

South Park SD

District Level Plan

07/01/2017 - 06/30/2020

District Profile

Demographics

2005 Eagle Ridge Rd
South Park, PA 15129
(412)655-3111
Superintendent: Wayne Gdovic
Director of Special Education: Kathleen Wooddell

Planning Process

The District Administrative team , along with teachers, students, parents, school board members, and community members have met to discuss, share concerns, and develop future goals of the district. The group is cognizant of the need to allow financial concerns to temper their plans but still strives to provide the best learning environment for our students. The completed sections were then presented to the planning committee for approval and editing. The completed plan will be presented to the School Board for final approval after being posted to the District website for community review.

Mission Statement

To provide an educational atmosphere where all students have opportunities to discover their talents, develop their abilities, and achieve the highest expectations embedded in our educational program to become responsible and productive members of society.

Vision Statement

The South Park School District is committed to providing an innovative, dynamic and engaging learning environment where students' strengths are developed and fostered and where graduates are prepared to become collaborative and influential contributors to our ever-evolving local and global communities.

Shared Values

We believe that:

Students, family, school, and community share the responsibility and accountability for learning which is achieved through collective decision making.

Learning is a life-long process.

Every student learns differently.

Learning takes place best in a positive environment.

Every student deserves a well-rounded education with high academic standards and opportunities to participate in extracurricular activities.

Learning extends beyond the classroom and into the community.

The importance of providing students the opportunity to succeed in a changing world to master 21st Century Skills.

Technology plays an essential role in student learning and should be accessible to every child.

Opportunities must exist for students to develop strong personal character, including the core virtues of honesty, generosity, responsibility, self-discipline, perseverance, respect for others, compassion and achievement.

All members of the school community will have a role in maintaining a safe and supportive learning environment.

Each student has the opportunity to develop their own personal identity.

Educational Community

South Park School District Profile

South Park Township is located in the southwestern region of Pennsylvania. South Park Township would be classified as a suburban community. The community of South Park Township would be considered, for the most part, solidly middle class. The population of South Park Township as of the 2010 census was 13,416. Additional South Park Township data can be found at <http://www.city-data.com/city/South-Park-Township-Pennsylvania.html> One major point of interest is that approximately one-third of the Township (3,000 acres) is comprised of property owned and operated by Allegheny County as part of its park system. South Park Township has a number of parks and parklets under its control that also provide recreational activities to Township residents. There appears to be a trend in younger families moving into the community, particularly the Library area.

School Facilities

A. South Park High School: Student population: 630. Opened January 2005. It is a two-story wing design building.

B. South Park Middle School: Student population: 560. Opened August 1976. It is a two-story sectional design building. Renovation is slated to be completed in December 2016

C. South Park Elementary Center: Student population: 630. Opened August 2001. It is a two story wing design building.

Planning Committee

Name	Role
Justin Dellarose	Administrator : Professional Education Special Education
L. Robert Furman	Administrator : Professional Education Special Education
Wayne Gdovic	Administrator : Professional Education
Christine Liekar	Administrator : Professional Education Special Education
Kevin Monaghan	Administrator : Professional Education Special Education
Dave Palmer	Administrator : Professional Education Special Education
Richard Platts	Administrator : Professional Education Special Education
Kathy Wooddell	Administrator : Professional Education Special Education
John Innocenti	Board Member : Professional Education
Colleen Moses	Business Representative : Professional Education
Wayne Perry	Business Representative : Professional Education
Sharon Bruni	Community Representative : Professional Education
Karen Fasbaugh	Community Representative : Professional Education
Rosemary Siyufy	Community Representative
Eric Voyten	Community Representative
Beverly Jones	Ed Specialist - Other
Melanie Lauritzen	Ed Specialist - Other : Professional Education Special Education
Bethany Chicora-Lewis	Ed Specialist - School Counselor : Professional

	Education
Kari Havel	Ed Specialist - School Counselor : Professional Education
Chris Stoicovy	Ed Specialist - School Counselor
Kim Mosi	Ed Specialist - School Nurse
Melissa Dubyak	Elementary School Teacher - Regular Education : Professional Education
Janis Jackovic	Elementary School Teacher - Regular Education : Professional Education
Ellisen Lowe	Elementary School Teacher - Special Education : Special Education
Melanie Aloï	High School Teacher - Regular Education
Debbie Kress	High School Teacher - Regular Education
Rhiannon Miller	High School Teacher - Regular Education
John Pastorius	High School Teacher - Regular Education
Adriene Peterson	High School Teacher - Regular Education
Melissa Rech	High School Teacher - Regular Education
Ann Schemm	High School Teacher - Regular Education
Ryan Siniawski	High School Teacher - Regular Education
Michael Tobias	High School Teacher - Regular Education
Christine Weston	High School Teacher - Regular Education : Professional Education
Carolyn Foley	High School Teacher - Special Education
Heather Scanlon	High School Teacher - Special Education : Professional Education Special Education
Lynn Como	Middle School Teacher - Regular Education : Professional Education
Jessica Ferguson	Middle School Teacher - Special Education : Professional Education Special Education
Dawn Byron	Parent : Professional Education Special Education
Tiffeni Furman	Parent : Professional Education
Rob Furman	Parent
Julie Maffei	Parent
Michelle Palamara	Parent : Professional Education
Kelly Pavlic	Parent
Karen Weil	Parent

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

At the middle school level, we no longer have foreign languages. Due to the move to the Pennsylvania Common Core, we are developing all of our courses to include literacy standards and various components associated to the above mentioned standards. We infuse various standards in multiple courses that are not individualized per topic.

High School Level

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

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

The high school is continually updating curriculum to meet the needs of the students as well as staying within the state guidelines with respect to the Common Core implementation and the Keystone Exams.

Adaptations

Elementary Education-Primary Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts

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

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

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

Unchecked answers

None.

Middle Level

Checked answers

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Economics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education

- History
- Science and Technology and Engineering Education

Unchecked answers

None.

High School Level

Checked answers

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

Unchecked answers

None.

Explanation for any standards checked:

Through all grade levels and disciplines the South Park School District has begun to align to the PA Core and National Standards. ELA PA Core Standards are being infused in all disciplines.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Due to the implementation of the PA Core and the PSSA Exams, instructional materials and courses are currently being updated to meet the state requirements.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Due to the implementation of the PA Core and the PSSA Exams, instructional materials and courses are currently being updated to meet the state requirements.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Due to the implementation of the PA Core and the Keystone and PSSA Exams, instructional materials and courses are currently being updated to meet the state requirements.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Due to the implementation of the PA Core and the Keystone Exams, instructional materials and courses are currently being updated to meet the state requirements.

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.

The newly formatted lesson plans include a section for teachers to plan for differentiated instruction for all students. Adaptations and modifications allows for special education and accelerated students to be provided appropriate supports and services. Principals review lesson plans and classroom observations and walkthroughs validate this implementation.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching
- Instructional Coaching

*Regular Lesson Plan Review**Checked Answers*

- Administrators

Unchecked Answers

- Building Supervisors
- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Currently, the district contract states that teachers are to be directly supervised by building administration and the superintendent. Walkthrough observations are conducted periodically. Lesson plans are updated to reflect PA Core standards and materials, activities, and assessments are closely monitored by administrators.

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

Currently, the district contract states that teachers are to be directly supervised by building administration and the superintendent.

Responsiveness to Student Needs**Elementary Education-Primary Level**

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

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 utilizes extensive criteria to locate the best candidate for teaching positions.

There is an initial screening of candidates followed by a three stage interview, prior to final board approval. Potential candidates are screened using a point system based on their application packet. Stage one is a building-level interview. Stage two is a mock lesson with district personnel. Stage three is an interview with the Superintendent. The final step is board approval.

The district follows the required Pennsylvania State equity plan for assigning teachers. We have a 100% highly qualified teacher rating.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	36.00	36.00	36.00
English	4.00	4.00	4.00
Mathematics	3.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	10.00	10.00	10.00
Electives	8.00	8.00	8.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

Graduation Requirement Specifics

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

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.
- Locally approved and administered assessments, which shall be independently and objectively validated once every 6 years. Local assessments may be designed to include a variety of assessment strategies listed in ? 4.52(c) and may include the use of one or more Keystone Exams. Except for replacement of individual test items that have a similar level of difficulty, a new validation is required for any material changes to the assessment. Validated local assessments must meet the following standards:
 - I. Alignment with the following State academic standards: English Language Arts (Literature and Composition); Mathematics (Algebra I) and Environment and Ecology (Biology).
 - II. Performance level expectations and descriptors that describe the level of performance required to achieve proficiency comparable to that used for the Keystone Exams.
 - III. Administration of the local assessment to all students, as a requirement for graduation, except for those exempted by their individualized education program under subsection (g), regarding special education students, or gifted individualized education plan as provided in ? 16.32 (relating to GIEP).
 - IV. Subject to appropriations provided by law, the cost to validate local assessments shall be evenly divided between the school district, AVTS or charter school, including a cyber-charter school, and the Department. If the Department does not provide sufficient funding to meet its share, local assessments submitted for validation shall be deemed valid until a new validation is due to the Department.
 - V. The Department will establish a list of entities approved to perform independent validations of local assessments in consultation with the Local Assessment Validation Advisory Committee as provided in ? 4.52(f).
 - VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Unchecked answers

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	X	X			X	
Career Education and Work		X			X	
Civics and Government		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	X	
Family and Consumer Sciences		X			X	
Geography		X			X	
Health, Safety and Physical Education		X			X	
History		X			X	
Science and Technology and Engineering Education		X			X	X
World Language		X			X	

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
CDT		X	X	X
STAR 360	X	X		

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
PSSA		X	X	
Keystone			X	X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
teacher made midterms/finals		X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT		X	X	X
Unit assessments in math and reading		X	X	X
Gates-McGinite	X	X		
Slossen Math	X	X		
STAR 360	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	X	X	X	X
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

Assessments are reviewed by building principals, supervisors and Central Office Administration.

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.

End of year exams are developed through teams of educators and administrators. Data is reviewed annually and modifications are made.

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 DRC, PVAAS, E-Metric for data review. Throughout the school year, teachers use the data to determine student needs and advancement. This information is discussed through the Department Chairs, who work closely with the data to ensure a strong understanding of needs for the students. During the summer, the principals review the information and present this information to the staff upon their arrival from summer breaks.

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.

Assessment data is reviewed for students and broken down into specific areas of concern. This information is shared with the students through individual teacher/student meetings. Students are offered tutoring after school and, at the high school level, during the day. Parents are also given information on specific areas of concern, so that they can work with their child at home on individually prepared packets. Remediation classes are available to assist students who are not proficient.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

Throughout the district, differentiated instruction is used within classrooms to meet individual needs of students in curricular areas.

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

This narrative is empty.

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The South Park School District keeps the community and its parents informed of upcoming assessments as well as individual scores.

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

This narrative is empty.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The district will continue to utilize MAPS (K-2) and MobyMax (K-8) as benchmark assessments during the school year and PSSA and Keystone over the summer and the following year to ensure that our students' achievement continues to grow and to address areas of concern.

Programs, Strategies and Actions

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

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

We have a close relationship with the South Park Police Department. The district has also hired a school police officer. RESOLVE is a community mental health partner that assists school personnel with addressing the needs of students with social/emotional issues. The District also provides in house counseling to support students with emotional needs through Glade Run Lutheran Services and Mon-Yough. At the Middle School Level we incorporate the Olweus Bullying Prevention Program, and positive behavior incentive programs.

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.)

Copies of the Parent Guide to Special Education for the Gifted, the Parent Resource Guide, Gifted Support Program brochure are displayed in an area designated in each district building as the public awareness dissemination location. This is located in high traffic area and in ready view of the public. This information is also located on the district website and gifted support is included in the district's annual notice posted in the South Park News which is distributed to every household in the district. In addition, this information is also located within each school buildings handbooks.

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

Screening begins at kindergarten registration. All kindergarten students who score at the 95th percentile or higher on the Screening Tool provided by the Allegheny Intermediate Unit are identified. Teachers are requested to do day to day observations on those students.

If the teacher feels the student may be gifted, the student is referred to the South park Elementary Student Assistance Program. The ESAP Team assists in identifying accommodations and enrichment activities for the student. At that time a matrix is completed to determine if referral should be made for a multi-disciplinary evaluation. If the parent chooses to bypass the screening process the student is referred for a multi-disciplinary evaluation at that time.

For higher grades, screening is ongoing throughout the school year. Results on standardized tests, the Pennsylvania State System of Assessments, and the Classroom Diagnostic Tests are reviewed to identify the top 5% of students. Teachers are alerted to the results and provide enrichment to those students in the regular class when appropriate.

A teacher or parent may notify the Student Assistance Program (SAP) Team and/or the Principal at middle and high school level, when it is believed that additional enrichment beyond that provided in the regular education class is required. At that time the matrix is completed or a multi-disciplinary evaluation is requested, if the parent chooses to bypass the screening matrix process.

When there is a question as to a child's appropriate placement within the matrix, a decision will be rendered by the Multi-disciplinary Evaluation Team (MDT) which can include: parents, teachers, counselors, School Psychologist, and administrators.

To encourage individual screening referral from teachers, staff are provided with an informative handout identifying characteristics of high achieving and gifted learners.

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

Timelines

A Gifted multi-disciplinary evaluation is completed within 60 calendar days after receiving written parental permission.

A Gifted Written Report (GWR) is provided to the parents/guardian within the 60 calendar days.

An invitation to the Gifted Individualized Education Plan (GIEP) must be sent 10 calendar days prior to the GIEP Meeting date.

The Gifted Individualized Education Plan (GIEP) must be developed within 30 calendar days after the GWR is issued to the parent/guardian.

A Notice of Recommended Assignment (NORA) is given to parent/guardian at the GIEP Meeting or within 5 calendar days following the meeting regarding Gifted Supports and services.

Determining Eligibility

Following a multi-disciplinary evaluation, a student earning a Composite standard score of 130 or above on an established intelligence test instrument and meeting Criteria A and B from the multiple criteria listed below, may be recommended for gifted support.

Students scoring within the range of 125-129 on a Composite standard score of an established intelligence instrument may be considered as eligible for gifted if Criteria A and B and at least three additional criteria are met.

Composite scores on the following intelligence assessments will be accepted: Wechsler Intelligence Scale for Children-Fourth Edition, Stanford-Binet Intelligence Scale-Fifth Edition, Cognitive Assessment Scale, Wechsler Adult Intelligence Scale, Third Edition, Wechsler Preschool and Primary Scale of Intelligence-Third Edition, and the Differential

Ability Scale.

Multiple Criteria

- A. Demonstration of advanced on the Pennsylvania State Standards Assessment in Reading, Math, or Science or achievement greater than the 49th percentile rank STAR 360.
- B. An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability as reflected by rates of acquisition and retention in the range of 92-100% by the teacher(s) of at least three content areas. Content areas include Reading, English, Math, Science and Social Studies.
- C. Attainment of an overall grade point average (GPA) of at least 95% for at least two grading periods.
- D. Presentation of a product, portfolio or research judged by a committee consisting of principal, teacher, and guidance counselor as being representative of an average or above average student whom is place at least two years above the candidate's actual placement. The product must demonstrate mastery of an academic content area. Demonstration of advanced talent or skill in the arts or humanities is not addressed through the gifted program.
- E. Measured use of high level thinking skills, academic creativity, leadership skills, academic interest areas, and communication skills as indicated by an obtained standardscore of 121 or higher on two out of the four following subscales of the Gifted and Talented Evaluation Scales: Intellectual Ability, Academic Skills, Creativity, or Leadership.
- F. Demonstrated ability to speak a foreign language fluently without having acquired formal instruction.
- G. Ability to demonstrate competency in computer skills normally taught in district's curriculum at least two years above the candidate's actual grade level as determined by the Director of Technology and Building Principal.

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.

Students are enriched within the general education classroom utilizing enrichment activities that are embedded in the general education curricula.

The gifted program in grades K-4 (Elementary) incorporates all content areas. All students are given various opportunities to complete individualized projects and activities to meet the goals addressed in the GIEP. The program offers various options for enrichment and extensions which focus on expansion of experiences beyond the exploration level of the regular classroom curriculum in the areas of cognitive skills, learning skills, research skills, communication skills, and leadership skills. Students are also given opportunities for interaction with other gifted students through participation in competitions, events and field trips. Students participate in the program for a minimum of 3 hours per week.

The gifted program in grades 5-8 (Middle School) students participate on days 1, 3, and 4 of a 6 day rotating schedule. At each grade level units are presented on Problem Solving, Logic, Computer Education, Language Arts, and Social Studies.

Content and instruction vary depending on the grade level.

The gifted program in grades 9-12 (High School) is referred to as the Maximizing Achievement Potential (MAP) Program. It provides opportunities that are extended to all students to participate in high-level curriculum-based enrichment activities beyond the classroom. Three levels of service are provided.

Level 1 services are offered to all students with no restrictive prerequisites and include field

trips, guest speakers, assemblies, thinking skills, games, puzzles, and various competitions. Level 2 services are appropriate for many students and require specific interest or abilities. Some examples of Level 2 services are Calculusolve, National History Day Competition, and participation on the school newspaper.

Level 3 services address the needs of individuals or small groups and may include curricular differentiation, curriculum compaction, independent study, apprenticeships, or more individualized adaptations such as subject or grade level acceleration.

Given that these options are offered to both gifted and non-gifted students, services within Level 1 and 2 will not be identified as part of the specially designed instruction in the student's GIEP, unless the activity has been individualized for the student.

To insure provision of specially designed instruction and continuation of Gifted Individual Education Programs to gifted students, each gifted student will be strongly encouraged to identify at least one subject area in which he/she wishes to pursue enrichment beyond the normal classroom activities. To facilitate identification of such enrichment opportunities, each department offers a set of suggested enrichment activities/projects from which the students may select.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEI	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	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
Glade Run - Mental Health Services within South Park Schools	X	X	X	X
Mon Yough MHMR Services	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

RESOLVE - CACTIS - Crisis Management Partners	X	X	X	X
Mon-Yough MH/MR	X	X	X	X

Explanation of consultation and coordination services:

This narrative is empty.

Communication of Educational Opportunities

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

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Students who need additional interventions, whether academic or behavioral, are referred to our Student Assistance Program (SAP) either through school staff or parent referral. Strengths and needs of students are identified via data collected. Additional interventions are determined, and regular progress monitoring is conducted as interventions are implemented.

The SAP teams consist of teachers, counselors, nurses, and administrators who work in conjunction with parents and outside agencies to serve the needs of students.

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

At the elementary and middle school level, staff coordinates with Extended Day Services and/or community preschool programs to align curriculum goals.

The district has developed a kindergarten readiness program, which is shared with parents and area preschool programs.

The High School has a child-care preschool program that is offered to 3 and 4 year old children in the community.

Children with special needs receive support from the Alliance for Infants and Toddlers Program from birth to age three. Three to five year olds with special needs receive supports and services through the Allegheny Intermediate Unit's DART program.

South Park School District collaborates with the AIU to transition students to kindergarten. K-12 students have the opportunity to work with Melting Pot Ministries, which is an

academic after-school program.

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.

Children with special needs receive support from the Alliance for Infants and Toddlers Program from birth to age three. Three to five year olds with special needs receive supports and services through the Allegheny Intermediate Unit's DART program.

South Park School District collaborates with the AIU to transition students to kindergarten.

K-12 students have the opportunity to work with Melting Pot Ministries, which is an academic after-school program.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

All buildings have Common Planning time built into the weekly schedule so that teachers can meet to develop and share high quality instructional materials. Teacher have the ability to review data to be certain that students are progressing through technology as well as to search for other online options for instruction.

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

Provide explanation for processes used to ensure Accomplishment.

Budget constraints have played a major role in the overall availability of on-site resources. Staff and students have turned to the internet as a far reaching resource tool. Staff have been receiving professional development in the area of differentiation so that our students' diverse needs are being addressed to improve student achievement.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The standards aligned system has provided our staff with additional resources that have proved to be a very useful and relevant tool for implementing effective instructional practices.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The SAS website has proved as a useful tool for teachers and administrators.

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

	classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of

	district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District is in the beginning stages of implementing these standards and will continue to do so throughout the life of this Strategic Plan.

Elementary Education-Intermediate Level

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

Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District is in the beginning stages of implementing these standards and will continue to do so throughout the life of this Strategic Plan.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of

	district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

The District is in the beginning stages of implementing these standards and will continue to do so throughout the life of this Strategic Plan.

The District does not provide World Language instruction at the Middle School.

High School Level

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

Technical Subjects	50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	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 50% or more of district classrooms

Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District is in the beginning stages of implementing these standards and will continue to do so throughout the life of this Strategic Plan.

Professional Education

Characteristics

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

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

academic standards.				
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.

The district firmly believes in data-driven decision making to implement effective instructional practices. The staff are afforded many opportunities to review data and to adjust instruction as necessary. The district has a professional education committee that meets several times per year to plan district professional development. Additionally, a needs assessment is completed yearly within the district.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA plans to conduct the required training on approximately:
8/23/2018 Act 126

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

Questions
The LEA has conducted the training on:
1/15/2016 Act 71
1/18/2016 Act 71
The LEA plans to conduct the training on approximately:
1/15/2021 Act 71

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

Questions
The LEA has conducted the training on:
1/15/2016

The LEA plans to conduct the training on approximately:
1/15/2021

Strategies Ensuring Fidelity

Checked answers

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

Unchecked answers

None.

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

A professional development committee exists within the South Park School District that is responsible for identifying the needs of the professional staff. An electronic survey is conducted every spring to gather staff responses to their perceived needs. Throughout the year, multiple opportunities are provided by the building administrators to analyze and discuss data. This data is utilized to develop action plans that are implemented to improve student achievement. Other opportunities include the sharing of instructional practices and those practices that have been identified for favorably impacting student learning through differentiation.

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

This narrative is empty.

Induction Program

Checked answers

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

Unchecked answers

None.

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

The South Park School District has a comprehensive induction program that provides for a strong mentoring program that is governed by many of the above goals, objectives and competencies.

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

This narrative is empty.

Needs of Inductees

Checked answers

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

Unchecked answers

None.

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

Two days are provided at the beginning of the school year for all new teachers to meet with the district administration to review the expectations associated with the induction process. Meetings are held throughout the year to cover all components associated with the goals and objectives of the program. Meeting with mentors and other district entities are held to address all components that have been highlighted in the induction program. A survey is given to all inductees that provide feedback to the professional development team to help address perceived deficiencies in the process.

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

This narrative is empty.

Mentor Characteristics

Checked answers

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

Unchecked answers

None.

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

The mentors are typically assigned based on their certification and building assignment. Meetings are held at the beginning of the year with each mentor to go over the requirements for the effective completion of the induction program. Along with these meetings, time is provided for the mentors and the inductees to meet. Common planning times and beginning of the year days are provided for collaboration.

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

This narrative is empty.

Induction Program Timeline

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

If necessary, provide further explanation.

Two days are provided for discussions pertaining to the identified topics above. As indicated above, all of these areas are addressed either by the administrator or the mentor teacher from the onset of the induction program. Once they are addressed, follow-up discussions occur throughout the year. Meetings with district staff that play various roles are interviewed by the inductee so that a more comprehensive understanding of the district is attained.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

The inductee has a comprehensive evaluation packet that is to be initialed and dated as various topics are covered. This packet is then taken to the building principal for review and discussion. Finally, the packet is presented to the professional development committee for final approval for completion.

Recording Process

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

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

Unchecked answers

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

Special Education

Special Education Students

Total students identified: **227**

Identification Method

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

Annual Public Notice to identify, locate, and evaluate children with disabilities and who require special education and related services, the District recognizes all other federal regulations and uses a discrepancy model for the purpose of identifying students with Specific Learning Disabilities.

The following criteria are used for determining the existence of a specific learning disability:

1. Address whether the child does not achieve adequately for the child's age or does not meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards; Oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills; reading comprehension; mathematics calculation; and mathematics problem solving.
2. Examine whether the child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.
3. Determine that the findings are not primarily the result of: a visual, hearing, or orthopedic disability; mental retardation; emotional disturbance; cultural factors; environmental or economic disadvantage; and limited English proficiency.
4. Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that: (a) The child was provided scientifically-based instruction in regular education settings, delivered by a qualified personnel, as indicated by observations of routine classroom instruction. (b) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

Although the district utilizes the Discrepancy Model, the District recognizes the benefits of early intervention. Through the district wide benchmark assessments and implementation of standard aligned curriculum, students needing interventions are being identified and research based interventions are being implemented.

At the Elementary Center students are grouped throughout the day based on skill assessments. Team meetings are held either at the beginning of the school day or a floating substitute is employed to facilitate participation in team meetings and better meet the needs of individual students. Paraprofessionals are employed to assist students.

Paraprofessionals provide drill on phonics, math facts, and other previously taught skills, as well as act as Personal Care Assistants, to address Self-Care, Behavioral, and Safety deficits with students as needed. Title One provides remedial reading for grades 1-4. Title One provides remedial math to grades two through four as well.

At the Middle School, homeroom has been extended to create an intervention period in order to provide students requiring assistance, opportunities to receive additional supports. At the fifth grade level, reading and math resource classes are offered for special education students. At fifth and sixth grade levels, fundamental math and language arts skills are offered to students in need of attaining these basic skills. At the seventh and eighth grade levels, interventions are offered to students in need of attaining these basic skills. At the seventh and eighth grade levels interventions are offered that supplement the existing

curriculum in both math and language arts. Students are identified based on the PSSA, grades, and any other at-risk factor that inhibits some aspect of their learning. The Student Assistance Team functions to assess student needs: academic, behavioral, and emotional and initiate interventions within the school setting. Students whom present with mental health needs are referred for assessment through our partnership with Mon Yough Mental Health and/or our Glade Run partner.

At the High School level students may receive assistance during study halls as well as before and after school. High school honor students also provide tutoring. In addition, identified students receive additional supports in the areas of Social Studies, Science, and testing via assigned Resource Study Halls. At Middle and High School levels Paraprofessionals are utilized to support students in both the regular and special education classes. The High School also offers a Keystone Remediation Class which is not a special education class. As occurs at the Middle School level, the Student Assistance Team functions to assess student needs: academic, behavioral, and emotional and initiate interventions within the school setting. Students whom present with mental health needs are referred for assessment through our partnership with Mon Yough Mental Health and our Glade Run partner. It is hoped that these resources provide students with the adaptations needed to be successful within a regular education environment.

Enrollment

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

The data is publicly available via the PennData website. You can view your most recent report. The link is:

<https://penndata.hbg.psu.edu/PublicReporting/DataataGlance/tabid/2523/Default.aspx>

Based on the Special Education Data Report for the School Year 2013-2014, at the present time the South Park School District does not evidence disproportionality in regards to ethnicity.

Considering a 10% difference as disproportionate, the District does not evidence disproportionality in regards to the number of students identified as autistic. The State percent is 9.4%, while the District percent is 15.4%. Since this is a medical diagnosis, the District accepts the diagnosis parents bring from a physician or child psychiatrist. We believe educators and medical professionals are becoming more aware of the symptoms and thus increasing the number of diagnosed cases.

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?

How does the District meet its obligation under Section 1306 of the Pubic School Code as the host District at each location?

The District has one 1306 facility within its jurisdiction, Sleepy Hollow. However, at this time, there aren't any students residing at the facility. If this changes, the following procedures/protocol will be adhered to.

If/When a special education student, potential special education student, a 504 eligible student, or potential 504 eligible student is assigned/resides at Sleepy Hollow:

- The Special Education Administrator of Sleepy Hollow will notify the Director of Special Education at South Park within 1 business day regarding an identified student.
- South Park School District (Host District) will then issue a 4605 to the District of residence for the identified student and request educational records.
- South Park School District (Host District) will review the records received from the District of Residence and convene the IEP team to determine educational placement always considering education in least restrictive environment (public school) first unless it is determined that this would not provide an appropriate level of supports and services for the student. Once educational placement is determined, South Park School District (Host District) will issue the Notice of Recommended Educational Placement.
- South Park School District (Host District) would be responsible for FAPE, Child Find, reporting progress, appointing a surrogate and communicating with the School District of Residence.

How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

If/When students reside and participate in educational programming at this facility, the Director of Special Education at South Park School District in collaboration with the Special Education Director of Sleepy Hollow will review the educational records of all students placed at Sleepy Hollow for Child Find purposes. Records will be scrutinized for need of services. When need of service cannot be ruled out and an Education Evaluation is not available, the South Park School District (Host District) will conduct an Educational Evaluation.

The IEP team first determines which services will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan will be agreed upon. The IEP team will then determine, based on the needs of the student, the level and location of the intervention.

The general education environment with supplemental aids and services within the student's Host School District (South Park) and with access to all extracurricular activities will be considered as the first level of least restrictive environment.

Individualized Education Program teams will consider what supplementary aids and services that would be necessary to support the student in the regular education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs. When this is not appropriate, the continuum of services from least to a more restrictive environment will be followed to determine an appropriate placement. As the law requires a full continuum of services is offered and based on individual student needs whereby a placement out of the district may be appropriately recommended.

What problems or barriers exist which limit the District's ability to meet its obligation under Section 1306 of the Public School Code?

The Host District (South Park) strives to obtain educational records in a timely manner. However, it has been our experience that the students assigned to the 1306 facility have moved frequently or have not been in an educational program for some time. When it is reported that a student has had an IEP efforts will be made to obtain the special education records from the last identified prior district and/or from the parent. When records cannot be obtained, a Permission to Reevaluate will be issued and the district will conduct their own evaluation.

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).

School district personnel are informed about the requirement to transfer records to the appropriate authority for students with disabilities who committed a crime. Each building administrator has a copy of the BEC on this issue. When necessary, the solicitor is contacted for consultation and advice. A collaborative working relationship has been established between district administrators and local law enforcement in order to safeguard the confidentiality of the students to the degree protected by the law.

All incarcerated students are offered a free appropriate public education by either the Allegheny Intermediate Unit or the school district hosting the facility.

We currently have no students incarcerated.

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.

Ensuring Maximum Integration, Program Description, and Educational Environments

The IEP team first determines which services will be provided by reviewing the Evaluation Report and documenting the student's present levels of academic achievement and functional performance and the academic, developmental, and functional needs sections of the IEP. Goals and objectives, as well as other sections of the plan are agreed upon. The IEP team then determines, based on the needs of the student, the level and location of the intervention.

The general education environment with supplemental aids and services within the student's home school is considered as the first level of least restrictive environment. Individualized Education Program teams consider what supplementary aids and services that would be necessary to support the student in the regular education environment. The Supplementary Aid and Support Toolkit has been distributed to staff and is utilized as a resource tool during IEPs.

Supplementary Aids and Services

Service/Resource	Description
Allegheny Intermediate Unit Services	The Allegheny Intermediate Unit provides the following services on an as needed basis: Special Education Services including visual and hearing support services; Related Services including occupational and physical therapy); Professional Development, Preschool Early Intervention Services, Homeless Children's Initiative; English as a Second Language; Pupil Personnel Services (psychological services, social work services); ACCESS Program (data collection and reporting system); Extended School Year (coordinates programs and services).
Co-teaching	Co-teaching is currently offered to special education students grades K-8 in Language Arts and Math. At the high school level, co-teaching is offered in Math. Pull out classes are provided for those students for whom co-teaching is not appropriate.

Supplementary Aids and Services are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with the law.

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs ONLY if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The following is a framework for considering the full range of Supplementary Aids and Services (SAS).

Collaborative (adults working together to support students)

Scheduled time for co-planning for team meetings
Instructional arrangements that support collaboration (e.g. co-teaching, paraeducator support)

Professional development related to collaboration

Coaching and guided support for team members in implementation of co-teaching and assistive technology

Supplemental Aids
and Services

Scheduled opportunities for parental collaboration
All school personnel collaborate in the development and delivery of a Standard Aligned System

Parent day and evening workshops

Attendance at monthly AIU liaison meetings

Special Education Coordinator meets monthly within each building with special education staff

Special Education Coordinator meets twice monthly with Central Office and Building Administration

Special Education Website

Data analysis meetings

Instructional Development (development and delivery of instruction that addresses diverse learning needs)

Providing modified curricular goals

Providing alternate ways for students to demonstrate learning

Providing testing modifications

Providing alternate materials and/or assistive technology (e.g. large print, books on tape, transcribe text to Braille, alternate computer access)

Providing instruction on functional skills in the context of the typical routines in the regular classroom

Changing method of presentation

Using reading services
 Providing research based supplementary materials
 Providing instructional adaptations (e.g. pre-teaching, repeating directions, extra examples and non-examples)
 Study guides
 Access to computers Books on Tape
 Software to enhance learning
 Extra set of books for home
 Teacher outlines
 Modification of length of assignment
 Modified grading
 Providing visual or written schedules
 Paraprofessional Support

Physical

(adaptions and modifications to the physical environment)
 Furniture arrangement in the environments
 Specific seating arrangements
 Individualized desk, chairs etc.
 Adaptive equipment
 Adjustments to sensory input (e.g. light, sound)
 Environmental Aids such as sensory room
 Structural Aids (e.g. wheelchair accessibility, elevator, grab bars)
 Supervision of elevator
 Vocational stations within class

Social-Behavioral (supports and services to increase appropriate behavior and reduce disruptive or interfering behavior)

Social skill instruction
 Counseling supports
 Peer supports
 Individualized behavior support plans
 Modification of rules and expectations
 Cooperative learning strategies
 Providing breaks during instructions
 Assignment books checks between home and school
 Notifying students in advance of schedule changes
 Utilization of Social Stories
 Professional development on behaviors and disabilities
 Conflict mediations sessions
 Anti-bullying presentations
 Extra time to travel between class

Support Services

Learning support classrooms are operated within each building. The

Elementary Center includes an autistic support classroom. The Middle School provides a life skills support classroom. The High School also provides a life skills support classroom. The district also employs two full time speech/language pathologists that serve all three buildings. All programs are staff by school district employees. The District contracts with two licensed psychologists, and with Glade Run to provide individual and group therapies. The District employs 4 Guidance Counselors: 1@ the Elementary Center, 1 @ the Middle School, and 2 @ the High School to provide Career Planning Instruction, social skills groups, and counselling. The District contracts with the Allegheny Intermediate Unit for low incidence needs (e.g. vision, hearing, occupational therapy, and physical therapy).

Transition Services The transition coordinator meets with student and their families to support the students' post school outcomes for education, employment and independent living. The transition coordinator also works with families with accessing services with the Office of Intellectual Disabilities. In addition, the Office of Vocational Rehabilitation organization (OVR) attends IEP Meetings for students in grades 11 and 12 to prepare for the transition between High School and Post-Secondary Education and/or employment.

When this is not appropriate, the continuum of services from least to a more restrictive environment is followed to determine an appropriate placement. As the law requires a full continuum of services is offered and based on individual student needs whereby a placement out of the district may be appropriately recommended.

The District provides opportunities for students to interact with non-disabled students throughout the day, including extracurricular activities. Students receiving services in a special education public school, a licensed private academic day school, or an approved private academic school are encouraged to participate in specific classes and/or extracurricular activities with their local, same-age peers in their home school. The district encourages students to attend school clubs, social events and vocational or academic classes during the day.

The LEA participates in Least Restrictive Environment, Inclusion, behavioral, instructional, and standard based trainings offered by PaTTAN and the Allegheny Intermediate Unit. In addition, the district has trained and will continue to train building level staff in regard to least restrictive environment, the Gaskin Settlement Agreement, the placement process, adapting delivery of instruction and material, behavior support, co-teaching, inclusion, the standard aligned system, differentiation of instruction, common core, and development of literacy skills with the challenging reader.

Each year the District's Special Education Data are reviewed and an Action Plan developed that aspires to bring about change and modifications that will assist the District in meeting the State Performance Targets.

The District will continue to seek out grant monies that build district capacity to facilitate

maximum integration.

All teachers are highly qualified as are all Paraprofessionals. The special education teachers are able to collaborate with the general education teachers.

Regular education students on a volunteer basis dedicate their time to provide positive peer relationships, to encourage appropriate social interactions, and to develop reciprocal play and social skills. This is done by regular visits to the room which supports students with severe autism, physical education classes, other unstructured environments (e.g. lunch, recess), and during transition times. Consultations are provided through DT Watson, the Allegheny Intermediate Unit, and PaTTAN and Glade Run to assist in the learning and behavior management of students. Program supervision is provided by the building principals.

The District has an established partnership with Glade Run to provide on site-therapists. The elementary teachers utilize flexible grouping based on their learning needs and strengths of the students. At the Middle School the program also incorporates an intervention time in which students are provided instruction based on their strengths and needs during an extended homeroom time. At the high school level, teachers assist students during study halls, and before and after school. High school honor students also provide tutoring.

All teachers in the District, special education and regular education, are highly qualified meeting the Pennsylvania Department of Education's requirements. The special education teachers are able to collaborate and provide consultation to the general education staff. The District assigns a special education teacher 2-3 hrs/day to provide transition services for eligible students ages fourteen and older. The transition coordinator meets with students and their families to support the students' post school outcomes for education and employment. The District provides academic skill assessments, career interest surveys, and vocational assessments to help students develop and attain their goals. The District will be planning a Career Awareness Day in 2016-2017 in order to encourage students to attend the local College Fair. Throughout the school year speakers from various colleges and universities, as well as from the various branches of the U.S. Armed Forces, provide presentations for students. Tours are arranged for the area vocational technical school and the local special education center that provides vocational programming. Students are able to attend these schools (Steel Center Vocational and Mon Valley School) for vocational training. The District contracts with Goodwill Industries, PA Connecting Communities, and Community Options for vocational evaluations and for work study programs. The District also contracts with local alternative education programs such as Phase IV and CIS, for students at risk for graduating. During the 2015-2016 school year, the school district co-sponsored a Transition Fair with other districts at Baldwin High School. It included agencies from across Allegheny County that can provide needed resources to families of identified students as they prepare for transitioning post-secondary. In addition, South Park School District will be sponsoring a "Parent Transition Night" in April 2016 specifically for identified students within the district and their families. Some of the agencies attending include: Office of Vocational, Rehabilitation (OVR), Social Security, etc.

The District provides various behavior, social, and emotional supports that are available for

special education students and support full participation within the general education program. The District provides a continuum of services and interventions including a school-wide behavior program that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation; and student counseling services.

Guidance counselors provide individual and small group counseling to address student behaviors, social skills, coping skills, emotional and academic issues. In addition, the District contracts with Glade Run and Mon Yough to provide individual and group therapies to those students in need.

The Student Assistance Team has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on a student's academic, social, emotional, behavioral, and mental health development.

All special education teachers and a team from each level have been trained to conduct Functional Behavior Assessments and to develop Positive Behavior Intervention Plans.

District staff has received training in Crisis Prevention Intervention and Safety Training offered by the Allegheny Intermediate Unit as well as the District's In-house CPI Trainer. The District has formed a committee that meets periodically throughout the year to assess training and inservice needs. This is completed through staff surveys, observations, and review of current State initiatives. Recent professional development has focused on: Interventions, Differentiated Instruction, Confidentiality, Positive Behavior Support, Autism, Supplementary Aids and Services, new curricula aligned to the Common Core in ELA and Math in grades K-8, the newly adopted Student Information System (SIS) and IEP Plus (newly adopted IEP writing system) Transition, and Extended School Year. In addition, staff is encouraged to attend local and state conferences sponsored by PaTTAN, Allegheny Intermediate Unit and the Department of Education as well as to participate in webinars that are available through these entities.

The district has a continuous and comprehensive parent involvement through parent partnerships, mentor support and a Parent Steering Committee that plans parent inservice programs on an annual basis. Currently, the District is in the process of redesigning the District website so that staff, parents, and community can access information regarding our educational programming with ease. The Home Access Center (HAC) has been created so that parents can access their children's homework assignments, attendance, and grades readily. There are plans to video stream District trainings via our website so that those parents that cannot attend District trainings can view at their leisure. For those parents that do not have computer access, the District will provide copies to our local township library. During the current year parental training has focused on transition topics such as services provided by the Office of Vocational Rehabilitation, Achieva, and Goodwill. The www.parentacademywebs.com website is maintained in conjunction with the training. This website provides handouts, relevant articles, and forums for parents on these topics. The district also circulates respective trainings from surrounding districts and organizations, including the Allegheny Intermediate Unit, PaTTAN, and the PEAL Center. The District makes every effort to provide whatever accommodations are needed to support parent participation at trainings and in all meetings, including access and translators.

The South Park School District encourages and participates in Interagency collaboration meetings with multiple agencies which have resulted in appropriate programming for students, as well as fostered positive communication between the district and parents. The District is committed to reading instruction and literacy through the implementation of various reading curriculum and reading programs to meet students' needs. All students are exposed to the regular education curriculum. This is accomplished through utilization of the co-teaching model. The District recently acquisitioned and implemented new Reading curricula aligned to the Common Core for grades K-8. Ongoing training for Staff has been provided. Intensive intervention materials from the regular education curricula are utilized for students who require additional modifications and support. Supplemental curriculum such as Accelerated Reader, Earobics, Sonday, SRA Direct Instruction, Language for Learning, and Wilson are available and utilized as needed.

The district is committed to utilizing effective research based programs in the areas of math and written expression. Again all students are exposed to the regular education curriculum. The District also acquisitioned and implemented new Math curricula aligned to the Common Core for grades K-8. This is accomplished through utilization of the co-teaching model. When not appropriate, students are provided instruction utilizing functional reading and math programs.

The district employs sufficient Paraprofessionals to assist students and has provided comprehensive training to the Paraprofessionals. Paraprofessionals are trained on each in-service and Act 80 day on one or more of the 10 standards. During past years, each Paraprofessional has far exceeded the minimum requirement of 20 hours of inservice. The district utilizes assistive technology proactively to assist in the delivery of services to all students. The District employs a full-time Director of Technology and two technology support staff as well. These personnel are the first line of contact in problem solving for student needs. When required, the District utilizes the services of the Allegheny Intermediate Unit to conduct further assessments and assists the district in creating action plans.

The district provides sensitivity training to students and staff at all levels. The district contracts with Children's Institute to offer Kids on the Block and DT Watson for sensitivity training for students.

To further raise awareness and build compassion within both staff and students for those with various disabilities, the District participates in fund raising events such as Hop for Leukemia, Autism Speaks, and Jump Rope for the Heart.

All policies are in full compliance with federal and state regulations.

The District has developed[the "Kindergarten Readiness Guide which is provided to local preschools and placed in local public sites. The goal is for parents and preschools to have the packet one year before kindergarten entrance.

The district maintains a positive relationship with the Intermediate Unit and PaTTAN consultants and has utilized this expertise in the areas of assistive technology, autism, behavior support, inclusion, curriculum adaptations, Transition, and paraprofessional training. Administration, special education teachers, regular education teachers, paraprofessionals and all staff working with students are trained annually in the areas of

concern and maintain a good relationship to meet each student's needs. The District plans to continue to provide and expand professional development regarding scientifically based interventions, differentiated curriculum, inclusive practices and learning about various disabilities; conduct ability awareness programs for students, staff and parents; provide resources to design and implement curriculum, instruction, assessment and technology to respond to the challenges of diverse student needs; and form partnerships with families and communities.

LRE Data Analysis

The 2013-2014 Special Education Data Report indicates that the South Park School District has 11.4% of the students identified with an exceptionality. This is 4% lower than the State. Examining the breakdown by exceptionality, the District has a higher rate of autism than reported across the State. South Park data indicates 15.4% while the State reports 9.4%. This data reflects medical diagnoses.

The Special Education Data from the 2013-2014 school year, calculates to 70.6% of our identified students are in the regular education classroom 80% or more of the time compared to the state average of 62.4%. In addition, the number of students in the regular education classroom less than 40% is non-descript due to the small group size compared to the state average of 8.9%. Identified students in other settings account for 8.3% which is 3.5% higher than the state average of 4.8%. The Director of Special Education attends IEP Meetings at outside settings and invites parents to visit District buildings to inform them of supports and services available within the regular education setting. When the IEP Team deems it appropriate to move the student back to a lesser restrictive environment, a plan is put into place to transition the student back to the District so as to set the student up for success within that environment. In addition, the district continues to review data to determine needed changes in programming.

LRE data is reviewed and shared with administration and staff throughout the school year. The District places emphasis on early intervention and close communication with parents when a student begins to struggle as evidenced by our written procedures. These procedures ensure students to not fall through the "cracks" and further bring attention and intervention from both home and school. District staff is held accountable for implementation strategies in the regular class and the District has utilized paraprofessional support within the regular class.

Based on the 2013-2014 Special Education Data, the District has 8.3% percent of its students outside of the District in other settings, compared to the State's percent of 4.8%. This number, however, will continue to decline based on the current students aging out of school programming and the District's offering of life skill programs from K through 12th grades. The additional provision of on-site therapists through Glade Run is anticipated to reduce the number of students placed outside of the District for emotional needs. In addition, the high school has an Alternative Education Program within the building which should also help reduce this percentage.

Students who exhibit drug involvement, in addition, to their other disabilities at times require placements in alternate licensed facilities to appropriately address their drug

involvement. Students are returned to their regular school as soon as the IEP determines that placement is their LRE.

The District continues to move toward the statewide average data in regards to out of district placements.

Behavior Support Services

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

The South Park School District policy and procedures for de-escalation and the use of restraints follows 22 PA Code Section 14.133, stating that positive measures must form the basis of support programs to ensure that all students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs shall include research based practices and techniques to develop and maintain skills that will enhance an individual student's or eligible young child's opportunity for learning and self-fulfillment. Behavior support programs and plans shall be based on a functional behavior assessment and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student or eligible young child shall be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques have been utilized.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective. The use of restraints to control aggressive behavior of an individual student shall cause the school entity to notify the parent of the use of the restraint and shall cause a meeting of the IEP team within ten (10) school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notification, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a Functional Behavioral Assessment (FBA), Reevaluation, a new or revised Positive Behavior Support or a change of placement to

address the inappropriate behavior.

The use of prone restraints (child is held face down on the floor) is prohibited in school programs.

The South Park School District maintains and reports data on the use of restraints as prescribed by the Secretary of Education. Data is collected on an on-going basis and reported into the electronic web site maintained by Leaders.

School Based Behavioral Health Services

The South Park District provides various behavior, social, and emotional supports to help maintain students in the least restrictive environment. The District provides a continuum of services and interventions including a school-wide behavior program that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation; and student counseling services.

The District employs four guidance counselors: one at elementary, one at the middle school level and two at high school level. Guidance counselors work with individual and small groups of students. Classroom presentations are also provided. Topics focus on behavior, social skills, career planning, and academic skills.

Some, but not all of the activities and services provided by the guidance department include the following.

School Guidance Curriculum

- Academic support, including organizational, study and test-taking skills
- Goal setting and decision-making
- Career awareness, exploration and planning
- Education on understanding self and others
- Communication, problem-solving and conflict resolution
- Multicultural/diversity awareness
- Rotational classes on anger management, bullying, and conflict resolution, respect, responsibility, good decision making, friendship, lying, cheating, stealing, and getting along with others.
- Peer relationships, coping strategies and effective social skills

Individual Student Planning

- Academic planning and monitoring of all students
- Goal setting/decision- making
- Education on understanding of self, including strengths and weaknesses
- Transition plans

- Newcomers group

Responsive Services

- Individual and small-group counseling
- Individual/family/school crisis intervention
- Conflict resolution
- Consultation/collaboration
- Referrals
- Liaison between families, students, and agencies

System Support

- Professional development
- Consultation, collaboration and teaming
- Program management and operation
- Test coordinators

Counselors collaborate with both parents, teachers, administrators, and students. Some areas of focus for this collaboration are listed below. Our guidance counselors are an invaluable resource in the behavior management and emotional needs of our student body.

Parents

Parent education

Communication/networking

Academic planning

One-on-one parent conferencing

Interpretation of assessment results

Teachers

Classroom guidance activities

Academic support, including learning style assessment and education to help students succeed academically

At-risk student identification and implementation of interventions to enhance success

Administrators

School climate

Behavioral management plans

School-wide needs assessments

Student data and results

Student assistance team building

Students

Peer education
 Peer support
 Academic support
 School climate
 Leadership development
 Community
 Crisis interventions
 Referrals
 Career education

The Student Assistance Program has a team of specially trained individuals who conduct student needs assessments, and develop specific intervention plans focusing on student's academic, social, emotional, behavioral, and mental health development. Members include administrative members, guidance counselors, nurses, and teachers and representatives from Allegheny County Behavioral Health.

Glade Run serves as an on site mental health provider at the high school and middle school, and elementary levels. Mon Yough also assists families with accessing community mental health services and/or resources.

All special education teachers have been trained to conduct Functional Behavior Assessments and to develop Positive Behavior Intervention Plans. District staff has been trained in Crisis Prevention Intervention Techniques. A district administrator is a certified trainer and conducts annual training for staff.

The District maintains a close working relationship with the South Park Police Department. One of the officers serves as our School Attendance Officer.

The South Park School District provides on-going professional development activities to prepare and train District staff to address the special knowledge and skills to serve the behavioral needs of children with disabilities. Each building has a team trained in Addressing Challenging Behavior Using Data. This includes training on conducting functional behavior assessments and developing positive behavior support plans.

In addition, the High School implements Building Wide Behavior Support. Data review is a constant within this framework for successful practices and is reviewed weekly with the core team and monthly with the entire teaching staff. Staff buy-in helped the school to create and define the Three P's - Prompt, Prepared and Polite. Students are taught what the school rules look like in various areas of the building and on transportation provided. Due to the data review, South Park High School has implemented several changes to its system.

For example, we experienced many tardies to school in the morning. By moving homeroom in later in the day, students now begin their day with first period class, thereby reducing tardies significantly. Further, by altering the overall bell schedule, lunch periods were reduced which impacted students disciplinary issues within the cafeteria. Teachers are present in the hallways and are quick to positively reward students for good behaviors rather than punish students. Through the process, students have received many positive behavioral incentives for both behavior and academic changes. Our peer tutoring program has really increased and reaches more students in need and our Tier II team holds study skills groups. When an issue does arrive that impacts many students, teachers are given

prepared lesson plans and teaching time to present to the students. Student involvement in these activities helps to make them feel connected and results in a positive impact within the school and with each other. As the program grows each year, the impact we see at the high school is nothing but positive. District staff is provided the opportunity to attend local, state and national conferences.

The Elementary level has implemented Building-Wide Positive Behavior Support.

The Middle School has implemented the Olweus Anti Bullying Program.

The District also provides parent opportunities for training and information sharing in regard to students with disabilities. Parents are also notified of relevant trainings conducted by local organizations, schools and universities.

The District encourages and participates in Interagency collaboration meetings with multiple agencies which have resulted in appropriate programming for students with complex needs. Interagency participation at District IEP meetings have improved appropriate programming for students, as well as fostered positive communication between district and parents.

The District currently utilizes the consultation and technical services provided by the Intermediate Unit, PaTTAN, DT Watson, Glade Run, and Wesley Spectrum.

Student Assistance Teams operate at each level to identify students at risk for mental health needs. A member of Mon Yough Mental Health participates on the elementary, middle, and high school teams as a liaison.

Students with emotional support needs receive their program in either a co-taught class with supplementary aids and supports or in a resource room setting. In addition, they receive on-site mental health counseling provided by guidance counselors or through a partnership with Glade Run. Glade Run is approved to provide service at the elementary, middle and high school levels. This partnership provides on-site behavioral health services that promote social and emotional growth. This partnership emphasizes a team approach in which educators, counselors, families and communities work together to foster strong, confident, and contributing youth.

Some of the areas of counseling that are provided during school hours focus on:

Inter-personal relationships

Stress and Mood

Grief and Loss

Trauma and Anxiety

Anger Management

Conflict Resolution

Behavioral Issues

Communication Skills

Problem-Solving

Character Building and Self-Esteem

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

Ensuring FAPE

The South Park School District, as of this date, has been able to locate a program for all their special education students to ensure the provision of FAPE. The South Park School District has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies. However, if the District ever had difficulty locating a program to ensure FAPE, they would contact the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education program. The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition the following agencies may also be contacted to be part of the team: Mon Yough Mental Health, Mercy Behavior Health Services, Family Links, Wesley Spectrum, Family Behavior, WJS, Wesley Spectrum, Southwestern Health Services, Juvenile Court (Probation Officer), Children and Youth Services, Partial Hospital Programs, Allegheny Department of Human Services Office of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education Programs.

The District staff have participated in training and workshops by the State and the AIU, which included focusing on the interagency approach. We also have staff participate in Student Assistance Training. As a result we have engaged in interagency collaboration resulting in appropriate programming and interventions to meet the individual needs of students.

To date, the South Park School District has been successful in procuring appropriate educational placements for all their special education students in large part due to our efforts to collaborate with other child serving agencies to meet the individual needs of students in the least restrictive environment. Utilizing various agencies has not only improved securing appropriate programming for students, but also has fostered positive communication between the District staff and parents.

Local Continuum of Supports and Services

The District established a Parent Mentor Group. This is a group of parents who have been trained and can assist and advocate for parents in all aspects of the special education process. This Mentor Group continues to function within the District.

During the 2007-2008 school year, an elementary autistic support class was established and

continues to provide programming within the district currently.

During the 2009-1010 school year, a life skills class was established at the Middle School level and continues to provide programming within the district currently.

During the 2014-2015 school year, a life skills class will be established at the High School level and continues to provide programming within the district currently.

A partnership with Glade Run was established during the 2012-2013 school year and has made mental health counseling by an independent provider available on site. This partnership continues within the district today and has expanded to include individual and group therapy but assists families in accessing community resources that provide supports within the home as well.

The High School and Elementary Schools utilize Building-Wide Positive Behavior Support. The Middle School utilizes the Olewus Anti-bullying program.

Special education teachers are available to assist students during study halls.

Our December 1 2013-2014 child count data indicated that 70.6% of the students are serviced inside regular education 80% or more of the day compared to the 62.4% reported by the state. Within the District, the number of students serviced inside regular education less than 40% of the day was non-descript due to such low numbers compared to 8.9% as reported by the state. The number of students serviced outside the District was 8.3% compared to the state average of 4.8%.

On-going professional development regarding implementation of ELA and Math curricula acquisitioned for the 2015-2016 school year is provided to Staff.

The South Park District continues to explore and create ways to expand the districts continuum of special education supports, services and educational placements. Data are analyzed on a quarterly basis and shared with staff and administration.

The District considers the general education classroom as the preferred assignment of students with disabilities. Supplementary aids and services are used to support students with disabilities as active participants with non disabled peers as well as to enable their access to the general curriculum. There are a number of supplementary aids and services to be considered and implemented by the IEP teams including but not limited to the following; Collaborative, Instructional, Physical, and Social-Behavioral. Special classes, separate schooling, or other removal of children with disabilities from the regular education classroom occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The South Park District provides positive behavior interventions, strategies, and supports designed to foster increased participation of children with disabilities in the general education environment.

In addition to the use of supplementary aids and services to address behavioral issues in the general education classroom, the district develops Functional Behavior Assessments and Behavior Intervention Plans; provides individual and group student counseling services; consultation to parents and staff; and professional development. Fundamental to the provision of these services is school-wide behavior support. School-wide behavior support services all students through programs such as early intervention, student assistance teams and building level initiatives to set expectations to unify consistent behaviors of all

students. The District rewards the attributes of Polite, Positive, Prompt, and Prepared. Individual behavior support plans are used to develop and maintain skills that will enhance an individual student's opportunity for learning and demonstrating appropriate behavior. Consultations are provided to parents and school staff regarding the behavior management of students within the school setting. Consultation is provided by DT Watson, the Allegheny Intermediate Unit and the PaTTAN staff. Individual and group counseling is available to improve cognitive and behavioral functioning that allows students to benefit from their educational program.

The Student Assistance Team effectively screens and refers students who may be in need of counseling services. Parents, teachers, related service providers and administrators are able to refer to the Student Assistance Team.

Counseling services are provided by the guidance counselors and Glade Run therapists. In addition, the District currently has five agencies which are providing Behavior Support Consultation or Therapeutic Staff Support during the school day on site.

The District utilizes the RESOLVE crisis intervention program and other services provided through Allegheny County Mental Health, as needed.

If a more restrictive setting is needed, the District would refer the student to a Licensed Private School, and Approved Private School, and/or a partial hospital program.

The District provides on-going professional development to all staff, including paraprofessionals and related service providers to enhance understanding of least restrictive environment.

The primary focus of all staff training is to improve the achievement of all students and to ensure that effective instructional practices based on empirical evidence are implemented. Therefore, staff needs are guided by current state-wide initiatives and research-based effective practices related to curriculum, instruction, assessment, and intervention.

The District incorporates professional development days in the school calendar for training staff. Administration meets with staff on a weekly basis to address professional development issues. The District also utilizes the assistance of Allegheny Intermediate Unit, PaTTAN, community resources, and private providers. Staff is encouraged to attend professional workshops and conferences offered by local universities and professional organizations. In addition various training delivery systems including building-based, video conferences, webinars, guided practice, coaching, information dissemination, and consultation on specific cases have been helpful in supporting the ongoing efforts at the building level of providing positive behavior supports and maintaining students in the least restrictive environment.

Expansion of the Continuum of Services Planned during the life of this plan

The South Park School District administration and designated staff and parents review the special education data, enrollment data, and test data to make informed data-driven decisions for program planning and enhancements. This process has resulted in the expansion of our continuum of services and supports. The District continues to provide and seek:

- 1) Professional development regarding scientifically based interventions, differentiated

curriculum, inclusive practices and learning about disabilities.

- 2)On-going training for both general education and special education staff regarding research based interventions, progress monitoring, educational benefit for students, the Standard Aligned System, and the Common Core;
- 3)Disability awareness programs for students, staff, and parents;
- 4)Resources to improve curriculum, instruction, assessment and technology to better meet the needs of diverse students;
- 5) Expansion of partnerships with families and community resources;
- 6) Utilization of alternative means of providing parent training in addition to face to face workshops. The District is beginning to make these training sessions available via video streaming or through DVD so the parent can watch the training at their leisure.
- 7) Maintenance and expansion of the parent and staff loan library to educate parents on services and interventions in the home setting.

The South Park School District has an in-house continuum of services that can accommodate the needs of most autistic and life skills students.

Co-teaching is implemented at the elementary level in grades K-4 in Language Arts and Math. At the Middle School level, co-teaching is implemented in Language Arts and Math at all grade levels (grades 5-8). At the high school level, co-teaching is implemented in math.

Co-teaching was implemented in English but was terminated.

The District recognizes the need to expand early intervention services. The District currently hosts an extended day program for elementary students. We also host a preschool program in our high school which provides on-site experience for our high school students participating in Child Development.

We also recognize our need to expand services through preventative therapeutic support; scheduled time for staff to collaborate regarding individual student needs, increased professional development and support needs for staff; increased parent involvement and participation in training and family support groups; and improved collaboration between the District, parents, and community agencies.

The South Park School District, as of this date, has been able to locate a program for all their special education students to ensure the provision of FAPE. The South Park School district has been able to locate services for difficult to place students by exploring a range of services and consulting with various agencies. However, if the District ever had difficulty locating a program to ensure FAPE, they would contact the Bureau of Special Education within the Pennsylvania Department of Education to report the students who may lose instruction while waiting for an appropriate special education program for more than thirty days. The District would also contact the Interagency Coordinator at PaTTAN and the AIU, to assist in the process of securing a placement for the student. In addition the following agencies may also be contacted to be part of the team: Mon Yough Mental Health, Mercy Behavior Health Services, Family Links, Wesley Spectrum, Family Behavior, WJS, Wesley Spectrum, Southwestern Health Services, Juvenile Court (Probation Officer), Children and Youth Services, Partial Hospital Programs, Allegheny Department of Human Services Office of Behavioral Health, Drug and Alcohol Treatment Centers, and Alternative Education Program.

The District staff has participated in training and workshops by the State and the AIU, which included focusing on the interagency approach. We have also had Student Assistance Liaisons train district staff on site. As a result we have engaged in interagency collaboration resulting in appropriate programming and interventions to meet the individual needs of students.

To date, the South Park School District has been successful in procuring appropriate educational placements for all their special education students in large part due to our efforts to collaborate with other child serving agencies to meet the individual needs of students in the least restrictive environment. Utilizing various agencies has not only improved securing appropriate programming for students, but also has fostered positive communication between the District staff and parents.

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.

South Park Township is located in the southwestern region of Pennsylvania. South Park Township would be classified as a suburban community. The community of South Park Township would be considered for the most part, middle class. The District does contain two Section Eight low income housing units. The population of the District based on the 2010 census was about 13,416.

The District is primarily a bedroom community. There is a pocket of industrial activity in the Broughton area of the Township. This activity involves federally funded research and development with regard to energy sources. Consol Energy, a private company, operates a similar facility on Brownsville Road in the Library area. South Park also has a number of small businesses which are located along the main thoroughfares of the Township, and a number of home-based occupations. One major point of interest is that approximately one-third of the Township (3,000 acres) is comprised of property owned and operated by Allegheny County as part of its park system. Activities in the park include ice skating rinks, tennis courts, a championship golf course, picnic areas, shelters, playgrounds, ball fields, sled riding areas, summer concerts, horse-back riding, walking and bike trails, and a wave action swimming pool. The Township also has a number of parks under its control that also provide recreational activity to the residents. The community is also serviced by two volunteer fire departments.

There appears to be a trend in younger families moving into the community, particularly the Library area. There has been a significant increase in new housing developments in the past few years.

The South Park School District is comprised of one elementary school that serves grades K-4, one middle school that serves grades 5-8, and one high school that serves grades 9-12. Students are transported by the district.

The mission of the district to provide an educational atmosphere where all students have opportunities to discover their talents, develop their abilities and achieve the highest

expectations embedded in our educational program to become responsible and productive members of society. The South Park School District strives to educate all students appropriately in the least restrictive environment.

In its commitment to serving the needs of students as much as possible in the regular education system, the District implements various measures to ensure that all students with academic and behavioral needs are educated in the general education program.

At all levels, for students who continue to experience learning difficulties, the Student Assistance Team provides a comprehensive needs assessment, as well as an instructional and/or behavioral intervention program for individual students to help them succeed within the general education program. The team closely monitors each student's response to interventions, allowing for the most appropriate level of intervention to be delivered in regular education. This enables students to receive interventions within the regular education class and reduces the need for special education referrals.

Student progress is monitored throughout the year. Previously, The Measures of Academic Progress (MAP) assessment was administered three times during the school year to all students in grades K-2. However, the District beginning the 2015-2016 school year is utilizing the GMADE and GRADE assessments to monitor student progress in grades K-4 two times per year. This data is used at all levels to make instructional decisions and provide intensified instruction to students on an individual and small group basis. Staff are given time to analyze data and create action plans to improve student achievement.

At kindergarten registration effective screening takes place for all incoming kindergartners to identify areas of need. The Elementary Center offers an extended day kindergarten to at risk students. Paraprofessionals are employed to assist students. Paraprofessionals provide drill on phonics, math facts, and other previously taught skills. Title One provides remedial reading for grades 1-4. Remedial math is offered to grades two through four as well. Due to a modified block schedule, grades 5-8 will have extended class time to differentiate instruction to accommodate for the diverse needs of the students. The Student Assistance Team functions to assess student needs, academic, behavioral, and emotional and initiate interventions within the school setting. Students who present with mental health needs are referred for assessment through our partnership with Mon Yough Mental Health and Glade Run.

At the High School level students may receive assistance during study halls as well as before and after school. High school honor students also provide tutoring. At all levels Paraprofessionals are utilized to support students in both the regular and special education classes. The High School also offers a Response to Intervention Reading class, which is not a special education class. This assists students whom require remediation. As occurs at the Middle School level, the Student Assistance Team functions to assess student needs, academic, behavioral, and emotional and initiate interventions within the school setting. Students who present with mental health needs are referred for assessment through our partnership with Mon Yough Mental Health and Glade Run. It is hoped that these resources provide students with the adaptations needed to be successful within a regular education environment.

At the Middle and High School level, a Special Education Teacher and/or Paraprofessional

is assigned to administer tests in an alternate location for those students for whom this is determined to be a need through the IEP team.

The District also employs two speech and language pathologists and contracts with the Intermediate Unit for low incidence services such as hearing and vision impairment and orientation and mobility, as well as occupational and physical therapy support.

At all levels, paraprofessionals support students within the regular and special education classes as needed. The District currently employs 15 paraprofessionals. In-service trainings has been provided by the Intermediate Unit, DT Watson, Tri-Community South, the Director of Special Education, the district CPI Trainer, and Master Teacher Online Training Program for the paraprofessionals. Each year, the paraprofessionals are given instructional time on each of the 10 Paraeducator Standards and each paraprofessional is responsible for keeping a portfolio of their training. All paraprofessionals exceed the 20 hour mandated training per year. Every in-service or Act 80 day they are assigned to relevant training.

The District is emphasizing the implementation of co-teaching to increase the time students spend in regular education. At the Elementary level, co-teaching is conducted for grades K-4. At the Middle School, co-teaching is conducted in Math and English Language Arts at all grade levels. At the High School level co-teaching is offered in Math at all grade levels.

Determination of whether a student requires co-teaching or pull out services is made by the IEP team with utilization of the Supplementary Aide and Services Toolkit. Pull out resource support is provided as part of the continuum of services as needed.

Our December 2013-2014 child count, indicated that 11.4% of our total population was identified as special education, which is below the state average of 15.4%. We attribute this lower percentage to the success of pre-referral intervention strategies and effective use of supplemental aids and supports. The South Park School District provides special education programs and services within each building, enabling children with disabilities to attend the same school as their neighborhood peers. All special education classes are operated by the South Park School District. The District provides learning support services within all three buildings. Autistic support is offered at the elementary level. Life skills support is offered at the middle school and high school levels. This continuum will allow us to service autistic and life skill students within their regular school. The District contracts with the Allegheny Intermediate Unit for the related services of hearing, vision, orientation and mobility, and occupational and physical therapy.

Based on the December 13-14 child count, 70.6% of our students are inside regular education 80% or more of the day compared to the state's average of 62.4%. The percent of students inside the regular education program less than 40% of the day is non-descript to the low numbers which is significantly below the state average of 8.9%. Although the number of special education students receiving services in other settings outside the District is 8.3 % and slightly higher than the State average of 4.8%, this number is anticipated to decrease as students graduate and/or age out of programming. The district continues to analyze data to determine needed programming changes to accommodate our students' needs. Students who have severe cognitive disabilities and severe emotional disturbance represent the most significant number of students assigned to more restricted settings. Due to the small population and the intense needs of these students, the District

has had to exercise more restricted placements including public separate facilities, private separate facilities, and approved private schools.

Through the emphasis on a co-teaching model, the District aims to reduce the percentage of time that students are removed from the regular education environment.

The District encourages students with disabilities to participate in non-academic and extracurricular activities by offering students with disabilities equal access to participate by adapting the activity and by providing transportation, aides, and other accommodations needed for the student to participate in school sponsored extracurricular activities including sports, band, clubs and competitions.

The District assigns the transition coordinator duties to a special education teacher for 3 periods of the school day. The transition coordinator provides services for eligible students ages fourteen and older. The transition coordinator meets with students and their families to support the student's post school outcomes for education and employment. The District provides academic skill assessments, career interest surveys, and vocational assessments to help students develop and attain their goals. The District also provides a Career Awareness Day and encourages students to attend the local College Fair. Throughout the school year speakers from various colleges and universities, as well as from the various branches of the U.S. Armed Forces, provide presentations for students. Tours are arranged for the area vocational technical school and the local special education center that provides vocational programming. Students are able to attend these schools (Steel Center Vocational and Mon Valley School) for vocational training. The District contracts with Goodwill Industries and PA Connecting Communities for vocational evaluations and work study programs. The District also contracts with local alternative education programs such as Phase IV and CIS, for students at risk for graduating. A library of transition related training topics is available to parents on line.

All students age 14 and over have a transition portfolio. The District has created a road map of activities that are provided from the 6th grade level on to the students.

All students have access to the CHOICES software program which allows them to explore career options and post secondary school options. This can be accessed through the web and is also available to parents. The District has provided both student and parent training on accessing this program.

As students transition from early intervention to school age, from elementary to middle, and middle to high school level, transition meetings are held to facilitate a smooth transition.

The District utilizes ESchool Plus which is a student information system implemented in the 2015-2016 school year. It allows teachers to post notices to parents, post assignments, grades and attendance. Parents are now able to track this information on their students through the District Home Access Center (HAC)..

The Elementary Center contains one dedicated computer lab, an online research mini lab in the Media Center, and one rolling computer lab. The Middle School has one full computer lab, a research computer lab in the media center and two classroom mobile labs. The High School has six full computer labs.

The South Park School District believes all students have unique and individual ways of behaving. When behaviors interfere with the learning or social environment, supports are in place to address student needs. The District provides various behavioral, social, and emotional supports that are available for all students and support full participation within the general education program. The District provides a continuum of services and interventions including a school-wide behavior program at the high school level that focuses on positive reinforcement and accountability; good classroom management strategies; Individual Behavior Plans; staff consultation and individual student counseling. The high school has received PDE accreditation for implementation of Building wide Positive Behavior Support. At the elementary and middle school level, core teams have been trained by the Allegheny Intermediate Unit on Addressing Challenging Behaviors Using Data.

The District employs one elementary counselor, one middle school, and two high school counselors. The District also utilizes consultants from the Allegheny Intermediate Unit and DT Watson to assist with behavior management plans for more challenging students. The District has established a partnership to provide on-site therapeutic services with Glade Run at all levels.

All special education teachers have been trained to conduct Functional Behavior Assessments in order to develop Positive Behavior Intervention Plans. District staff has also received training in Crisis Prevention Intervention techniques. An administrator has been trained as a trainer in CPI and continues to expand the number of staff trained and recertified. The district has honored and paid for teacher requests to attend trainings outside of the district. Topics of training have included mathematics and reading instruction, autism, behavior support, language, and standards based IEPs to mention a few. The Director of Special Education meets bi-weekly with the special education staff within each building. Special Education Team Leaders have been established at each school building in order to ensure consistent communication to staff.

The district has developed and provided materials to parents for Child Find information purposes. The materials are comprehensive and professional in appearance. Our annual notice is placed in the South Park News, a local paper that is widely distributed to all addresses within the district. This notice includes contact information for parents that have concerns about child development. In addition, Child Find information is posted on our website, handed out at Open Houses, and placed in the public display area of each building. A Parent Resource Guide is also available that provides further detail on how IDEIA is implemented within the South Park District. This Resource Guide was a joint effort by a parent group and district administration. In addition, brochures are provided that explain the operation and function of the Student Assistance Teams. The School Board has also been in-serviced on Child Find.

The District conducts Child Find activities including the following: Early Intervention Transition Meetings, kindergarten screenings, speech and language screenings, medical screenings, student assistance referrals, review of standardized test results, review of student grades, attendance, and discipline referrals. Each year parents are surveyed in regard to their satisfaction with our public awareness efforts. Adjustments are made based

on parental feedback.

The District has developed "The Kindergarten Readiness Guide" that is provided to local preschools and placed in other sites (e.g. local fast food restaurants). The goal is for parents and preschools to have the packet one year prior to kindergarten entrance.

The District maintains a Special Education website which includes parent training announcements, District notices, services, a frequently asked question section, procedural details, and links to other sites that can assist parents in understanding and seeking services for their child's disability.

The district has a continuous and comprehensive parent involvement through parent partnerships, mentor support and a Parent Steering Committee that plans parent inservice programs on an annual basis. Periodic needs assessments are conducted to determine the interest of parents. The Parent Steering Committee also assists in identifying the parent training topics. Trainings are offered each year. Current offerings have focused on transition from high school. In addition, the Elementary Center has offered different parent training sessions on various topics such as Title One and what supports it has to offer, Reading readiness, etc. The website is maintained in conjunction with the training. This provides handouts, links, relevant articles, and forums for parents on these topics. The district also circulates respective trainings from surrounding districts and organizations, including the Allegheny Intermediate Unit. The District makes every effort to provide whatever accommodations are needed to support parent participation at trainings and in all meetings, including access and translators.

The District also has an active Parent Mentor Support Group. This group consists of parents that have been trained on special education regulations and procedures and have been through the process themselves. They provide support to parents in terms of understanding the process, attending IEPs, and advocating for children's needs. The parents that serve as mentors have given the district permission to distribute their names as mentors.

The South Park School District encourages and participates in Interagency collaboration meetings with multiple agencies which have resulted in appropriate programming for students, as well as fostered positive communication between the district and parents. The district is committed to reading instruction and literacy through the implementation of various reading curriculum and reading programs to meet students' needs. All students are exposed to the regular education curriculum. Intensive intervention materials from the regular education curriculum are utilized for students who require additional modifications and support. Supplemental curriculum such as Sonday, SRA Direct Instruction and Wilson are available and utilized as needed.

The district is committed to utilizing effective research based programs in the areas of math and written expression. Again all students are exposed to the regular education curriculum. This is accomplished through utilization of the co-teaching model. When not appropriate, students are provided instruction utilizing functional math programs including Touch Math, Number Worlds, and STEM Fuse.

The district employs 15 paraprofessionals to assist students and has provided comprehensive training to the paraprofessionals. Paraprofessionals are trained on each in-

service and Act 80 day on one or more of the 10 standards. All are highly qualified. During past years, each paraprofessional has far exceeded the minimum requirement of 20 hours of in-service.

The district utilizes assistive technology proactively to assist in the delivery of services to all students. The District employs a full-time Director of Technology and two technology staff. This staff is the first line of contact in problem solving for student needs. When required, the District utilizes the services of the Allegheny Intermediate Unit to conduct further assessments and assists the district in creating action plans.

The district provides sensitivity training to students and staff at all levels. The district contracts with Children's Institute to offer Kids on the Block sensitivity training for students. In addition, District staff and local experts provide sensitivity training. To further raise awareness and build compassion within staff and students for those with various disabilities, the District participates in fund raising events such as Hop for Leukemia, Autism Speaks, and Jump Rope for the Heart.

All policies are in full compliance with federal and state regulations.

The District utilizes funds available through the School Based Access program to enhance the materials and services provided through the special education program. A portion of the ACCESS funds is utilized to contract with outside consultants to improve the effectiveness of our special education programs.

The district maintains a positive relationship with the Intermediate Unit and PaTTAN consultants and has utilized this expertise in the areas of assistive technology, autism, behavior support, inclusion, curriculum adaptations and paraprofessional training. Administration, special education teachers, regular education teachers, paraprofessionals and all staff working with students are trained annually in the areas of concern and maintain a good relationship to meet each student's needs. The District plans to continue to provide and expand professional development regarding scientifically based interventions, differentiated curriculum, inclusive practices and learning about various disabilities; conduct ability awareness programs for students, staff and parents; provide resources to design and implement curriculum, instruction, assessment and technology to respond to the challenges of diverse student needs; and form partnerships with families and communities.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Sleepy Hollow	Nonresident	South Park School District and Sleepy Hollow Academy	0

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Mon Valley	Special Education Centers	Life Skills	0
Mon Valley	Special Education Centers	Autistic Support	3
Children's Institute	Approved Private Schools	Life Skills	3
Highland	Approved Private Schools	Emotional Support	3
Katherine Dean Tillotsin	Approved Private Schools	Learning Support	0
Western Pennsylvania School for the Blind	Approved Private Schools	Multihandicapped	2
Wesley Academy	Other	Emotional Support	2
Mon Valley School	Special Education Centers	Multi-handicapped	0
Family Links (Therapeutic Learning Center)	Other	Emotional Support	1
Conroy MERCK	Other	Autistic Support	1
Pathfinder	Special Education Centers	Multi-handicapped	1

Special Education Program Profile

Program Position #1 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

Average square feet in regular classrooms: 500 sq. ft.

Square footage of this classroom: 480 sq. ft. (24 feet long x 20 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	7	0.8
Justification: Students are never grouped with more than a 3 year age span.							
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	2	0.2
Justification: Students are never grouped with more than a 3 year age span.							

Program Position #2 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 812 sq. ft.*Square footage of this classroom:* 812 sq. ft. (29 feet long x 28 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 10	6	0.7
Justification: Students are never grouped with greater than a 3 year age span.							
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 10	2	0.2
Justification: Students are never grouped with more than a 3 year age range.							
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 10	1	0.1
Justification: Students are never grouped with more than a 3 year age range.							

Program Position #3 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2016

Program Position #5 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2016*Average square feet in regular classrooms:* 812 sq. ft.*Square footage of this classroom:* 812 sq. ft. (29 feet long x 28 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	10 to 14	1	0.25
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	10 to 14	1	0.25
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 14	2	0.5

Program Position #6 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2016*Average square feet in regular classrooms:* 812 sq. ft.*Square footage of this classroom:* 812 sq. ft. (29 feet long x 28 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 11	6	0.75
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 11	2	0.25

Program Position #7 - Proposed Program*Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* August 25, 2016

Average square feet in regular classrooms: 812 sq. ft.

Square footage of this classroom: 812 sq. ft. (29 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	8	0.8
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	2	0.2

Program Position #8 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

Average square feet in regular classrooms: 812 sq. ft.

Square footage of this classroom: 812 sq. ft. (29 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.8
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	1	0.1
South Park Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	11 to 13	1	0.1

Program Position #9 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

Average square feet in regular classrooms: 812 sq. ft.

Square footage of this classroom: 812 sq. ft. (29 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
-------------------	-------	----------	---------	----------	-----	----------	-----

		Type	Support	Support	Range		
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	3	0.2
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 14	8	0.7
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	11 to 14	1	0.1

Program Position #10 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

Average square feet in regular classrooms: 812 sq. ft.

Square footage of this classroom: 812 sq. ft. (29 feet long x 28 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 14	4	0.2
South Park High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	5	0.4

Program Position #11 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

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 of	Level of	Age	Caseload	FTE
-------------------	-------	----------	---------	----------	-----	----------	-----

		Type	Support	Support	Range		
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	4	0.3
Justification: Students are never grouped with more than a 4 year age span.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	7	0.5
Justification: Students are never grouped with more than a 4 year age range.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	1	0.1
Justification: Students are never grouped with more than a 4 year age span							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	1	0.1
Justification: Students are never grouped with more than a 4 year age span							

Program Position #12 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	7	0.4
Justification: Students are never grouped with more than a 4 year age span.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	9	0.5

Justification: Students are never grouped with more than a 4 year age span.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 21	1	0.05
Justification: Students are never grouped with greater than a 4 year age range.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 21	1	0.05
Justification: Students are never grouped with more than a 4 year age range							

Program Position #13 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2014

Average square feet in regular classrooms: 700 sq. ft.

Square footage of this classroom: 780 sq. ft. (30 feet long x 26 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 21	5	0.3
Justification: Students are never grouped with more than a 4 year age span.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 21	8	0.4
Justification: Students are never grouped with more than a 4 year age range.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 10	1	0.06
Justification: Students are never grouped with more than a 4 year age range.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Learning Support	14 to 21	1	0.06
Justification: Students are never grouped with more than a 4 year age range							
South Park High	A Senior High School	A building in which General	Itinerant	Autistic Support	14 to 21	1	0.06

	Building	Education programs are operated					
Justification: Students are never grouped with more than a 4 year age range							

Program Position #14 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class

Implementation Date: August 25, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park High	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	14 to 21	1	0.17
Justification: Students are never grouped with more than a 4 year age range.							
South Park High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	14 to 21	5	0.83
Justification: Students are never grouped with more than a 4 year age range							

Program Position #15 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	43	1
Justification: Students are never grouped with more than a 3 year age range							

Program Position #16 - Proposed Program

Operator: School District

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	18	0.4
Justification: Students are never grouped with more than a 3 year age range.							
South Park Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 14	15	0.4
South Park High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 21	8	0.2
Justification: Students are never grouped with more than a four year age range.							

Program Position #17 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: ClassandPosition

Implementation Date: August 25, 2016

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	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	10 to 14	2	0.04

Program Position #18 - Proposed Program

Operator: Intermediate Unit

PROPOSED PROGRAM INFORMATION

Type: Class and Position

Implementation Date: August 25, 2016

Average square feet in regular classrooms: 800 sq. ft.

Square footage of this classroom: 897 sq. ft. (39 feet long x 23 feet wide)

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Blind or Visually Impaired Support	5 to 10	1	0.5
Justification: Students are never grouped with more than a 3 yr age span							
South Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 10	3	0.3
Justification: Students are never grouped with more than a 3 year age range							
South Park Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	10 to 14	1	0.04

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	South Park Elementary, Middle and High School	1
Paraprofessionals	South Park Elementary, Middle and High School	16

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	1 Days
Physical Therapy	Intermediate Unit	1 Days
Psychologist	Intermediate Unit	1 Hours
Psychologist	Outside Contractor	1 Days
Autism Consultant	Outside Contractor	30 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

There is a need to revise and update current curriculum to align to the PA core and twenty first century theory in all disciplines K-12. Students have been consistent in maintaining or improving academic achievement. Student Assistance Programs are instrumental in recognizing the student academic and behavioral hurdles to learning in the K-12 setting. Project Lead The Way is implemented with fidelity district wide to offer STEAM and STEM opportunities to all students. District-wide data warehouse is in the process of being implemented. Professional Development is on going and will constantly change as we develop new educational goals. With the adoption of a district- wide 1 to 1 program our focus will continue to enhance teaching and learning.

As part of the curriculum development we need to address the different intervention levels within the multi-tiered system to support learning for all children.

Need to continuously assess our professional development needs and prioritize need to meet limited time constraints.

District Accomplishments

Accomplishment #1:

South Park Schools improved their School Performance Profile scores and consistently score above state average.

Accomplishment #2:

All school buildings are certified as Project Lead the Way schools. This is a nationally recognized STEM program.

Accomplishment #3:

South Park High School is the only high school in Pennsylvania which has reached "Fidelity" status through their Schoolwide Positive Behavior Program. The Middle School participates in the Olweus Bullying Prevention Program and the elementary also participates in a Schoolwide Positive Behavior Program..

Accomplishment #4:

South Park School District has implemented a 1 to 1 technology initiative within grades 3 through 12.

Accomplishment #5:

The district has obtained a Safe Schools Grant to allow us to hire a school police officer to provide additional resources and safety to our students and staff.

District Concerns**Concern #1:**

Meeting the instructional needs of all students while dealing with budget constraints that all schools now face.

Concern #2:

To make certain that the instructional components are implemented consistently and effectively with all staff and students. The SAMR model of technology integration needs to be explored and developed and to be part of curricular and instructional design.

Concern #3:

Providing remediation for students not passing the Keystone Exams and or PSSA Tests.

Concern #4:

Maintaining class size ratios that are beneficial to all students.

Concern #5:

Meeting the needs of early childhood regulations.

Concern #6:

Implement district wide 339 program to develop student post secondary career and college readiness.

Concern #7:

Keeping students safe in schools.

Concern #8:

Aligning all curriculum to the PA Core Standards.

Prioritized Systemic Challenges

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

Aligned Concerns:

Meeting the instructional needs of all students while dealing with budget constraints that all schools now face.

To make certain that the instructional components are implemented consistently and effectively with all staff and students. The SAMR model of technology integration needs to be explored and developed and to be part of curricular and instructional design.

Providing remediation for students not passing the Keystone Exams and or PSSA Tests.

Aligning all curriculum to the PA Core Standards.

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:

Meeting the instructional needs of all students while dealing with budget constraints that all schools now face.

To make certain that the instructional components are implemented consistently and effectively with all staff and students. The SAMR model of technology integration needs to be explored and developed and to be part of curricular and instructional design.

Providing remediation for students not passing the Keystone Exams and or PSSA Tests.

Maintaining class size ratios that are beneficial to all students.

Meeting the needs of early childhood regulations.

Implement district wide 339 program to develop student post secondary career and college readiness.

Aligning all curriculum to the PA Core Standards.

District Level Plan

Action Plans

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Weekly lesson plan/common assessment review.

Curriculum review and writing will be incorporated in PD. activities which may include summer hours.

Specific Targets: Review of Student Achievement PSSA and Keystone Exams.

Progress monitoring of student learning.

Type: Annual

Data Source: Review of the School Performance Profile to assist in identifying areas of strength or concerns.

Specific Targets: To show improvement on the specific areas within the School Performance Profile.

Strategies:

Curriculum Mapping

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

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

<http://webserver3.ascd.org/handbook/demo/mapping2.html>

Resource: <http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Materials & Resources

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source:

<http://www.danielsongroup.org/framework/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Standards Aligned System - Curriculum Framework

Description:

The Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include Big Ideas, Concepts, Competencies, and Essential Questions aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content. (Source:

<http://www.pdesas.org/CMap/CFramework/CFramework>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Curriculum Framework

Implementation Steps:

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

Description:

1. Staff under the direction of district administration will develop curriculum maps for courses so that all aligned to the PA Core standards and national standards.
2. Building administrators and supervisors will review plans weekly and provide feedback to staff for needed corrections.
3. A minimum of 4 Professional Development days will be used to in the 2017-18 school year to develop curriculum maps from lesson plans. For preceding years in the plan, monthly reviews of plans will take place by all staff during common planning time.
4. After the 2017-2018 school year, lesson plans and assessments will be stored for all courses and curriculum maps will be housed online. Review of these documents will be an on-going process.
- 5.. Adjustments to curriculum will be made following annual review of PSSA and Keystone Data and following any mandated changes presented by PDE.
6. Staff will review benchmark assessment data throughout the year and make additional adjustments to lesson plans and curriculum maps.
7. Throughout the period covered by this plan, staff will receive professional development updates on best instructional practice, differentiated instruction, common core, common core assessments, and using technology to enhance instruction.
8. Teams within grade levels and disciplines and teams across grade levels will review lesson plans and maps during professional development time and through summer curriculum retreats.

Start Date: 9/2/2013 **End Date:** 6/30/2017

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

Supported Strategies:

- Curriculum Mapping

- Charlotte Danielson Framework
- Standards Aligned System - Curriculum Framework

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

Related Challenges:

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

Indicators of Effectiveness:

Type: Interim

Data Source: Weekly review of lesson plans and assessments.

Review of Common Assessments.

Formal and informal teacher evaluations.

Specific Targets: Review of student assessment performance.

PSSA Data, MAPS Data, and progress monitoring.

Strategies:

Common Assessment within Grade/Subject

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

SAS Alignment: Assessment, Instruction

Implementation Steps:

Establishment of a district system that assures that standards aligned assessments are used to monitor student achievement and adjust instructional practices.

Description:

1. Administrative staff will be trained on Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson.
2. Teaching staff will then be trained on Assessment and Student Success in a Differentiated Classroom by Carol Ann Tomlinson.
3. All staff will be trained on the Common Core Standards as reflected by the PSSA Test and the Keystone Exams.
4. Beginning in the 2013-14 school year, teaching staff will be placed in professional learning communities within grade levels and disciplines to develop common assessments.
5. Throughout the plan time period, staff will be required to update and adjust assessments as needed.
6. Assessments will be placed in course binders and reviewed by building level administrators and supervisors.
7. Data from common assessments will reviewed throughout the year by the professional learning communities.
8. Teams will provide written recommendations for changes to instruction and assessments based on data to building administrators.
9. Staff will continue to receive professional development of assessments, Common Core standards, PSSA Tests, Keystone Exams, and the use of technology for assessments.

Start Date: 9/3/2013 **End Date:** 6/30/2017

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

Supported Strategies:

- Common Assessment within Grade/Subject

Reading NCLB #1

Description:

At the primary level (grades K-2) the District focus is development of reading readiness skills (letter-sound correspondence and the development of phonic skills). The Elementary Center vision is that all students will be reading near or at grade level by the time that they reach second grade. As a result, emphasis will be placed on providing appropriate reading interventions to students based on assessment data.

Teachers, including Specials (Art, Music, Gym, etc.) and Paraprofessionals have been and will continue to be trained in various reading interventions including: Reading Mastery (SRA), Language for Learning, Sonday, Wilson, and Wonder Works (Reading Intervention aligned to the Reading Wonders curriculum along with PA Core Standards). These interventions address the needs of at-risk and struggling learners. Advanced readers needs are met within the regular education classroom and weekly enrichment groups.

At the Middle School level, Reading Instruction continues to be provided to grades 5-8. Reading interventions provided at the K-4 level are continued at the Middle School level. Read 180 and Corrective Reading are additional interventions that are provided to struggling readers as determined by assessment data.

At the High School level (grades 9-12), students who continue to struggle in Reading are assigned to a Reading class with a Reading Specialist. They also receive modified core instruction in ELA on an as needed basis.

Start Date: 7/1/2016 **End Date:** 6/30/2019

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

Supported Strategies:

- Common Assessment within Grade/Subject

Appendix: Professional Development Implementation

Step Details

LEA Goals Addressed:	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.	Strategy #1: Curriculum Mapping Strategy #2: Charlotte Danielson Framework Strategy #3: Standards Aligned System - Curriculum Framework
-----------------------------	---	--

Start	End	Title	Description
9/2/2013	6/30/2017	Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all student.	<p>1. Staff under the direction of district administration will develop curriculum maps for courses so that all aligned to the PA Core standards and national standards.</p> <p>2. Building administrators and supervisors will review plans weekly and provide feedback to staff for needed corrections.</p> <p>3. A minimum of 4 Professional Development days will be used to in the 2017-18 school year to develop curriculum maps from lesson plans. For preceding years in the plan, monthly reviews of plans will take place by all staff during common planning time.</p> <p>4. After the 2017-2018 school year, lesson plans and assessments will be stored for all courses and curriculum maps will be housed online. Review of these documents will be an on-going process.</p> <p>5.. Adjustments to curriculum will be made following annual review of PSSA and Keystone Data and following any mandated changes presented by PDE.</p> <p>6. Staff will review benchmark assessment data throughout the year and make</p>

additional adjustments to lesson plans and curriculum maps.

7. Throughout the period covered by this plan, staff will receive professional development updates on best instructional practice, differentiated instruction, common core, common core assessments, and using technology to enhance instruction.

8. Teams within grade levels and disciplines and teams across grade levels will review lesson plans and maps during professional development time and through summer curriculum retreats.

Person Responsible	SH	S	EP	Provider	Type	App.
Administrative Team	3.0	12	150	Allegheny Intermediate Unit Staff and District Administration	IU	Yes

Knowledge

Deep knowledge and understanding of the Common Core Standards and National Standards. Knowledge of Best Instructional Practices.

Supportive Research

Staff will be assigned to Professional Learning Communities to complete these activities and share information and collaborate on data driven decisions.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.			
Training Format		LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities Offsite Conferences			
Participant Roles		Dir	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)	
		School counselors New Staff Other educational specialists			
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or		Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment,	

peers	instructional delivery and professionalism.
Analysis of student work,	Student PSSA data
with administrator and/or peers	Standardized student assessment
Creating lessons to meet	data other than the PSSA
varied student learning styles	Classroom student assessment data
Peer-to-peer lesson	Review of participant lesson plans
discussion	Review of written reports
Joint planning period	summarizing instructional activity
activities	

LEA Goals Addressed:

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

Strategy #1: Common Assessment within Grade/Subject

Start	End	Title	Description
			1. Administrative staff will be trained on <u>Assessment and Student Success in a Differentiated Classroom</u> by Carol Ann Tomlinson.
			2. Teaching staff will then be trained on <u>Assessment and Student Success in a Differentiated Classroom</u> by Carol Ann Tomlinson.
9/3/2013	6/30/2017	Establishment of a district system that assures that standards aligned assessments are used to monitor student achievement and adjust instructional practices.	3. All staff will be trained on the Common Core Standards as reflected by the PSSA Test and the Keystone Exams.
			4. Beginning in the 2013-14 school year, teaching staff will be placed in professional learning communities within grade levels and disciplines to develop common assessments.

5. Throughout the plan time period, staff will be required to update and adjust assessments as needed.

6. Assessments will be placed in course binders and reviewed by building level administrators and supervisors.

7. Data from common assessments will reviewed throughout the year by the professional learning communities.

8. Teams will provide written recommendations for changes to instruction and assessments based on data to building administrators.

9. Staff will continue to receive professional development of assessments, Common Core standards, PSSA Tests, Keystone Exams, and the use of technology for assessments.

Person Responsible	SH	S	EP	Provider	Type	App.
District Administration	1.0	12	150	District Administration and IU Staff	School Entity	Yes

Knowledge

Understanding how to differentiate instruction to meet the needs of all students. Learning to develop assessments that reflect Common Core Objectives and that also prepare students for the PSSA and Keystone Exams.

Supportive Research

Staff will receive on-going instruction on the topic of differentiated instruction, developing assessments, common core standards and technology.

Designed to Accomplish

For classroom teachers, school
counselors and education

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

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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities
Offsite Conferences

Participant Roles	Dir	Grade Levels	Classroom teachers
			Principals / Asst. Principals
			Supt / Ast Supts / CEO / Ex
			School counselors
			Paraprofessional

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

	New Staff Other educational specialists	
	Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting	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
Follow-up Activities		Evaluation Methods

LEA Goals Addressed:	Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.	Strategy #1: Common Assessment within Grade/Subject
-----------------------------	--	--

Start	End	Title	Description
7/1/2016	6/30/2019	Reading NCLB #1	At the primary level (grades K-2) the District focus is development of reading readiness skills (letter-sound correspondence and the development of phonic skills). The Elementary Center vision is that all students will be reading near or at grade level by the time that they reach second grade. As a result, emphasis will be placed on providing appropriate reading interventions to students based on assessment

data.

Teachers, including Specials (Art, Music, Gym, etc.) and Paraprofessionals have been and will continue to be trained in various reading interventions including: Reading Mastery (SRA), Language for Learning, Sonday, Wilson, and Wonder Works (Reading Intervention aligned to the Reading Wonders curriculum along with PA Core Standards). These interventions address the needs of at-risk and struggling learners. Advanced readers needs are met within the regular education classroom and weekly enrichment groups.

At the Middle School level, Reading Instruction continues to be provided to grades 5-8. Reading interventions provided at the K-4 level are continued at the Middle School level. Read 180 and Corrective Reading are additional interventions that are provided to struggling readers as determined by assessment data.

At the High School level (grades 9-12), students who continue to struggle in Reading are assigned to a Reading class with a Reading Specialist. They also receive modified core instruction in ELA on an as needed basis.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principal, Director of Special Education	3.0	6	140	District Personnel, AIU3 Consultants, PaTTAN Consultants, Curriculum Publisher	School Entity, AIU3 Consulta nts, PaTTAN Consulta nts, and Curriculu m Publisher	Yes

Knowledge

Staff will understand the common core standards in literature and how they will be implemented.

Staff will acquire knowledge in regard to what students need to know to demonstrate proficiency on the Keystone Examination in literature.

Staff will acquire instructional strategies to remediate students.

Staff will understand how to interpret and use student growth data to guide their decisions about best instructional practices.

Keystone Exams and common core standards are mandated by PDE and recognized as best practices.

Supportive Research

Training educators in how to access and interpret AIMSweb, Keystone, PSSA, PVAAS, and SAS data is vital in learning how to make instructional decisions.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation Live Webinar Department Focused Presentation Professional Learning Communities Offsite Conferences	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Classroom teachers Principals / Asst. Principals Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Student Keystone Data and PSSA Scores

District Level Affirmations

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

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

Affirmed by John Innocenti on 4/26/2016

Board President

Affirmed by Wayne Gdovic on 12/9/2016

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by John Innocenti on 4/27/2016

Board President

Affirmed by Wayne Gdovic on 12/9/2016

Superintendent/Chief Executive Officer