. If a student is not showing academic progress or demonstrating difficulties, the student is discussed at the next MTSS/RtII meeting at the elementary level. The counselors at the junior/senior high school level coordinate meetings with all teachers connected to a student if there is lack of progress or a problem. Parent meetings are also arranged as needed.

### *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

Mountain View School District has a Pre-K Counts program serving 19 students on a full time basis. Communication with the Head Start program which is in another district is also maintained. There is a transition council that meets monthly with county pre-K providers,

including school districts, private preschools, and Head Start, to plan teacher professional development and sharing plus activities for parents and families.

Big Brothers, Big Sisters is offered at the elementary level as an after school program.

At the high school level, students participate in the Youth Apprenticeship Program through Northern Tier. The special education department at the high school has been rapidly developing their transition program to allow students real world experiences through partnerships with business and organizations in the community.

Students in grades 6, 7, and 8 may participate in 21st Century Community of Learners after school program. At the high school, there is after school tutoring offered twice a week to students in grades 7-12.

### ***Preschool Agency Coordination***

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

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

Early intervention through NEIU#19 serves students in our district identified with disabilities. Contact is maintained to ensure a smooth transition for the student as she/he enters kindergarten. Students are included in the annual kindergarten registration process. They are invited for any planned move-up day or open house to orient the students. The district operates one Pre-K Counts program. This is full time with a certified teacher and two highly qualified paraprofessionals. Students in the pre-K Counts program participate fully in age-appropriate school events. The class uses many of the school facilities on a regular basis. Students entering kindergarten are thoroughly familiar with their learning environment.

The district used to participate monthly at the C.A.R.E.S. meeting. These meetings offered the district the opportunity to connect with Head Start, other pre-K Counts programs, as well as school-based and private day cares. This was cut from the state budget several years ago. This past year, a L.E.A.R.N. group, under Colonial IU #20 with Beth Gambone, has been meeting to make smooth transitions for students and families entering kindergarten from Head Start and private preschools. Meetings are monthly with scheduled activities like professional development including area pre-school providers and family nights.

### **Materials and Resources**

## Description of Materials and Resources

### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

*This narrative is empty.*

### Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

*This narrative is empty.*

### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

*This narrative is empty.*

### **High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

The district maintains a budget to ensure students have up-to-date materials to use in their studies. A cycle for textbook purchase ensures that each subject area is reviewed on a rotating basis for instructional materials needs. Materials are reviewed before ordering for alignment, ease of differentiation, cost effectiveness, and quality.

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

*This narrative is empty.*

### ***SAS Incorporation***

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

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

	less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in less than 50% of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in less than 50% of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

As teachers work on transitioning to PA Core Standards, their use of SAS is increasing. Within the next year or two, all of our teachers will be using SAS to access standards, assessments, materials, and resources.

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

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

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



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

Further explanation for columns selected "

As curriculum is revised to meet PA Core Standards using SAS in the next two years, over half of our teachers will be using SAS for materials and resources as they become more familiar with the tool.

#### **Middle Level**

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

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

	less than 50% of district classrooms
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Further explanation for columns selected "

As curriculum is revised to meet PA Core Standards, all of our teachers will be using SAS for materials and resources as they become more familiar with the tool.

### High School Level

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

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

Further explanation for columns selected "

Some teachers feel that certain content areas are better developed and more useful than other areas. There are many online resources available which compete with SAS.

## Professional Education

### Characteristics

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

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

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

Based on administrative observations and student achievement data, the administration makes recommendations to the professional education committee for topics or areas in which teachers need staff development to work towards district goals. Teachers also have input, through a needs assessment survey, as to what staff development they need to be more effective in the classroom. Parent surveys also inform staff development.

The district had committed to three i3 grant initiatives to improve student achievement: Inquiry-based Science through ASSET, Reading Recovery, and Reading Apprenticeship. Funding through these grants provides targeted staff development to improve teaching and to prepare teachers to use the common core standards. Title II funding also supplements staff development costs.

The district is currently participating in an MTSS Writing grant, targeting grade 3 students,

operating through PaTTAN. The high school is also participating in Formative Assessment Initiative with teachers from all core subject areas represented.

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

While the district addresses all these areas, there is continual work to identify effective intervention strategies and research-based instructional practices. Leaders also continually try to use time strategically and effectively to create a culture of teaching and learning.

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

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

<b>Questions</b>
The LEA has conducted the required training on:
8/25/2015 All educators trained. Two sessions - one a.m., one p.m. by IU 19

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

<b>Questions</b>
The LEA has conducted the training on:
10/9/2015 Teachers in grades 6 through 12 did online training through eduplanet 21.

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

<b>Questions</b>
Not Applicable for our school entity

### ***Strategies Ensuring Fidelity***

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

There are a number of ways that professional education is evaluated. At the end of a district-sponsored workshop, teachers respond to an evaluation form, which is reviewed by the Professional Education Coordinator and Director of Curriculum.. Teachers attending workshops outside the district must submit a conference attendance report outlining the benefit of the workshop or conference for their teaching positions and how they will apply what they have learned to their own teaching and learning in the classroom. These reports are reviewed by administration and Board.

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

The district does not have formal process for evaluating the quality of providers before the service is delivered. Providers of professional development usually come as recommendations from teachers attending conferences or from presenters at the IU. Many presenters are curriculum specialists from NEIU#19 or our own teachers with expertise in a certain area like technology. Often, our professional development committee is used to screen providers.

While building administrators try to attend professional development sessions with their teachers, it is often difficult for them to be available in the session uninterrupted. The best results occur when professional development is held off-site. A goal can be set among administrators to be present during sessions.

Clear expectations in terms of teacher practice are not always clear. Through the district's use of the walkthrough, areas of teacher practice can be targeted and more fully developed. This is an area we are working to improve these next several years.

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.

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

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

New teachers are expected to review practices and procedures with mentors, accumulating forty hours of contact. The induction booklet contains current educational information and research, including SAS, 21st Century learning skills, and PA Code of Professional Practice & Conduct. Regular meetings with mentors and inductees are held. New teachers work as a team with their grade levels in the elementary building and by departments at the high school level. The use of the Danielson Teacher Effectiveness model provides teachers with clear, high standards for classroom instruction in the four domains.

Teachers who are assigned to a different building, subject area, or level are provided with 20 hours of mentoring to ensure a smooth transition.

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

The district continues to ensure that all new teachers know how to access, navigate, and utilize the tools provided by the state and by the district to maximize their effectiveness in the classroom.

### *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.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of written reports summarizing instructional activity.



- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

Mentors observe inductees three times. There are at least four full induction meetings throughout the year, with more contact in the fall.

The inclusion of articles on current research including 21st Century learning skills in the booklets help ensure this material will be reviewed and discussed.

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

The review of PSSA and other data is accomplished through department meetings and faculty meetings. The principal and/or director of curriculum lead the data analysis. The principal reviews lesson plans as part of the observation process.

### *Mentor Characteristics*

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

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

Mentors submit their requests to building administrators. The principal makes a recommendation to the Superintendent to fill the mentor position, which is a supplemental salary position. Mentors need tenure; they also should be from the same department and grade level, if possible.

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

The question of compatible schedules has never been an issue since the mentor and inductee must meet on their own time either outside of school or at lunch, etc. If an inductee wants to observe other teachers or a mentor is asked to observe his mentee, arrangements with the principal are made so the observations may take place.

While mentors may have a meeting for organizational purposes, exploration of a more in-depth training will be considered.

### *Induction Program Timeline*

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

If necessary, provide further explanation.

While most topics provide for ongoing discussion, the code of professional practice and materials/resources are important topics so the inductee begins the school year successfully, knowledgeably, and confidently as possible.

### *Monitoring Evaluating and Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The Board of Education appoints a teacher as coordinator. In recent years, a teacher in each building, elementary and high school, share the position. This ensures teachers in each building have their needs met. The Board also approves all mentors. Each inductee must complete a booklet of activities with 40 hours of contact time with the mentor for successful completion. This booklet is reviewed upon completion or at the end of the year by the induction coordinator, the building principal, and the superintendent. Each inductee completes an evaluation of his experience in the induction program. Booklet is approved by the Superintendent. The Board of Education approves payment to the mentor. Every two years, the induction committee meets to review the booklet and requirements to ensure the material is up-to-date and relevant.

### *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: **174**

### *Identification Method*

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

At the present time, the Mountain View School District utilizes the Discrepancy Model for identification of students with a specific learning disability. The discrepancy model assesses whether there is a significant difference between a student's scores on a test of general intelligence and scores obtained on an achievement test. The district is cognizant of the pitfalls associated with the discrepancy model and is currently receiving training from the NEIU 19 in the Response to Instruction and Intervention (RTII) Model in order to strengthen the current RTII format. Currently, students who are not performing consistent with core benchmarks are referred to the RTII Team. Individual student strengths and needs are determined and research based interventions are put in place to remediate academic weaknesses. Student progress is monitored closely in order to determine the need for a change in intervention or referral for a multidisciplinary evaluation.

### *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>

In comparison to state enrollment data, Mountain View School District's enrollment reflects disproportionality in the categories of Intellectual Disabilities, Emotional Disturbance, Other Health Impairment, and Speech and Language.

The disproportionality can be explained by a number of factors. Families with previously identified students move into the Mountain View School District to access the supports and services offered. The area has a high incidence of transient workers who enroll their children while they are here. Outside agencies and physicians diagnose numerous students with Attention Deficit Hyperactivity Disorder and subsequently direct parents to request school services. This practice increases the amount of students identified with Other Health Impairment. Area psychiatrists make medical recommendations for partial hospitalization which is housed in our Jr/Sr High School. Recently, the district has seen a noticeable increase in the amount of students who transition from Early Intervention with speech and language IEPs. The district adopts the IEPs of these students when they enter our school age program.

We will be reviewing the processes currently utilized to ensure that the students who can succeed with at-risk services are supported in that way. School wide behavioral health services will also be explored to support students which will allow for better success within general education.

### *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?

MVSD currently has no children's institution within its borders. The district does understand that under Section 1306 of the School Code, the host school district is required to allow nonresident students in children's institutions, including detention homes, drug and alcohol treatment centers and others, located within their borders, to attend the public schools of the host school district.

If any 1306 facilities come within our school boundaries, the MVSD would follow the same processes for our resident students. Once students enroll in our district we would request records from their previous educational institution.

We would meet as an IEP team to review and discuss the current IEP from the previous school. The team would determine the most appropriate services to meet the student's needs, make any necessary revisions to the existing IEP, and issue a NOREP to begin services. The practice of providing an education in the least restrictive environment would apply regardless if the student were a resident or 1306 student. The MVSD would answer the guiding questions in section VII part A of the IEP to ensure students are educated in the least restrictive environment.

### *Incarcerated Students Oversight*

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

Currently, there are no facilities for incarcerated students located within our school district for which we would be responsible to ensure the location, identification, evaluation, and (when deemed eligible) provision of a free appropriate public education (FAPE). The district works with juvenile probation and the districts where facilities are located in order to ensure free and appropriate public education for our students. If any resident students were incarcerated, an LEA representative would attend meetings either in person or via telephone conference. The district does not have any incarcerated students at this time. In the event the district were required to provide incarcerated student oversight, MVSD would collaborate with the facility to review inmate rosters, request and review school records, help provide screenings, and when appropriate conduct an evaluation per Chapter 14 and IDEA requirements.

### *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 Mountain View School District utilizes Pennsylvania Department of Education's Academic Standards to drive instruction at all levels. Students with disabilities are provided with appropriate modifications and specially designed instruction as determined by the IEP team in order to have greater access to the general education curriculum. The Case Manager and general education teacher work in collaboration to ensure that students with disabilities are provided the same educational opportunities and access that all students without disabilities are provided.

Through evaluation and collaboration, the district ensures that students have access to the general education environment as much as it appropriately meets the student's needs. If a student does not demonstrate success with the aid of multiple individualized interventions,

and the Multi Disciplinary Team Evaluation finds that special education services will be appropriate for a student, the goal of the team is to ensure that children with disabilities are educated with their non-disabled peers to the greatest extent possible. This is determined based directly upon each student's individualized needs.

The IEP team meets at least annually and reviews data on the student's present levels, strengths, needs, and progress. The team utilizes the questions presented in Section VII of the IEP in order to determine the extent a student will participate with non-disabled peers and to ensure informed decision-making drives student placement. As appropriate, students are scheduled to participate in regular education classes where support services are provided within the classroom environment. Students participate outside the general education environment only when all appropriate supplementary aids and services have been provided and multiple interventions have been attempted.

When the student's needs cannot be met in the general education environment, the student is educated in the environment which best supports the student's needs. The environment is selected based on data contained in the results of the Multidisciplinary Team Evaluation, re-evaluation, progress monitoring, assessment results, and feedback from the team.

MVSD provides a continuum of supports to help ensure students remain in their neighborhood school. Currently, Life Skills support is offered at the Elementary and Secondary level, Emotional Support is offered at the Elementary and Secondary level, a Partial Hospitalization program is offered at the Secondary level, Autistic Support is offered at the Secondary level, and Learning Support is offered at every grade level.

The district utilizes training, services, and webinars provided by PDE, IU 19, PaTTAN, etc. in order to support teachers, paraprofessionals, and administrators. These services ensure that district decision-making allows students with IEPs to receive services in the least-restrictive environment that will allow for their success. The district works directly with NEIU 19 to incorporate the SETT process as a framework to gather data and make effective team-driven decisions about which AT (assistive technology) is appropriate for a student. The process considers the Student, his/her Environment, the Task(s) he/she needs to complete that are difficult or impossible without supports, and the Tools he/she are using now as well as those which should be explored. MVSD will continue to consult with IU TaC teams for further ideas in order to include students with disabilities in the general education curriculum and setting.

The Intermediate Unit is providing on site training in the Competent Learner Model (CLM) of instruction. This on-going training is utilized as a team approach. Educators, service providers and paraprofessionals are actively engaged in this evidence based model of instruction designed to incorporate best practice into teaching students with Autism and others who require intensive applied behavioral analysis to achieve their goals. A team consisting of administrator, educators, service providers, and school psychologist is involved in a multi-series training in Response to Intervention and Instruction (RTII) in order to learn how to provide a multi-tiered system of support for our students. Student Case Managers work with staff during the IEP review and reevaluation to ensure success. MVSD reduces out of district referrals by offering more programs within the district. Currently, referrals outside of the district are due to student's significant emotional

needs and/or the need for intensive behavior support. Students who do not make progress within the programs in our district and demonstrate a need for intensive social and emotional supports are supported in center based programs. This decision is made after all other least restrictive options have been considered or attempted without success. The most current Special Education Data Report (School Year 2012-2013) of LEA Performance on State Performance Plan (SPP) Targets reflects that the district is above the state average for Indicator 5: students educated in more restrictive settings. This is a direct relationship to our literacy initiative providing direct research based instruction to all students in need. The program time requirements mean that students are educated in the 20-80% range of services. MVSD feels, in this case, moving students out of the special education environment would compromise the instructional integrity of the programs which help ensure reading and writing progress through targeted intensive instruction. We anticipate the need for pull out services will be reduced as the gap closes due to the intensive instruction. MVSD offers supports for students with significant needs which require specialized curriculum, instruction, and supports. The students in our Life Skills classes and our Autistic Support class spend a majority of their day inside the special education setting so that they may receive the intensive and specialized services, supports, and instruction needed to make progress on their individual goals.

### *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.

In order to support student behavioral needs, the district implements multi-tiered initiatives. To facilitate the development of prosocial behavior, a variety of strategies are employed. Students who demonstrate a need beyond universal behavioral supports along with specific behavioral interventions may be referred for a multidisciplinary evaluation to determine the need for special education support.

#### **School Wide Positive Behavioral Supports**

Mountain View Elementary School is very active in the use of Positive Behavioral Intervention & Supports (PBIS) which is a school-wide system that includes proactive strategies for defining, teaching, and supporting appropriate student behaviors to create a positive school environment. Emphasis is placed on teaching and reinforcing important social and behavioral skills. The district uses positive behavior support to link the application of research-validated practices to the environments in which teaching and learning occurs.

#### **Bullying Prevention**

The Jr/Sr High School incorporates the Olweus Program which is a comprehensive "evidence-based" approach with a focus on long-term change that creates a safe and positive school climate. The program's goals are to reduce and prevent bullying problems among students and to improve peer relations at school. The program has been found to reduce bullying among students and improve the social climate of classrooms.

### **School Based Behavioral Health**

Three school counselors, one school psychologist, and two at risk counselors offer support to individuals and small groups of students who are in need of specific supports. Additionally, MVSD works with NHS Human Services to offer outpatient services to students throughout the district. NHS Human Services also provides mental health therapy within the classroom for students who have been medically referred for partial hospitalization services.

### **Crisis Prevention Training**

Within the district, three individuals have been trained to provide staff with professional development opportunities in de-escalation strategies through the use of Crisis Prevention Institute (CPI). The trainers have begun training teams within the district. These trainings will continue throughout the remainder of the current plan. Trainings will be provided within the time span of this plan to the emotional support teachers, school psychologist, school counselors, paraprofessionals, and other identified staff on meeting the emotional, social, and behavioral needs of students in the classroom.

### **Positive Behavior Support Plans**

To best support students, the MVSD uses the guidelines in accord with Pennsylvania Chapter 14 regulatory requirements to establish direction for formulating behavior support plans for eligible students with disabilities. The Individualized Education Program (IEP) of each student who exhibits behaviors which interfere with his/her ability to learn or with the learning of others includes provisions for positive behavior support. The process begins with a Functional Behavioral Assessment (FBA) which is a process of gathering information to understand the function (purpose) of behavior in order to write an effective Positive Behavior Support Plan. Decisions for behavior supports are made based upon analyses of the data in the FBA.

Behavior supports and techniques used with students with disabilities are varied and individually designed to promote the development of skills that will enable students to receive a free and appropriate public education (FAPE). Behavior support plans include a variety of techniques to develop and maintain skills that will enhance opportunities for learning and self-fulfillment. The methods of intervention chosen for a particular student are the least intrusive necessary. District personnel work collaboratively and with parents/guardians to provide appropriate behavioral supports.

According to the District policy 113.2 on behavior support: "The Board directs that the district's behavior support programs shall be based on positive rather than negative



behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures, including de-escalation techniques. Behavior support programs and plans shall be based on a functional behavioral assessment and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment."

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

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

The district works to ensure that all students receive a free and appropriate public education in the student's home district. All students' needs are consistently reviewed to ensure that supports, services, and placement options are available and appropriate.

Although we are a small, rural district, we are able to offer learning support with a wide variety of supplementary aids and services, autistic support, life skills support, emotional support, and partial hospitalization in conjunction with NHS Human Services for school based mental health.

Successful programs and services include at-risk counseling for social skills training and crisis prevention, school based mental health connections with area agencies, push-in and pull-out speech therapy, occupational therapy, physical therapy, hearing services, vision services, paraprofessional support, positive behavior support plans, resource periods, push-in and pull-out instructional support, and individualized interventions.

If the MVSD is having difficulty ensuring FAPE in accordance with the individualized needs of a student, the IEP team meets to analyze intervention results, evaluation results, progress monitoring data, student performance data, and team input and observations. The action steps to ensure FAPE may include adding interventions, seeking assistance from technical consultants, collaborating with outside agencies, revising the IEP and/or behavior plan, and conducting re-evaluations to collect new data for team consideration. Additionally, when all district resources are exhausted and the student is identified to be at risk of receiving an appropriate education and services, the district reports these students and initiates the intensive interagency process in accordance with the Individuals with Disabilities

Education Act, 20 U.S.C. §1401, *et seq.*, and the litigation known as *Cordero*. The district participates along with other agencies in the process which is facilitated by our regional coordinator.

Currently, the district must provide off campus placements for students with low incidence disabilities such as those in need of multi-disability support, deaf and hard of hearing support, intensive behavioral support, and intensive emotional support.

During the life of this plan, the district wishes to expand the continuum of support services for students who are in need of more intensive behavioral and emotional support. The district will seek availability of training for evidence based practices to enhance our own ability to provide intensive support. The MVSD will also regularly re-evaluate the utilization of special education personnel in order to maximize services and address student needs.

### ***Strengths and Highlights***

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

The Mountain View School District has a continuum of supports and services available to meet the needs of the vast majority of our students with disabilities. Our special education services allow for student support within the general education environment to the greatest extent appropriate. Our special educators and related service providers keep in contact with students' general education teachers to ensure consistency of service and appropriate modification of the general education curriculum. Our special educators also keep in regular contact with parents in order to update progress and address concerns. Staff development opportunities are provided in order to support use of data in educational decision-making and the use of the Common Core State Standards in planning and instruction.

### **Learning Support**

MVSD provides Learning Support at all grade levels. The elementary school provides reading research based intervention programs including Wilson, Foundations, Corrective Reading, and Reading Mastery during a scheduled intervention time. Learning support teachers are connected to one grade level which helps with supporting students in the general education classroom and with the general education curriculum. In the upper grades, a daily resource period is structured so that learning support teachers may maximize teaching and learning while addressing student needs. The special education department has a grade level leader at the elementary and a department head at the Jr/Sr High School. This helps to create a bridge of communication between administration and teachers. Learning Support teachers use multiple means of communicating with parents (phone calls, emails, conferences, IEP meetings). Teachers and paraprofessionals work hand in hand to ensure effective strategies are utilized for those who need support. In addition to special education certification, many of our learning support teachers have dual certification in various content areas. Many classes are team taught and support services

are brought directly into the general education classroom. When students are in need of services outside the general education classroom at the secondary level, pull out courses are aligned to the general education curriculum and mirror the general education class to the greatest extent possible.

### **Emotional Support**

Emotional Support K-12: Fresh Outcomes for Children requiring an Unconventional learning Space (FOCUS) addresses students' needs using both educational and therapeutic interventions that promote academic, social, emotional, and behavioral growth. Classroom activities are closely aligned to Mountain View School District learning standards, grade level benchmarks, and practices. The "meshing" of the educational and therapeutic services allow for the students' emotional stability and learning. A multi-modal process of intervention is practiced. The F.O.C.U.S. Practices include: Small Group Classroom, Behavior Management System, Inclusion Opportunities, Individual Counseling Sessions, Social Skills Groups, and Family Involvement.

MVSD provides for the educational needs of students in our area who have a therapeutic recommendation of partial hospitalization from NHS Human services. A MVSD teacher provides educational emotional support to students in the program. Teacher qualifications and experience allow Partial to run as a self-contained program when therapeutically appropriate. Support is also in place whenever students participate in general education classes. A paraprofessional works in conjunction with the classroom teacher to provide support within the partial classroom and within the general education classroom. A communication system is in place for regular contact with parents. Family sessions are part of the therapeutic component of the program. Point sheets track student's daily progress and help connect school and home. The Mountain View School district acts as a community to support all students. Special education teachers, general education teachers, guidance, technology, school nurse and transition provide meaningful participation according to the specialized needs of students.

### **Life Skills Support**

Students in need of life skill support participate in curriculum designed to provide instruction in areas which enhance independent living. Teaching and learning has a strong foundation in functional academics based on The Framework for Independent Living, and the Life-Centered Education Curriculum. The focus is on four major units of study including functional literacy, functional mathematics, daily living and social skills, and job readiness. Instruction is aligned with PA's Alternate Eligible Content and is relative to individual student IEPs. Students also participate in community based experiences which reinforce the learned skills in realistic settings. At the secondary level, students actively engage in hands-on instruction which provides for strong development in daily living and work skills, reading in the community and workplace, and money management. Transition trips into the community maximize student involvement and focus on job skills, employment exploration, and work behavior. Through community partnerships, students work on skills needed for

successful transition to adult life and meaningful instruction helps prepare them for their transition goals after high school.

### **Speech and Language Support**

Eligibility for special education and related services in the area of Speech and Language Support is determined through the IEP process. Subsequent to identifying an impairment, the adverse impact of the disability on the student's educational performance and the need for services are documented. If it is determined that speech testing is the only domain requiring assessment, the Speech Therapist becomes the facilitator for the assessment process. Articulation, language, fluency or voice disorders may or may not inhibit the student's performance in the classroom. If it is determined that the student is eligible under the disability category of Speech and Language Impaired, an IEP is developed and programming is provided in the student's school through weekly individual or small group speech therapy sessions, usually 20-30 minutes in length. Monthly consultative sessions may be warranted for some students prior to being dismissed from speech/language support. Students may be candidates for augmentative communication if it is determined that the student lacks an appropriate modality to communicate expressively. Alternate systems may include use of computers, low tech language boards, and/or electronic devices.

### **Transition Services**

MVSD provides a coordinated set of activities that promote movement from school to such post-school activities as post-secondary education, vocational training, employment, adult services, independent living and community participation. Using data from the results of a variety of transition assessments, IEP teams develop goals, activities, and services for students who are age 14 and older. These are based on the individual student's needs, taking into account his or her preferences and interests. Transition services include instruction, community experiences, and development of employment and other post school adult living objectives. If appropriate, daily living skills and functional vocational activities may also be included. The district works in conjunction with outside agencies and provides students and parents with resources which are available to assist once students leave High School. Representatives from area agencies are invited to IEP team meetings and establish connections with the student and parent(s). MVSD is very active in partnering with the community. Currently, 16 community affiliates partner with us to provide volunteer opportunities for students. The transition assessments completed by the students assist with the placement in volunteer positions with area businesses. These volunteer opportunities assist students in building their job skills and self advocacy skills. Additionally, students have the opportunity to increase their community awareness through tours and workshops. This allows the students to know what activities and opportunities are available outside of school.

### **Assistive Technology**

As part of the IEP development, the team considers whether AT devices or services are needed for the student to access the general education- curriculum and meet IEP goals. We

explore low and high tech assistive technology options for students through research, free trials, and networking. We attend the AT Network meetings at the NEIU, when possible. This network committee provides an opportunity to explore assistive technology options and implementation techniques. MVSD uses the SETT (Student, Environment, Tasks, and Tools) process as a framework to gather data and make effective team-driven decisions about which AT is appropriate for a student.

### **Related Services**

**Individual Counseling Sessions:** Each student participant in FOCUS (emotional support) may need individual counseling with a certified school counselor. During these sessions the student has time to discuss personal issues and concerns, to confront acting-out behaviors, to develop individual goals, and to identify goal attainment strategies. It is an intervention opportunity to enhance self-awareness and self-determination. Under the guidance of the counselor, the student is introduced to an array of self-management, self-soothing, communication, and social skills in a safe, controlled, non-threatening private setting. The methods of intervention vary, depending on the developmental needs of the child.

**Social Skills Groups:** Most children participating in FOCUS (emotional support) have lacked skills necessary for successful participation in school and community groups. Group work, therefore, receives great emphasis within the FOCUS environment. It is delivered through both formal and informal structures as a means of teaching acceptable norms of social behavior. Social skills training covers such areas as: identification and healthy expression of emotions, problem solving, decision making, stress management, anger management, making friends, conflict resolution, and communication skills. In addition, scheduled social skills lessons provide opportunities to teach and practice new skills through modeling and role-playing new behaviors in a safe, nonjudgmental environment.

**OT as a related service:** Students who are in need receive school based occupational therapy services either as a direct or consultative service. This service focuses on skills that encourage an increased success within the classroom and throughout the school building. Some examples include: fine motor skills, coordination skills, handwriting skills and organization. Other examples include modifying or adapting the environment or the task in order to promote success. Finally, assistive technology (low and high tech) can be explored to enhance academic and functional abilities.

**Speech as a related service:** In addition to speech services for students identified with a speech and language impairment, speech is also provided as a related service for students who demonstrate a need.

**Other related services:** In order to meet all needs, the school district contracts through NEIU #19, for Hearing Therapy, Physical Therapy, and Vision Therapy.

### **School-Based Mental Health Services**

In addition to assessment, intervention, and support from school personnel, outpatient services are available for students to access in the school. Partial Hospitalization services are provided by NHS Human Services for students who need more treatment than traditional outpatient services. Personnel from community agencies who provide BHRS

(Behavioral Health Rehabilitation Services) are welcome in the school to work with their clients.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Special Education Assurances

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

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



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

Facility Name	Facility Type	Services Provided By	Student Count
Mountain View Jr-Sr. High School	Nonresident	NHS - Partial Hospitalization for grades 7 through 12	6

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
NEIU 19 Achievement Academy	Special Education Centers	Emotional Support	3
Scranton School for the Deaf	Special Education Centers	Deaf and Hard of Hearing Support	1
Faith Mountain Christian Academy	Other	Speech	1
Elk Lake Elementary School	Neighboring School Districts	Multiple Disabilities Support	1
Elk Lake High School	Neighboring School Districts	Life Skills Support	1
NHS Autism School	Special Education Centers	Autistic Support	1
SOAR at Marywood	Other	Autistic Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 4, 2015

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary	A building in which	Itinerant	Life Skills	7 to 9	3	0.15

	School Building	General Education programs are operated		Support			
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 9	3	0.15
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	7 to 9	3	0.25
Mountain View 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	10 to 12	3	0.15

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 4, 2015

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

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

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	2	0.2
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	9 to 11	6	0.5
Mountain View Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	11 to 13	1	0.2

**Program Position #3 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 4, 2015*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

<b>Location/Building</b>	<b>Grade</b>	<b>Building Type</b>	<b>Support</b>	<b>Service Type</b>	<b>Age Range</b>	<b>Caseload</b>	<b>FTE</b>
Mountain View Junior Senior 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	12 to 15	4	0.25
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	1	0.06
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 15	3	0.25
Mountain View School District	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	1	0.06
Mountain View Jr/Sr High	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	16 to 19	1	0.2
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 19	1	0.16

**Program Position #4 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 4, 2015**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Junior Senior 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	12 to 19	2	0.4
Justification: Older students participate in work program.							
Mountain View Jr/Sr High	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	12 to 19	4	0.3
Justification: Older students are out in the community for transition activities							
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	12 to 19	1	0.3
Justification: Older students are out in the community for transition activities							

**Program Position #5 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 4, 2015**Average square feet in regular classrooms: sq. ft.**Square footage of this classroom: sq. ft. ( feet long x feet wide)**Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are	Full-Time Special Education Class	Autistic Support	15 to 18	2	0.25

		operated					
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	15 to 18	1	0.25

**Program Position #6 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* Position

*Implementation Date:* March 10, 2015

*Average square feet in regular classrooms:* 650 sq. ft.

*Square footage of this classroom:* 660 sq. ft. (30 feet long x 22 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 15	1	0.1
Mountain View Jr/Sr High	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	12 to 15	1	0.25
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	12 to 15	1	0.16
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	16 to 19	3	0.06
Mountain View Jr/Sr High	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	16 to 19	4	0.2
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	16 to 19	2	0.16

		operated					
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**Program Position #7 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 10, 2015*Average square feet in regular classrooms:* 616 sq. ft.*Square footage of this classroom:* 360 sq. ft. (24 feet long x 15 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	7	0.2
Mountain View Jr/Sr High	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	12 to 15	5	0.5

**Program Position #8 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 12, 2015*Average square feet in regular classrooms:* 616 sq. ft.*Square footage of this classroom:* 572 sq. ft. (26 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	4	0.2
Mountain View 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	15 to 18	7	0.5

**Program Position #9 - Proposed Program***Operator:* School District

**PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 12, 2015**Average square feet in regular classrooms: 616 sq. ft.**Square footage of this classroom: 594 sq. ft. (27 feet long x 22 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	0.2
Mountain View 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	15 to 18	3	0.5

**Program Position #10 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 12, 2015**Average square feet in regular classrooms: 616 sq. ft.**Square footage of this classroom: 330 sq. ft. (22 feet long x 15 feet wide)***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	7	0.2
Mountain View 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	15 to 18	5	0.5

**Program Position #11 - Proposed Program***Operator: School District***PROPOSED PROGRAM INFORMATION***Type: Position**Implementation Date: March 12, 2015**Average square feet in regular classrooms: 616 sq. ft.*

Square footage of this classroom: 352 sq. ft. (22 feet long x 16 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	10	0.2
Mountain View 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	16 to 19	2	0.5

**Program Position #12 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 504 sq. ft. (24 feet long x 21 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	2	0.1
Mountain View 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	6 to 8	1	0.25
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	1	0.1
Mountain View 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 11	1	0.25

**Program Position #13 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**



Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 360 sq. ft. (24 feet long x 15 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	7	0.5

**Program Position #14 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 408 sq. ft. (24 feet long x 17 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	6	0.5

**Program Position #15 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 408 sq. ft. (24 feet long x 17 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	5	0.5
Mountain View 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	8 to 10	2	0.5

**Program Position #16 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 360 sq. ft. (24 feet long x 15 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 10	6	0.5
Mountain View 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	8 to 10	6	0.5

**Program Position #17 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 12, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 360 sq. ft. (24 feet long x 15 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 19	39	1

Justification: Students that exceed age range restriction are not receiving services within the same instructional group. All students in the same instructional group are within age range restrictions.

**Program Position #18 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Position

Implementation Date: March 14, 2015

Average square feet in regular classrooms: 504 sq. ft.

Square footage of this classroom: 360 sq. ft. (24 feet long x 15 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary	A building in which General	Itinerant	Deaf and Hearing	7 to 12	3	0.25

	School Building	Education programs are operated		Impaired Support			
Justification: Students outside of age range requirement are not in the same instructional group.							

**Program Position #19 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 14, 2015*Average square feet in regular classrooms:* 504 sq. ft.*Square footage of this classroom:* 360 sq. ft. (24 feet long x 15 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	11 to 12	1	0.25

**Program Position #20 - Proposed Program***Operator:* Intermediate Unit**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* March 14, 2015*Average square feet in regular classrooms:* 504 sq. ft.*Square footage of this classroom:* 360 sq. ft. (24 feet long x 15 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	12 to 14	1	0.25

**Program Position #21 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* Position*Implementation Date:* August 24, 2015*Average square feet in regular classrooms:* 540 sq. ft.*Square footage of this classroom:* 594 sq. ft. (27 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Mountain View Jr/Sr High School	A Junior/Senior High School Building	A building in which General Education programs	Itinerant	Learning Support	16 to 19	5	0.1

		are operated					
Mountain View 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	16 to 19	2	0.1

### Special Education Support Services

Support Service	Location	Teacher FTE
Psychologist	Mountain View Elem, Jr/Sr HS	1
Occupational Therapist	Mountain View Elem, Jr/Sr HS	1
Speech and Language Therapist	Mountain View Elementary/Mountain View Jr/Sr High School	1
Director of Special Services	Mountain View Elem, Jr/Sr HS	1
Paraprofessional	Mountain View Elementary	16
Paraprofessional	Mountain View Jr/Sr High School	10
At Risk Counselor	Mountain View Elementary School	1
At Risk Counselor	Mountain View Jr/Sr High School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Intermediate Unit	3 Days
Hearing Impaired Support	Intermediate Unit	2 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

Even though the elementary school has made AYP in the past and coded green on the SPP for 2013-2014, the same identified systems need to be worked on: curriculum alignment and effective instructional strategies for all teachers for all students. The high school has coded green on SPP in 2013-2014 as well with the same two areas identified. The high school coded light blue with an 85.4 score for 2014-2015. There was no SPP for the elementary.

The patterns for our grade levels remain fairly consistent. Grade three has seen a plateau in recent years where proficiency in reading and math are not increasing. The benchmarks and expectations in grades K-2 are being examined to determine if students are indeed prepared for current grade 3 work.

Science scores in grades 4 and 8 show growth except for this year's grade 4 score. Grades six and eight tend to score at or above the state average. Scores are better for reading than math. The last two years have seen improvement in grade five scores across the board. Grade 5 scores have always been relatively low, but follow the state pattern. Scores in grade seven have been less consistent and low the past two years. With the second year implementation of Carnegie Math, math scores in grade 7 should see a noticeable increase.

There are less students scoring at the advanced levels in most areas as compared to the state.

Over the past ten years, math scores have steadily increased except for this past year due to the revision of the state assessments.

The high school has shown a steady increase in proficiency in literature and biology as measured by Keystones. Algebra has shown some growth, but not as pronounced. The high school has implemented remedial/refresher groups to help students attain proficiency by their senior year on the Keystones. Students not proficient in the spring on Keystones are assigned to a refresher group in the fall where they retake Keystones during the Winter Wave. Those students rotate out of the refresher group with a second group assigned. This second group of students are those having difficulty in their current Keystone course so they have an added support before taking the Keystone in May as an end-of-course assessment.

We also have identified writing across the curriculum as an area of concern. When writing was assessed separately, the district scores were below the state average. With ELA integrating writing on PSSA's and the TDA's now required, not to mention the explanations needed in math, the focus on

writing is a district wide one.

## District Accomplishments

### Accomplishment #1:

Mountain View Jr./Sr. High School improved almost 15 points on the SPP for 2014-2015 to 85.4%. Indicators of Closing the Achieving Gap for All Students and the Historically Underperforming Students were in the dark blue range for literature, biology, and algebra.

### Accomplishment #2:

Eighth grade students score at or above state average in reading/ELA PSSA's.

### Accomplishment #3:

There is a student information system which allows for parents to access student grades and attendance from home. Most teachers post assignments on website or through Sapphire for access at student's home.

### Accomplishment #4:

The high school has been able to offer 5 AP classes, with at least one in each of the four core academic subjects. Online AP courses and enrichment classes are available to students through NOLA.

### Accomplishment #5:

The graduation rate for 2014-2015 has climbed to over 90%.

### Accomplishment #6:

Almost one third of our students scored advanced on the 2014-2015 Keystone assessment in biology.

## District Concerns

### Concern #1:

PSSA results from this year in both reading and math showed students struggling with the revised assessment reflecting the new PA Academic Standards.

**Concern #2:**

The number of students in the high school needing to repeat a course for credit recovery is high.

**Concern #3:**

While remediation/refresher time for students not scoring proficient on Keystones has increased with moderate success, there is still a concern for time for students attending our CTC programs.

**Concern #4:**

Our graduation rate has risen to above 90% in the past several years. However, each year there are students who struggle academically, socially, and emotionally. There is always concern about not being to reach all students.

**Concern #5:**

Some students and parents have a negative perception of the district, especially at the high school level. There needs to be an effort for everyone to be respectful and supportive of others.

## Prioritized Systemic Challenges

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

PSSA results from this year in both reading and math showed students struggling with the revised assessment reflecting the new PA Academic Standards.

The number of students in the high school needing to repeat a course for credit recovery is high.

While remediation/refresher time for students not scoring proficient on Keystones has increased with moderate success, there is still a concern for time for students attending our CTC programs.

**Systemic Challenge #2** (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Aligned Concerns:**

PSSA results from this year in both reading and math showed students struggling with the revised assessment reflecting the new PA Academic Standards.

**Systemic Challenge #3** (*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:**

The number of students in the high school needing to repeat a course for credit recovery is high.

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While remediation/refresher time for students not scoring proficient on Keystones has increased with moderate success, there is still a concern for time for students attending our CTC programs.

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Our graduation rate has risen to above 90% in the past several years. However, each year there are students who struggle academically, socially, and emotionally. There is always concern about not being to reach all students.

**Systemic Challenge #4** (*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:**

PSSA results from this year in both reading and math showed students struggling with the revised assessment reflecting the new PA Academic Standards.

**Systemic Challenge #5** (*Guiding Question #0*) There will be a positive culture and climate among all stakeholders - students, teachers, paraprofessionals, administration, board, parents, and community.

**Aligned Concerns:**

PSSA results from this year in both reading and math showed students struggling with the revised assessment reflecting the new PA Academic Standards.



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Some students and parents have a negative perception of the district, especially at the high school level. There needs to be an effort for everyone to be respectful and supportive of others.

# District Level Plan

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## Action Plans

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

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- There will be a positive culture and climate among all stakeholders - students, teachers, paraprofessionals, administration, board, parents, and community.

### Indicators of Effectiveness:

Type: Annual

Data Source: Keystones, PSSA data

Specific Targets: Students will improve performance on state assessments by 10%

### Strategies:

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

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

**SAS Alignment:** Assessment, 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](http://en.wikipedia.org/wiki/Curriculum_mapping)

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

## *Curriculum mapping of 21st century skills*

### **Description:**

Curriculum will be reviewed and aligned to 21st century teaching and learning skills, PA Core Standards, and national standards to better prepare our students for a global workplace and economy.

**SAS Alignment:** Curriculum Framework, Instruction

## ***Implementation Steps:***

### *Math Curriculum Transition*

#### **Description:**

Grades K-5 in the elementary will fully implement Everyday Math to meet the PA Core Standards. Grades 6-8 will fully implement Carnegie Math to meet the PA Core Standards. Unit plans will be developed by grade levels to assure each classroom by grade level is implementing the math curriculum consistently.

**Start Date:** 8/27/2014    **End Date:** 5/31/2017

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

#### **Supported Strategies:**

- Curriculum Mapping

- Curriculum mapping of 21st century skills

### *Curriculum Revision*

#### **Description:**

Board-approved curricula will be completed in all subjects following the PA Core Standards and reflecting 21st century skills. The elementary needs especially the areas of ELA, social studies, and science. Social studies should reflect not only content standards, but also ELA standards.

Upon review of revised curriculum, there will be evidence of the following areas embedded in the curriculum: critical thinking skills, creative thinking skills, written communication, technology, cooperative learning, oral communication, global awareness, career awareness, integrated courses, project-based learning, and relevant objectives.

**Start Date:** 1/7/2013      **End Date:** 6/30/2018

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

#### **Supported Strategies:**

- Curriculum mapping of 21st century skills

### *Common Assessments*

#### **Description:**

Each grade level at the elementary and each subject area of high junior/senior high school will formulate list of common assessments by marking period in core subject areas to be placed in district assessment folder.

**Start Date:** 8/27/2014      **End Date:** 5/31/2017

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Curriculum Mapping

- Curriculum mapping of 21st century skills

### *Explore Engineering Programs/Courses*

#### **Description:**

District will implement engineering strand of courses at the middle and high school.

**Start Date:** 7/15/2015    **End Date:** 5/30/2018

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

#### **Supported Strategies:**

- Curriculum Mapping
- Curriculum mapping of 21st century skills

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

#### **Related Challenges:**

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- There will be a positive culture and climate among all stakeholders - students, teachers, paraprofessionals, administration, board, parents, and community.

#### **Indicators of Effectiveness:**

Type: Interim

Data Source: Lesson plans and teacher/student observations and work samples

Specific Targets: Variety of instructional strategies observed in classrooms and in lesson plans

## **Strategies:**

### *Substantial Professional Development*

**Description:** The Southwest Regional Educational Laboratory found that substantial professional development showed a positive impact upon student achievement (substantial = greater than 14 hours of focused professional development delivered via workshops or summer institutes, supported by follow-up sessions and all delivered by professional developers rather than train-the-trainer approaches). (Source: [http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Technology Infrastructure Enhancement/Technology Access and Training Increase*

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

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

## **Implementation Steps:**

### *Professional Development in Technology*

#### **Description:**

Teacher lesson plans will reflect frequent and appropriate use of technology to engage student learning. Teacher observations will reflect teacher proficiency and confidence in integrating technology in lessons; for example using the flipped classroom or hybrid learning.

Funding used will be through Ready to Learn grant, previously Accountability Block Grants.

**Start Date:** 11/1/2014    **End Date:** 5/30/2018

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

**Supported Strategies:**

- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

*Writing - MTSS Project***Description:**

Teachers will plan instruction to include writing in all three areas: narrative, informational, and persuasive/argumentative. There will not be more student writing, but the quality of student writing will be assessed with strategies to improve individual student writing.

**Start Date:** 1/7/2014    **End Date:** 5/31/2017

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

**Supported Strategies:**

- Substantial Professional Development

*Writing System***Description:**

Teachers will use the John Collins Writing System to improve student writing and to launch a district wide discussion of effective strategies to improve student writing and to develop a consistent system by which to analyze student writing. Teachers in grades 5-8 will regularly meet to establish and implement consistent guidelines for student writing.

**Start Date:** 8/27/2014    **End Date:** 5/30/2018

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

**Supported Strategies:**

- Substantial Professional Development

## *Differentiation*

**Description:**

Teachers will differentiate their instruction and assessments to improve student learning. Differentiation will be documented in online lesson plans as well as evidenced via walkthroughs and formal observations.

**Start Date:** 8/26/2015    **End Date:** 5/30/2017

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

**Supported Strategies:**

- Substantial Professional Development

## *Formative Assessment*

**Description:**

Teacher observations via walkthroughs and formal observations will reflect frequent monitoring of student progress using a variety of formative assessment strategies. Elementary teachers will apply knowledge attained in i3 ASSET Summer Institutes, sharing within grade levels with new teachers. High school teachers will participate in an initiative to increase use of formative assessments in the secondary classroom.

**Start Date:** 8/26/2015    **End Date:** 5/30/2018

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

**Supported Strategies:**

- Substantial Professional Development



# Appendix: Professional Development Implementation Step Details

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

**Strategy #1: Curriculum Mapping**  
**Strategy #2: Curriculum mapping of 21st century skills**

Start	End	Title	Description					
8/27/2014	5/31/2017	Math Curriculum Transition	Grades K-5 in the elementary will fully implement Everyday Math to meet the PA Core Standards. Grades 6-8 will fully implement Carnegie Math to meet the PA Core Standards. Unit plans will be developed by grade levels to assure each classroom by grade level is implementing the mth curriculum consistently.					
		<b>Person Responsible</b> Director of Curriculum	<b>SH</b> 6.0	<b>S</b> 2	<b>EP</b> 15	<b>Provider</b> NEIU 19	<b>Type</b> For Profit Company	<b>App.</b> Yes

**Knowledge**

Teachers will use both math programs with fidelity, including any online pieces.

Curriculum in a subject area needs to be aligned to PA Core Standards to ensure improvement in student achievement.

**Supportive Research**

Student in math need to solve authentic problems. They need to explain how a solution was achieved. They also need to communicate multiple ways of solving a problem.

The classroom needs to operate with Math Practices.

**Designed to Accomplish**

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

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

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.

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.

<b>Training Format</b>	Series of Workshops Professional Learning Communities Offsite Conferences		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

involvement of administrator and/or peers

Creating lessons to meet varied student learning styles  
Curriculum development

standards, classroom environment, instructional delivery and professionalism.  
Student PSSA data  
Standardized student assessment data other than the PSSA  
Review of participant lesson plans

**LEA Goals Addressed:** **Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.** **Strategy #1: Curriculum mapping of 21st century skills**

Start	End	Title	Description				
1/7/2013	6/30/2018	Curriculum Revision	Board-approved curricula will be completed in all subjects following the PA Core Standards and reflecting 21st century skills. The elementary needs especially the areas of ELA, social studies, and science. Social studies should reflect not only content standards, but also ELA standards.  Upon review of revised curriculum, there will be evidence of the following areas embedded in the curriculum: critical thinking skills, creative thinking skills, written communication, technology, cooperative learning, oral communication, global awareness, career awareness, integrated courses, project-based learning, and relevant objectives.				
	<b>Person Responsible</b> Director of Curriculum & Instruction	<b>SH</b> 6	<b>S</b> 8	<b>EP</b> 6	<b>Provider</b> NEIU#19	<b>Type</b> IU	<b>App.</b> Yes

**Knowledge**

Teachers will enhance understanding of TDA's and reading strategies to improve student achievement. This

would include, but not be limited to, close reading and text structure.

**Supportive Research**

Students need to be critical readers and writers. They must use the text to support their claims. Higher level thinking and not just literal, low-level comprehension is the goal.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

**Training Format**

Series of Workshops  
Professional Learning Communities  
Offsite Conferences

**Participant Roles**

Dir

Classroom teachers  
Principals / Asst. Principals  
Supt / Ast Supts / CEO / Ex  
New Staff

**Grade Levels**

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

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p>	<b>Evaluation Methods</b>	<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>Classroom student assessment data</p> <p>Review of participant lesson plans</p>
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**LEA Goals Addressed:** Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

**Strategy #1: Curriculum Mapping**  
**Strategy #2: Curriculum mapping of 21st century skills**

Start	End	Title			Description			
7/15/2015	5/30/2018	Explore Engineering Programs/Courses			District will implement engineering strand of courses at the middle and high school.			
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>		<b>Type</b>	<b>App.</b>
	Building Administrators/ Director of Curriculum	8	5	2	Project Lead the Way		College or University	Yes

**Knowledge** Teachers will deepen their knowledge of the engineering design process and the use of robotics.

**Supportive Research** Students will practice 21st Century skills, including critical thinking, creative thinking, communication, cooperation, and use of technology.

**Designed to Accomplish**

<p>For classroom teachers, school counselors and education specialists:</p>	<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>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p>

**Training Format** Professional Learning Communities  
Offsite Conferences

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	<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>	<b>Evaluation Methods</b>	<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>Classroom student assessment data</p> <p>Review of participant lesson plans</p>

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

**Strategy #1: Substantial Professional Development**  
**Strategy #2: Technology Infrastructure Enhancement/Technology Access and Training Increase**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
11/1/2014	5/30/2018	Professional Development in Technology	Teacher lesson plans will reflect frequent and appropriate use of technology to engage student learning. Teacher observations will reflect teacher proficiency and confidence in integrating technology in lessons; for example using the flipped classroom or hybrid learning.  Funding used will be through Ready to Learn grant, previously Accountability Block Grants.	Building Administrators, Director of Curriculum, Director of Special Services	3.0	8	8	in-house teachers with IU support	IU	Yes

**Knowledge**  
 Teachers will increase expertise with various technology tools and confidence in using them in the classroom. Technology will be used using the hybrid model with three rotations: direct instruction group, cooperative group, and independent group.

Teachers will learn to plan for rotations using agendas with students, analyze data to plan future groups, and evaluate software for instruction. Teachers will also learn to integrate various devices in their instruction.

**Supportive Research**  
 Effective use of technology as a tool in lesson planning and design enhances student engagement and learning.

**Designed to Accomplish**

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

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

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1)
	Principals / Asst. Principals		Elementary - Intermediate (grades 2-5)
	Supt / Ast Supts / CEO / Ex		Middle (grades 6-8)
	Dir		
	School counselors		
	New Staff		
	Other educational specialists		

<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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Creating lessons to meet varied student learning styles  
Peer-to-peer lesson discussion

Student PSSA data  
Standardized student assessment data other than the PSSA  
Classroom student assessment data  
Review of participant lesson plans  
Review of written reports summarizing instructional activity

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

Start	End	Title	Description
1/7/2014	5/31/2017	Writing - MTSS Project	Teachers will plan instruction to include writing in all three areas: narrative, informational, and persuasive/argumentative. There will not be more student writing, but the quality of student writing will be assessed with strategies to improve individual student writing.
	<b>Person Responsible</b> Building Administrators, Director of Curriculum, Director of Special Services	<b>SH</b> 6.0	<b>S</b> 4
		<b>EP</b> 8	<b>Provider</b> MTSS Writing Project - PaTTAN Harrisburg
			<b>Type</b> PaTTAN
			<b>App.</b> Yes

**Knowledge** Teachers will improve student writing in third grade by focusing on case study.

**Supportive Research** Student learning is enhanced through writing, reflection, reading, and sharing.

**Designed to Accomplish**

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

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

**Training Format**  
Series of Workshops  
Professional Learning Communities

**Participant Roles**  
Classroom teachers  
Principals / Asst. Principals  
New Staff

**Grade Levels**  
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  
Journaling and reflecting

**Evaluation Methods**  
Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
Student PSSA data  
Standardized student assessment data other than the PSSA  
Classroom student assessment data  
Review of participant lesson plans

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

Start	End	Title	Description						
8/27/2014	5/30/2018	Writing System	Teachers will use the John Collins Writing System to improve student writing and to launch a district wide discussion of effective strategies to improve student writing and to develop a consistent system by which to analyze student writing. Teachers in grades 5-8 will regularly meet to establish and implement consistent guidelines for student writing.						
		<b>Person Responsible</b> Building Administrators, Director of Curriculum	<b>SH</b> 6.0	<b>S</b> 4	<b>EP</b> 6	<b>Provider</b> John Collins	<b>Type</b> IU	<b>App.</b> Yes	

**Knowledge** Teachers will learn the strategies in the John Collins approach to writing including use of FCA's.

**Supportive Research** Students develop a deeper understanding of instructional material by writing.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

For school and district administrators, and other

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

educators seeking leadership roles:

assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

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

<b>Training Format</b>	Series of Workshops Professional Learning Communities		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data Review of participant lesson plans

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

Start	End	Title			Description		SH	S	EP	Provider	Type	App.
8/26/2015	5/30/2017	Differentiation			Teachers will differentiate their instruction and assessments to improve student learning. Differentiation will be documented in online lesson plans as well as evidenced via walkthroughs and formal observations.	<b>Person Responsible</b> Building Administrators, Director of Curriculum	3	2	8	School District personnel	School Entity	Yes
<hr/>												
<b>Knowledge</b>		Teachers will develop various strategies to maximize student learning.										
<b>Supportive Research</b>		Not all students learn at the same rate or in the same way. Effective instruction means planning for various learning styles in the classroom and adjusting classroom instruction so all students are successful. Student engagement is also key.										
<b>Designed to Accomplish</b>												
For classroom teachers, school counselors and education specialists:		Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.										
For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.										
<b>Training Format</b>		Series of Workshops Professional Learning Communities										

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Paraprofessional	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  Creating lessons to meet varied student learning styles	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  Classroom student assessment data Review of participant lesson plans

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

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/26/2015	5/30/2018	Formative Assessment	Teacher observations via walkthroughs and formal observations will reflect frequent monitoring of student progress using a variety of formative assessment strategies. Elementary teachers will apply knowledge attained in i3 ASSET Summer Institutes, sharing within grade levels with new teachers. High school teachers will participate in an initiative to increase use of formative assessments in the secondary classroom.							

Building Administrators, Director of Curriculum, Director of Special Services	2	8	8	NEIU#19	IU	Yes
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**Knowledge** Teachers will develop a variety of methods for informally assessing students during the course of a lesson.

**Supportive Research** Effective instruction involves assessing student learning throughout the process not just testing the student at the end of the unit.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.  
 Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

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

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

Professional Learning Communities

**Training Format**

<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Middle (grades 6-8)
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	Principals / Asst. Principals	High (grades 9-12)
<b>Follow-up Activities</b>	<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>Journaling and reflecting</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>Classroom student assessment data</p>



# District Level Affirmations

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

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

**Affirmed by Michael Barhite on 2/1/2016**

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*Board President*

**Affirmed by Karen Voigt on 1/31/2016**

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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

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

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

**Affirmed by Thomas Stoddard on 4/28/2015**

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*Board President*

**Affirmed by Karen Voigt on 4/29/2015**

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*Superintendent/Chief Executive Officer*