

Colonial SD

District Level Plan

07/01/2015 - 06/30/2018

District Profile

Demographics

230 Flourtown Rd
Plymouth Meeting, PA 19462
(610)834-1670
Superintendent: MaryEllen Gorodetzer
Director of Special Education: Karen Berk

Planning Process

During the 2013-2014 school year, the Colonial School District (CSD) established a Comprehensive Planning Steering Committee (CPSC) in accordance with the PA state regulations. The contributions of a broad cross-section of stakeholders engaged in developing the plan throughout the year in a variety of ways. Team members include district- and school-level administrators, teachers, educational specialists, parent and community volunteers. A comprehensive action plan was developed and an overview of the PA state regulations (using PA's District Level Planning-offline Guidance Tool), timelines, and a communication plan were established. A series of internal and external public Board and Committee meetings were held to present the timeline and initial goals for the planning process.

During the summer and fall, professional development sessions on utilizing various types of data to determine areas of focus and priorities for actions were held. Professional learning opportunities focusing on the PA Core Standards, essential strategies for achieving excellence with the PA Core, and effective implementation of technology to inspire student learning and creativity and promote active student engagement were provided. To ensure consistent and effective collaboration and communication across the District, members of the CPSC also participated in work sessions and meetings to plan, prepare and share core tenets of the plan. Their participation and involvement in the District Improvement Team, School Improvement Team, Curriculum Council Committee, Curriculum Committee of the Board, Professional Development Committee, Master Teacher Leadership Team, Technology Planning Committee, Professional Learning Communities, Parent Council, and CSD's Best Practices Fair coupled with focused staff development helped to ensure alignment with CSD's mission, vision and build shared values within and beyond the educational community. To maintain consistency and a commitment to the cycle of continuous improvement, school-level teams are established annually and use the District's Comprehensive Plan as a model and framework in planning a continuous improvement plan specific to their building-level data and student needs.

In the 2014-2015 school year, members of the Colonial School District's Comprehensive Planning Steering Committee reviewed, refined and solidified the District-level Comprehensive Plan. In October, the core tenets of the plan, curricular, instructional, and climate goals and performance

targets are shared with the public and all members of the school community through various venues such as committee meetings, presentations, and postings on the District's website. The District-level plan is informally reviewed throughout the year during administrative and committee meetings and more formally during scheduled quarterly meetings. School-level plans are reviewed daily within classroom practices and more formally through weekly SIT committee meetings.

Mission Statement

The mission of the Colonial School District is to be an innovative educational leader in preparing students to become life-long learners who are successful, contributing members of society. This quest for excellence will be achieved by promoting collaboration among all stakeholders in a mutually supportive and positive learning environment in which every member is engaged, inspired, challenged and driven by integrity and a desire to create a better future.

Vision Statement

The vision of the Colonial School District is to ensure that all of our students are prepared to compete and succeed in today's global economy through the provision of: a safe, caring, and supportive learning environment; high quality curricular and instructional programs focused on rigor, relevance and 21st century skills; differentiated professional development and professional growth opportunities; an atmosphere of innovation, inspiration, pride and responsibility; and learning experiences rich in content and technological literacies.

This vision will be realized by "Promoting a Culture of Collaboration, Innovation and Inspiration" in the Colonial School District.

Shared Values

Members of the Colonial School District's community share an unwavering commitment to building a respectful, caring, and equitable environment through a continuous improvement model. We believe that:

- collaboration and a commitment to excellence among all stakeholders will facilitate innovation and inspire student learning
- every student has the potential to learn
- diversity enriches the educational experience.

Educational Community

The Colonial School District draws approximately 4,600 students from the Borough of Conshohocken, and the Townships of Plymouth and Whitemarsh in Montgomery County, Pennsylvania, just northwest of Philadelphia. The majority of the population holds professional positions in business, education, law, medicine and technology.

The District Office is located in Plymouth Meeting, Pa., in the heart of a thriving area served by major highways and public transportation. It is close to national historic sites and within easy travel distance to the New Jersey and Maryland shores, Pocono Mountains, New York City and Washington, D.C. The area is also convenient to several malls, including the King of Prussia Court and Plaza, which is recognized as one of the largest shopping malls on the East Coast. Many of Philadelphia's fine private country clubs, including the Philadelphia Cricket Club, Sunnybrook Golf Club, Whitemarsh Valley Country Club, Green Valley Country Club and Plymouth Country Club are within minutes of the District Office. The Philadelphia area is also known nationally for the quality and breadth of its hospitals and is home to some of the country's best colleges and universities. Churches of all denominations can be found within the district.

The Colonial School District serves a diverse, multicultural population and encompasses seven school buildings, including four kindergarten through third grade schools, one for students in grades four and five, a middle school for students in grades six through eight, and Plymouth Whitemarsh High School for grades nine through 12. Colonial students also may attend the Central Montco Technical High School located in Plymouth Township.

Our schools have received state and national recognition for excellence. In 2013-14, Plymouth Whitemarsh High School (PWHS) was ranked in the top 1,000 of high schools nationwide by U.S. News and World Report. PWHS also recognized 94 AP scholars and a National AP Scholar. In the same year, Whitemarsh Elementary School was one of 15 schools in Pennsylvania and 236 public schools in the nation to receive the National Blue Ribbon --only one year after Ridge Park Elementary School earned the same honor.

The average class size throughout the district is 18 to 23 students. The district provides transportation, through contracted providers, to and from school for the majority of students. Many resources are available to assist in student achievement of the District's mission, goals, and academic standards. These resources include but are not limited to the following:

- Professional libraries in each building
- Local, regional, state, and national staff development programs available for all professional personnel
- Extra curricular programs
- Outdoor recreation facilities and community programs

- Intermediate unit programs and services
- School/business partnerships which provide mentoring and school-to-work opportunities for students
- Interagency collaborations (for example, MHMR, drug and alcohol single county authorities, etc.)
- Modern technology in each classroom, including a Language Laboratory at Plymouth Whitmarsh High School (PWHS)

Colonial School District takes pride in providing students and teachers the best curricular, instructional and technological resources and support needed to be successful in the classroom and beyond. All buildings provide for active learning experiences in English/Language Arts, art, music, dance, and theater and the exploration or “hands-on” experiences in mathematics and science, technology and environmental education. Modern technology encourages innovation and creativity in our staff and students. A curriculum rooted in rigor and relevance and an instructional program committed to differentiated instruction and cooperative learning, and student initiative and leadership give Colonial students a solid foundation for a successful future in a global economy and a life-long love of learning. Through expanded school counseling and wellness programs, community partnerships and job-embedded professional development guided by research, students receive a holistic educational experience.

Teachers in the Colonial School District are seasoned professionals who care about their students. The District employs only qualified professional employees (administrators, teachers and specialists) to deliver the curriculum, instruction, and assessment as required by state regulations and local policy. The professional staff includes highly qualified teachers (100 percent), guidance counselors, school social workers and psychologists, librarians, nurses, speech and language clinicians and educational specialists. Nearly 93 percent of Colonial educators have at least a master’s degree and nearly half have more than 10 years of teaching experience. Per School Board policy, all Colonial teachers hold the appropriate state certifications.

Planning Committee

Name	Role
Sergio Anaya	Administrator : Professional Education
Karen Berk	Special Education Director/Specialist : Special Education
Roni Berman	Elementary School Teacher - Regular Education : Special Education
Andrew Boegly	Instructional Technology Director/Specialist : Professional Education
Carol Bucci	Middle School Teacher - Regular Education :

	Professional Education
Marna Caintic	Elementary School Teacher - Special Education : Special Education
Amy Campell	Elementary School Teacher - Regular Education : Professional Education
Ann Carracappa	Ed Specialist - School Counselor : Professional Education
Sandy Connelly	High School Teacher - Regular Education : Professional Education
Michael DeCaro	Middle School Teacher - Regular Education : Professional Education
Donna Drizin	Building Principal : Special Education
Becky Duffy	High School Teacher - Regular Education : Professional Education
Kent Dwyer	High School Teacher - Regular Education : Professional Education
Chris Epstein	Parent : Professional Education
Robert Fahler	Administrator : Special Education
Sara Frey	Instructional Coach/Mentor Librarian : Professional Education
Susan Furst	Ed Specialist - School Counselor : Special Education
Donna Gaffney	Community Representative : Professional Education
Jared Gamble	Building Principal : Professional Education
Lisa Genovese	Ed Specialist - School Counselor : Professional Education
Michelle Gilbert	Instructional Coach/Mentor Librarian : Professional Education
Dr. Katy Giovanisci	Administrator : Professional Education
Rosemarie Gregitis	Building Principal : Professional Education
Polly Harrington	Parent : Special Education
Debra Harris	Community Representative : Professional Education
Lily Hart	Student : Professional Education
Melina Henry	Elementary School Teacher - Regular Education : Professional Education
Kelly Jowett	Parent : Professional Education
Jerome Joyce	Middle School Teacher - Regular Education : Professional Education
Paula Keyack	Instructional Coach/Mentor Librarian : Professional

	Education
Heather King	Building Principal : Professional Education
Michael Krone	Student : Professional Education
Lisa Lee	Instructional Coach/Mentor Librarian : Professional Education
Carie Litz	Middle School Teacher - Regular Education : Professional Education
Rich Madel	High School Teacher - Regular Education : Professional Education
Elizabeth Maza	Special Education Director/Specialist : Special Education
Dr. Elizabeth McKeane	Student Curriculum Director/Specialist : Professional Education
Dr. Mike McKenna	Building Principal : Professional Education
Dr. Beth McWilliams	Ed Specialist - School Psychologist : Special Education
Rachel Milleo	Elementary School Teacher - Regular Education : Professional Education
Gina Nelson	Middle School Teacher - Regular Education : Professional Education
Tom Ortlieb	High School Teacher - Regular Education : Professional Education
Julie Pustilnick	Ed Specialist - Other : Professional Education
Debra Quaco	Elementary School Teacher - Special Education : Special Education
Cecilia Quarino	Elementary School Teacher - Regular Education : Professional Education
Ellen Reilly	Ed Specialist - Home and School Visitor : Special Education
Mary Rems	High School Teacher - Special Education : Special Education
Felix Scherzinger	Ed Specialist - Other : Special Education
Eileen Spector	Special Education Director/Specialist : Special Education
Christian Speranza	Elementary School Teacher - Regular Education : Professional Education
Lisa Swartwood	Instructional Coach/Mentor Librarian : Professional Education
James Thomas	Business Representative : Professional Education
Jan W	Business Representative : Professional Education

Jeanine Whitney	Community Representative : Special Education
Maria Wileczek	Administrator : Professional Education
Jeff Yeakel	Elementary School Teacher - Special Education : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

This narrative is empty.

Elementary Education-Intermediate Level

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

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

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

This narrative is empty.

Middle Level

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

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

This narrative is empty.

High School Level

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

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

This narrative is empty.

Adaptations

Elementary Education-Primary Level

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Elementary Education-Intermediate Level

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Middle Level

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

High School Level

- 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
- Environment and Ecology
- Geography
- Science and Technology and Engineering Education

Explanation for any standards checked:

In addition to aligning our curriculum with the PA Core Standards, local assessments were updated to assess student understanding of the new standards. Other research-based resources were also integrated into Colonial School District's curriculum to specifically address critical process and thinking skills. These include, but are not limited to:

- The Next Generation Science Standards
- Guides to Science Skills and Processes by Hays Lantz (Rubrics for assessing student achievement in Science)
- The Core Six: Essential Strategies for Achieving Excellence with the Common Core by Harvey Silver, Thomas Dewing, and Matthew Perini (2012 ASCD)
- Standards for Mathematical Practice (NCTM)
- iste.nets

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

The Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* is a comprehensive blueprint that provides a consistent, clear understanding of what students are expected to learn, so teachers and staff know what is needed to support students in achieving these goals. Resources reflect robust and relevant, real-world problems and skills our students need for success in college and careers.

At CSD, *Atlas* helps to ensure that the process of curriculum writing, mapping, and pacing across all levels, K-12 are accomplished. Curriculum writers customize the components of the tool to align with the PA Core Academic Standards for all Core Content Areas. *Atlas* fosters focused collaborative review among curriculum staff and teachers, and advancement through a unique communication commons that provides a venue for all members of the school community to start and join conversations - conversations vital to deepening understanding PA Core Standards and implementing and identifying innovative, research-based best practices. It also personalizes the curriculum mapping process by allowing each educator to easily pin meaningful reports to their own dashboard for at-a-glance access to information they need. Further, *Atlas* provides an extensive array of analytical and reporting tools, specifically designed to create a broad range of information-rich reports. All reports can quickly and easily be produced to provide valuable insight into teaching and learning across the District.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are elementary education-intermediate level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are middle level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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

Processes used to ensure Accomplishment:

To ensure accomplishment, the Colonial School District utilizes *Atlas*, a web-based tool for curriculum development. *Atlas* encompasses the entire process of curriculum writing, mapping, and pacing across all levels, K-12. There are high school level maps and an instructional plan aligned to Pennsylvania Core Standards for all Core Content Areas.

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.

Evidence of modifications and accommodations that allow all students, at all mental and physical ability levels, access and master a rigorous standards aligned curriculum are based on IEPs (Individual Education Program) and 504 Service Agreements.

Instruction

Instructional Strategies

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

- Peer evaluation/coaching
- Instructional Coaching

Regular Lesson Plan Review

- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

Evidence of processes used for incorporating selected strategies are through district- and school-level professional learning communities, instructional coaching, and Danielson's Teacher Effectiveness Framework/Act 82 Process.

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

This narrative is empty.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

Recruiting and maintaining highly qualified teachers and attracting candidates with diverse backgrounds and experiences at the Colonial School District (CSD) is a top priority. A systematic approach to recruiting, preparing and retaining teachers is used to support this goal. Partnerships with high-quality undergraduate and graduate-level teacher education colleges and universities (e.g. University of Pennsylvania, LaSalle, Rutgers, etc.), mentoring for all beginners in their first year of teaching from Master Teachers, coupled with other

supports from instructional coaches, reading specialists, special education teachers, and curriculum office supervisors are among the approaches used to recruit, support, and maintain highly qualified teachers.

Exemplary working conditions (including small class size and state-of-the-art technology and an intensive, ongoing research-based professional development program with professional learning time built into teachers' schedules), and assists us in recruiting the best candidates. Competitive salaries also help us to recruit highly qualified candidates equipped to meet the learning needs of all students, especially those who are below proficiency or at risk of not graduating. Additional preparation and professional development programming (such as SIOP training for teaching culturally diverse students, co-teaching models for students with IEPs in general education classes, AVID programming, etc.), and placing our most experienced and qualified teachers into classrooms with students at risk are among the strategies used to meet the learning needs of our students. Attending recruiting fairs in the greater Philadelphia area and developing skills of certified non-teaching staff are recruitment initiatives. Criteria considered for hiring include, but are not limited to:

- Certification (s) by state (passage of state or national test such as the National Teachers Examination or Praxis)
- Highest degree held in field of teaching assignment
- Content knowledge (usually indicated by degrees, but occasionally via test scores)
- Evidence of strong disciplinary preparation that incorporates an understanding of state standards and tools of inquiry
- Experience
- Willingness, and evidence of, participation in ongoing professional development and/or course work
- Strong understanding of pedagogy and assessment (e.g. differentiating instruction using formative assessment, using data in planning different developmental stages and pathways for diverse learners)
- Peer and/or principal evaluations
- Technical skills for supporting student learning and professional learning in the 21st century/global economy
- Verbal ability/Communication skills
- Performance ratings in interviews
- Grade point average
- Certification by the National Board of Professional Teaching Standards
- Rank in graduating class

Procedures for recruitment begin with job postings and advertisements for educators both internally and externally. Applicants apply for positions through an online system. Applications are carefully reviewed by a team (based upon the personnel need) and selected candidates are invited to interview with District- and building-level administrative staff.

Assessments

Local Graduation Requirements

Course Completion	SY 15/16	SY 16/17	SY 17/18
Total Courses	30.00	30.00	30.00
English	5.00	5.00	5.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	1.00	1.00	1.00
Health	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	10.00	10.00	10.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

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

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

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

Local Assessments

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

Methods and Measures

Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
Summative Assessments are given in all core subjects at the end of each unit of study/course.	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	E EI	ML	HS
Benchmark Assessments are given in all core subject areas at designated times throughout the school year.	X	X	X	X

Formative Assessments

Formative Assessments	EEP	E EI	ML	HS
Formative Assessments are ongoing throughout the school year and used in planning daily instruction.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	E EI	ML	HS
A variety of diagnostic assessments are used such as DIBELS, CDTs in English and Mathematics, Achieve 3000, Study Island, and Carnegie.	X	X	X	X

Validation of Implemented Assessments

Validation Methods	EEP	E EI	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	X	X	X	X
Instructional Coach Review	X	X	X	X
Teacher Peer Review	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The Colonial School District's assessments are thoroughly reviewed and analyzed at the classroom, team, building and administrative levels. Consultants are also used to provide feedback and professional development on designing high quality assessments.

Development and Validation of Local Assessments

If applicable, explain your procedures for developing locally administered assessments and how they are independently and objectively validated every six years.

Elementary:

Locally developed Reading and Mathematics Summative and Benchmark Assessments are aligned to PA Core Standards and District Curriculum. *The Fountas & Pinnell Benchmark Assessment System* (BAS) is also used at the K-6 level to determine students' instructional and independent reading abilities.

Secondary:

Locally developed Summative and Benchmark Assessments are aligned to PA Core Standards and District Curriculum in all content areas.

Collection and Dissemination

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

Assessments at the local and state levels are collected and stored in an on-line data management system, Performance Tracker. The data is analyzed by teachers, coaches and administrators using multiple platform reports within this system. Data reports are used to make instructional and curricular decisions at the district, school building, and classroom levels. The process of data collection, analysis, and dissemination occurs within two weeks from receiving the data sets and quarterly through a Continuous School Improvement process.

Data Informed Instruction

Describe how information from the assessments is used to assist students who have not demonstrated achievement of the academic standards at a proficient level or higher.

The Colonial School District uses a collaborative approach to support students who have not demonstrated achievement on the academic standards at a proficient level. The team includes teachers, parents, counselors, and administrators. School-based Continuous Improvement Teams along with grade level teams and professional learning communities adopt these achievement goals and support the team in instructional planning and monitoring student progress.

All students are formally assessed on a regular basis to determine academic achievement of standards. Those identified as struggling and in need of additional support receive differentiated instruction within the classroom setting, supplemental instruction during the school day in small group settings, and may also attend before and after school programs.

Students receiving additional support are closely monitored by a team using a variety of assessment tools. Students not showing adequate progress are referred to a building level achievement team. The team members consult with classroom teachers, counselors, specialists, and clinical staff as needed. The team determines the interventions necessary to further support “at-risk” students in meeting the academic goals/standards. This increasingly intensive instruction is often provided by specialists who work closely with classroom teachers and the team to match intervention strategies to students’ specific needs and skill deficits. Services and intensive interventions are typically provided in small-group settings in addition to instruction in the general curriculum. Students are continually monitored through grade-level professional learning teams, building administrators, and continuous improvement team members (district- and school-level). These teams work collaboratively to develop additional materials, resources and instructional strategies necessary for continued learning and academic success.

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.

Multiple types and forms of assessments are used to inform instructional practices across all content areas and at all levels.

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 Colonial School District distributes information about student achievement and progress through all of the strategies listed above. Longitudinal mapping and charting student progress across all grade levels and content areas help stakeholders to objectively look at achievement patterns. These data sets are used to determine what needs to improve in the plan for continuous success and growth.

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

All strategies were selected.

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.

Each of the schools in the Colonial School District meets or exceeds the annual student achievement targets. The district has a systemic procedure in place to assure continued growth and student achievement. Each school develops an annual School Improvement Plan, along with cyclical reviews and analysis of data to inform curriculum and instruction. Annual improvement planning, goal setting and established performance targets with a focus on job-embedded professional development and distributive leadership have made a measurable difference in both teacher and student performance.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEL	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	X
Peer Helper Programs	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
Student Assistance Program Teams and Training	X	X	X	X
Counseling Services Available for all Students	X	X	X	X
Internet Web-based System for the Management of Student Discipline	X	X	X	X

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

This narrative is empty.

Identifying and Programming for Gifted Students

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

At the Colonial School District, universal screening is completed with the Screening Assessment for Gifted Elementary and Middle School Students (SAGES-2). The SAGES-2 is a tool used to identify students who may potentially be gifted and in need of specially designed instruction. The area of the test given examines aptitude with a reasoning task. Students who score highly on this may be referred for further screening of their achievement in the areas of language arts/social studies and math/science, as well as teacher input regarding their rates of acquisition and retention. Information gathered from these measures is used to help teachers differentiate instruction for all students within the regular curriculum, including identifying students with higher academic potential and providing them with enrichment activities.

Students who score highly on the screening measures may be referred for a full evaluation with a certified school psychologist that includes. The gifted multidisciplinary evaluation conducted by the school psychologist consists of:

- Data gathered from the SAGES-2;
- Individual assessment of cognitive/intellectual functioning;
- Standardized assessments of achievement in reading and math;
- Ratings scales
- Teacher input;
- Parent input
- According to state regulations, specific information is reviewed regarding the child's:
- Ability and achievement;
- Rates of acquisition and retention;
- Achievement;

- Performance;
- Expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment.
- Information is also gathered regarding:
 - Higher level thinking skills;
 - Academic creativity;
 - Leadership skills;
 - Intense academic interest;
 - Communication skills;
 - Foreign language aptitude;
 - Technology expertise.

At the conclusion of the evaluation, a gifted written report is generated reviewing all of the above information. Students are recommended for gifted programming if they meet the criteria for mentally gifted according to state regulations **and** are determined to be in need of specially designed instruction beyond what is provided in the regular curriculum.

Parents with questions regarding gifted screening and evaluation are encouraged to contact their child's guidance counselor.

Referral for the Gifted Multidisciplinary Evaluation (GMDE) is made when:

1. Teacher or parent believes the student to be gifted;
2. Student is not receiving appropriate education under Chapter 4 (relating to academic standards and assessment); and
3. One of the following apply:
 - The student's parents request an evaluation. (22 Pa.Code §16.22(c))
 - "The school district's screening of the student indicates high potential consistent with the definition of mentally gifted or a performance level which exceeds that of other students in the regular classroom." (22 Pa. Code §16.22 (b)(2)).
 - A hearing officer or judicial decision orders an evaluation.
 - For students who are thought to be gifted, the district performs the following steps:
 1. The Gifted Multidisciplinary Team (GMDT) conducts the Gifted Multidisciplinary Evaluation;

2. The GMDT compiles a written report based on the outcome of the Gifted Multidisciplinary Evaluation, using the form entitled Gifted Written Report (GWR);
3. If the GMDT identifies the student as a gifted student, the Gifted Individualized Education Plan (GIEP) Team uses the GWR to develop a GIEP.

Parent Referrals

Parents may, in writing, request a GMDE once per school term. When a parent's request for a GMDE is received by the school district, regardless of the school's screening policy, the evaluation must be completed within regulatory timelines. The timeline begins from the date the school district receives the signed *Permission to Evaluate* from the parent. Under §16.22(c), if a parent makes a verbal request to any professional employee or administrator of the school district, that individual shall provide a copy of the Permission to Evaluate Form to the parents within 10 calendars days of the oral request.

Multiple Criteria Indicates Gifted Ability

Criteria, other than IQ score, which indicate gifted ability include but are not limited to: Achievement, Rate of Acquisition/Retention, Demonstrated Achievement, Early Skill Development and Intervening Factors Masking Giftedness.

1. **Achievement**

A year or more above grade achievement level for the normal age group in one or more subjects as measured by nationally normed and validated achievement tests able to accurately reflect gifted performance. Subject results shall yield academic instruction levels in all academic subject areas. (22 Pa. Code §16.21(e)(1))

2. **Rate of Acquisition, Rate of Retention**

An observed or measured rate of acquisition/retention of new academic content or skills that reflect gifted ability. (22 Pa. Code§16.21(e)(2))

- Rate of acquisition is the rapidity or speed at which the student is able to acquire, understand and demonstrate competency or mastery of new learning.
- Rate of acquisition and rate of retention of new materials/skills can be defined as how many repetitions the student needs before the student masters new information/skills and can use the information/skills appropriately any time thereafter.
- This data can be obtained by simple procedures such as Curriculum Based Assessment (CBA), direct observation and reporting from parents, teachers or supervisors. An example of acquisition/retention: the gifted student with approximately one to three repetitions of new knowledge/skills is able to achieve mastery at a faster rate than a student who requires four to eight repetitions.

- Rate of acquisition/retention is used to adjust the pace of learning for the gifted student.

3. **Demonstrated Achievement**

Demonstrated achievement, performance or expertise in one or more academic areas as evidenced by excellence of products, portfolio or research, as well as criterion-referenced team judgment. (22 Pa. Code §16.21(e)(3))

4. **Early Skill Development**

Early and measured use of high level thinking skills, academic creativity, leadership skills, intense academic interest areas, communications skills, foreign language aptitude or technology expertise. (22 Pa. Code §16.21(e)(4))

5. **Intervening Factors Masking Giftedness**

Documented, observed, validated or assessed evidence that intervening factors such as English as a second language, disabilities defined in 34 CFR 300.8 (relating to child with a disability), gender or race bias, or socio/cultural deprivation are masking gifted abilities. (22 Pa. Code §16.21(e)(5))

When students are determined eligible for gifted education supports and services, a Gifted Individualized Education Plan (GIEP) Team is convened. A GIEP is developed by the team and the appropriate educational planning and placement is determined at the GIEP meeting. The GIEP and the Notice of Recommended Assignment (NORA) reflects the placement, supports and/or service option decision.

The Colonial School District provides a range of enrichment and innovative experiences based on student needs. These may be provided both in and out of the general classroom setting based on student need.

Developmental Services

Developmental Services	EEP	E EI	ML	HS
Academic Counseling			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
Career Development/Planning			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

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

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	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

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	E EI	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. Student Assistance and Achievement Teams serve the needs of students not meeting academic, social or emotional success within the school setting. The Teams work collaboratively within the school and with key members across the district. Members include school- and district-based administrators, classroom teachers, specialists (including behavioral health advisor, home-school visitor when necessary), counselors, psychologists, parents, and/or support staff. The primary focus of the team is to identify strategies, resources and services students need to increase their chances for success. There are levels of interventions that are implemented before, during and after school which are monitored frequently and refined to ensure continued progress.

Community Coordination

Describe how you accomplish coordination with community operated infant and toddler

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

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

1. **Child care:** Each year, principals, kindergarten teachers and administrators meet with area day care providers to share information and resources regarding the district's kindergarten curriculum. Sessions are also held for parents to support them in preparing their children for entrance to kindergarten.

2. **After school programs:** Our district elementary schools contract with Montgomery Early Learning Center, a before and after school day care program.

3. **Youth workforce development programs:** At the high school level, there are programs for educational field experiences, internships, cooperative work studies, and community service. These are credit bearing courses.

4. **Tutoring:** There are tutors to support our AVID Program at the middle and high school. Student tutors also volunteer from our middle and high school to work with elementary students on a weekly basis. There is also Writing Center Student Tutors available to support their peers with research and writing projects. Parents also volunteer throughout our schools and provide tutoring and mentoring support to students.

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.

The Colonial School District partners with the Montgomery County Intermediate Unit No. 23 to coordinate activities, services and programs to serve preschool age children with disabilities.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigorous and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

Provide explanation for processes used to ensure Accomplishment.

District supervisors collaborate with building administrators, teacher leaders, and specialists to identify and select research-based materials and resources aligned to the standards and that support a rigor and relevant curriculum. When applicable, rubrics are used to critique and select high-quality materials to ensure that they provide opportunities for differentiation and accommodation.

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

School Climate	Full Implementation
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Further explanation for columns selected "

This narrative is empty.

Elementary Education-Intermediate Level

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

Further explanation for columns selected "

This narrative is empty.

Middle Level

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

Further explanation for columns selected "

This narrative is empty.

High School Level

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

Further explanation for columns selected "

This narrative is empty.

Professional Education

Characteristics

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

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

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

The district's Professional Development Committee fosters collective responsibility for improved student performance. A comprehensive, sustained, and intensive approach is taken to improve teachers' and principals' effectiveness in understanding the standards and in implementing effective instructional strategies for improving student achievement. All curricular, instructional and assessment work is guided by data, is continuous and

integrated at all levels and across content areas. Professional learning is guided by current research, focused on best practices, and directly linked to student learning. School-based instructional and content coaches, master teachers, mentors and content-based teacher leaders provide job-embedded support. Professional development is on-going and occurs during common planning time and is also scheduled bi-weekly through professional learning communities. Additional, professional learning takes place on-site and off-site through courses of study and district-led workshops, attendance at local and national conferences, and consultants. Committee meeting minutes, surveys, and data provide feedback and used to evaluate program/practices and help inform decision making.

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

This narrative is empty.

Strategies Ensuring Fidelity

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

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

Professional development is guided by research, focused on practices, and directly linked to student learning. To achieve excellence, professional learning takes the place in many formats such as job-embedded instructional and literacy coaching, Master Teacher support, on-site and off-site courses of study and workshops, attendance at local and national conferences, and consultants.

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

This narrative is empty.

Induction Program

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

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

At CSD, there is a strong emphasis on a comprehensive and cohesive induction and mentoring program and providing job-embedded and differentiated training to both new and veteran staff. The induction program is facilitated by: Master Teachers; district administration (including technology, pupil service, safety officer, and human resource directors) in collaboration with building level administrators; and mentor teachers. All new staff receives a comprehensive review of the district policies and procedures, as well as the district's vision, mission, and curriculum.

Priorities for professional development topics come from a variety of data sources that include new teacher surveys, school and district-level improvement plans, student achievement data, classroom observation reports, and goals written during Professional Learning Communities. Feedback and minutes from Master and mentor teachers and curriculum committee meetings is also used to support and guide newly appointed staff in re-evaluating and reflecting on their practices. Specific workshops are given in the summer

and throughout the school year to support new teachers in understanding and implementing the curriculum, data analysis and lesson planning, and promoting a deep understanding in instructional strategies and research-based practices.

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

This narrative is empty.

Needs of Inductees

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- 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).

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

There is a year-long mentor program for all new teachers. Differentiated professional learning sessions are held after school, and job-embedded coaching is provided by coaches, Master Teachers and mentors. Building and curriculum supervisors also visit classrooms and offer support and guidance within the school day. New teachers also receive a semi-

annual observation and evaluation cycle. High quality feedback on their practices is given using PDE's Danielson framework.

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

This narrative is empty.

Mentor Characteristics

- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must 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.

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

Mentor teachers are carefully selected based on the characteristics set forth above.

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	X	X	X	X
Assessments	X	X	X	X	X	X
Best Instructional Practices	X	X	X	X	X	X

Safe and Supportive Schools	X	X	X	X	X	X
Standards	X	X	X	X	X	X
Curriculum	X	X	X	X	X	X
Instruction	X	X	X	X	X	X
Accommodations and Adaptations for diverse learners	X	X	X	X	X	X
Data informed decision making	X	X	X	X	X	X
Materials and Resources for Instruction	X	X	X	X	X	X

If necessary, provide further explanation.

Establishing a culture of high academic expectations, building positive relationships and teacher capacity through an collaborative and reflective model is central to CSD's induction program. Throughout the program (and beyond), teachers work toward developing and implementing an effective learning environment this is engaging, and further their content and instructional knowledge through continuous professional learning that is both enriching and collaborative.

Monitoring Evaluating and Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

District and school leaders engage in goal-setting and reflection, implementing inquiry action plans, analyzing data of induction phase teacher development, classroom observations, and peer coaching. Accountability is addressed through multiple measures that include self-assessments, student achievement (as indicated in formative assessments, common benchmark assessments, Student Learning Objectives- SLOs, etc.), and induction phase teacher feedback.

Recording Process

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

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

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

Special Education

Special Education Students

Total students identified: **837**

Identification Method

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

In the Colonial School District, the discrepancy model is used to determine identification of students with specific learning disabilities. To identify a student as having a learning disability, there must be a severe discrepancy with a base rate of equal to or less than 10% **between a student's assessed cognitive ability and academic achievement** in areas pertaining to reading comprehension, basic reading skills, math calculation, math reasoning, written expression, reading fluency, oral expression, or listening comprehension. Further, data from the classroom must support this pattern of weaknesses and consideration is given as to whether or not the student made sufficient progress with pre-referral interventions.

This procedure is used district wide.

Enrollment

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

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

There are no significant disproportionalities in Colonial School District's Enrollment data.

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?

1. The district serves as the LEA for 1306 Students. In implementing the IEP process, the District ensures that the students are receiving FAPE in the LRE. The district works with the APS: Martin Luther School to schedule IEP meetings, attends meetings and facilitates necessary testing, ERs and RRs . The special education supervisors, district home school visitor and mental health liaison assist in this process as needed.

2. To insure that students are educated in the LRE , personnel from the corresponding school building are invited to participate in the IEP process in the following manner; and provide input about course content , review records and answer questions for the team.

3. Many times, students are placed in our district in an RTF by alternative agencies. We often do not have the appropriate educational records, which creates a barrier. We work with the school program (Martin Luther School) to secure them, while being cognizant of the students needs at the time of placement.

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).

We have no correctional facilities in the Colonial School District. The education of incarcerated youth is the responsibility of the LEA in which the prison facility is located. The Colonial School District would work collaboratively with the home school district of these students to ensure that there is fiscal support for the instruction of students. We would work cooperatively with the facility and the home district to seamlessly transition the student back to the district upon release. Exchanging and providing records would support this process.

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.

1. When a student is identified as eligible for special education services , an IEP is developed and the IEP team considers the regular education classroom as the first placement option. Teachers from the regular grade level environment attend these meetings alongside the special education team. Together the members identify supports and services that can be delivered in the regular education environment to address student needs. The school psychologist often participates in the process to provide insights and interpretations of testing results to further identify student learning styles. Supplementary aids and services are delivered in a number of ways throughout each grade level. This includes re-teaching opportunities during and after school, pull-out groups to reinforce skills and strategies, and individual teacher support during and in addition to daily classroom instruction. Specially designed instruction is developed to address individual student's needs and delivered within the general education setting. Technology and assistive technology further supports student's opportunities to access the general education curriculum in the regular education setting.

Specific examples of Supplementary Aids and Services available and provided in the Colonial School District include:

- Scheduled time for co-planning and team meetings
- Instructional arrangements that support collaboration (e.g., co-teaching, paraprofessional support)
- Professional development related to collaboration
- Coaching and guided support for team members in the use of assistive technology for an individual student
- All school personnel collaborate in the development and delivery of SAS
- Providing modified curricular goals
- Providing alternate ways for students to demonstrate learning
- Providing test modification
- Providing alternate materials and/or assistive technology
- Providing instruction on functional skills in the context of the typical routines in the general classroom
- Changing method of presentation
- Providing research-based supplementary materials
- Providing instructional adaptations (e.g., pre-teaching, repeating directions, extra

examples and non-examples)

- Specific seating arrangements
- Individualized desk, chair, etc.
- Adaptive equipment
- Adjustments to sensory input (e.g., light, sound)
- Environmental Aids (e.g., classroom acoustics, heating, ventilation)
- Structural Aids (e.g., wheelchair accessibility, trays, grab bars)
- Social skills instruction
- Counseling supports
- Peer supports (e.g., facilitating friendships)
- Individualized behavior support plans
- Modification of rules and expectations
- Cooperative learning strategies

The Colonial School District has identified the Differentiation of Process, Product and Content as a critical area for Professional Development. The high quality of training that all teachers receive further reflects the commitment from the district to provide meaningful educational programming for all students in the least restrictive environment. The special education supervisors work closely with the teachers during IEP meetings, Child Study and SST to develop meaningful interventions as children demonstrate needs or deficits that may be barriers to their success in the general education environment.

There is a continuum of supports, services and educational placement options within the district to support students with disabilities. In each case, the time the student is not with typical peers is considered and minimized through the use of other creative options. Often the learning environment is changed as the instructional topics change. We utilize the practice of reverse inclusion, which provides a model for the regular education students to recognize the strengths of both the special education students as well as the special education teachers. In order to provide students with additional learning opportunities, The Colonial School District provides before and after school programs where students are integrated.

Many of our special education teachers are currently in co-teaching situations. The students are in regular education receiving support from the special education teachers. If the student does not make progress in the regular education setting with these services, the IEP team meets to develop other strategies to support the student. Support and training is also provided to the general education teacher and the paraprofessionals in the classroom in order to develop capacity to meet students' needs.

The District has a full continuum of services in each building, which reduces the number of students who require more intensive programs and services. When the IEP team has delivered specially designed instruction and supplementary aids and services in the general education environment and considered the more restrictive, self-contained special education environment, the team reviews the IEP and student progress. When there is evidence of lack of meaningful progress after repeated

assessments over time as well as additional interventions, the team must explore options outside the public school environment.

2. The CSD has provided teachers with trainings from local and nationally recognized experts such as Peter Grande; differentiated instruction and Kelly Gallagher, Developing a deeper understanding of Reading. The staff has also received intensive training in the implementation of Kagan Structures to improve student discourse and access 21st century skills. These site trainings are systematically developed using the teacher/trainer model and insure that teachers can “practice “ and receive feedback back from their colleagues . The vision for continuous improvement includes ongoing trainings , reutilized check –ins and review of student data . Teachers report where and when they provide additional changes to instruction in order to evaluate effectiveness. Teachers are also provided opportunities to do peer observations . Paraprofessionals are trained through PaTTAN and the IU to support students in regular education. In addition, the District offers a full continuum of services and settings and continually reassesses these needs and services in order to provide the necessary programs to educate our children. In order to develop this capacity, the District relies on local, state and national experts to provide professional development, allows teachers to visit state of the art programs in surrounding communities, as well as providing ongoing opportunities for teacher collaboration and mentoring. Examples of programs developed in this manner are our Autistic Support programs and the ever increasing opportunities for inclusion. Developing teacher leaders in these areas has provided excellence in programming.

3. Before students are placed out of the District, the IEP team implements the most intensive supports and services that are available within the District Special Education programs. The District operates District Level classes for Autistic Support, Modified Learning Support, Emotional Support and Life Skills Support. Students are provided with intensive academic and behavioral supports, if needed, prior to considering a more restrictive level of placement.

The District continues to monitor the progress of each student placed outside the general education environment, and participates in the IEP process with the goal of bringing the student back to the District.

The Colonial School District's Educational Environments data is not significantly disproportionate to the State percentages. The large majority of our students are placed in the Regular Class for 80% or more of their day. We have reduced the number of students placed in Other Settings by adding programs and services within the District.

Behavior Support Services

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

The Colonial School District has a "*Student Behavior Management/Special Education*" Board Policy #218 that provides clear expectations about behavior management programs to apply to exceptional students in accordance with Pa. State Board of Education Chapter 14, Section 14.36 and PDE Standard Chapter 342, Section 342.36. It is the policy of the Colonial School District to provide positive measures as the basis for behavior management.

In the K-5 schools, behavioral expectations are reviewed in September of each year at school assemblies and at parent orientation meetings. They are also published annually in the school handbooks. Currently, each of the elementary schools has a school wide behavior plan in place, where students receive rewards for positive behavior.

For students whose behavior persists over time, and/or is disruptive to the learning process, the team (SST, SAP, or IEP, depending upon whether the student receives special education services) will seek consultation with the Mainstay Counselor. This individual works to support the existing behavior programs and provides student/classroom observations in order to address negative behaviors that prohibit the students from successful learning. The Mainstay Counselor will conduct a Functional Behavior Assessment if necessary, and assist the team in developing and implementing a Positive Behavior Support Plan. The Mainstay counselor also provides small group direct social skills instruction in all elementary buildings, as needed by students.

The Colonial School district also contracts with the MCIU to provide a Board Certified Behavior Analyst to support staff with students who exhibit extraordinary behaviors. This person comes to the district, observes students, conducts functional behavioral assessments and then writes behavior intervention plans for the IEP team to consider in helping these children. This BCBA also provides professional development for paraprofessional staff on conducting functional behavioral analysis, implementing behavior intervention plans and collecting behavioral data.

School counselors also provide individual and small group counseling, as appropriate, for students with behavioral issues. School counselors and teachers also work together to create individual positive behavior support plans as needed.

At the secondary level in middle and high school, the school rules and behavior policies are published in the student handbooks, which are distributed to students and parents and reviewed at the beginning of the school year in all classes and at orientation meetings. If students require more intensive behavioral support, counselors and the school psychologist are available to consult with teachers and staff members to develop behavior management strategies/behavior intervention plans. Support is provided to staff and students through the guidance offices, with four counselors at Plymouth Whitemarsh High School and three at Colonial Middle School. In addition, there are two Community Counselors at Plymouth Whitemarsh High School and one at the Middle School, contracted through Lincoln Academy. The Special Education Supervisor, the Behavioral Health Advisor and the Home School Visitor attend the Child Study meetings at both the High School and the Middle School to offer their expertise and to follow the students and families in order to provide support needed to be successful.

The counselors are members of each building's SST and provide individual and group counseling for students with social, emotional and behavioral issues as described in their IEPs. At the high school level, the district offers emotional support through a course entitled "*Educational Success*" This 80 minute period provides daily instruction in areas such as coping strategies, anger management, self esteem and organizational and study habits.

The Colonial School District employs a full-time Behavioral Health Advisor, who serves as a liaison between staff and Colonial School District families. In this role, he provides direct training to building administration and teachers in the areas of mental health services and access to families. He serves as the contact for all outside behavioral health services and is often part of the IEP team when Wraparound and Family Based services are delivered both in the home and at school.

Colonial School District special education professional staff and ALL paraprofessional staff continue to be trained annually in CPI (Crisis Prevention Intervention, a non-violent way to use de-escalation techniques and provide intervention to children requiring a more intense level of support) as a last resort in behavior management. During the school year, staff also receive training from the MCIU behavior consultant in positive behavior management strategies.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

1. If the LEA is having difficulty ensuring FAPE for an individual student or a particular disability category, describe the procedures and analysis methods used to

- determine gaps in the continuum of special education supports, services and education placement options available for students with disabilities.
2. Include information detailing successful programs, services, education placements as well as identified gaps in current programs, services, and education placements not available within the LEA. Include an overview of services provided through interagency collaboration within the LEA.
 3. Discuss any expansion of the continuum of services planned during the life of this plan.

The Colonial School District offers a continuum of services from K-12. In the event that we have a student whose needs cannot be met within the district after considering supplementary aides and services at each point on the continuum, we assemble an administrative team to consider expanding our District capacity to meet the needs of children in this disability category. We continually revisit the students who are placed outside the district in order to consider developing a new class in the district. In general, if there are 3 or more students who have similar educational needs and we can provide a program with supplementary aides and services, we will share the data with the school board and superintendent. If this proposal is approved by the Board, we then begin the process of developing an appropriate program with the aid of many outside resources including personnel from PaTTAN and the IU. We research best practices and identify existing programs and send staff to visit these programs identified as exemplary. This is the method that we used to develop and expand our Autistic programming through 5th grade. Three students who were being educated outside of the district in IU classes were returned to participate in our in-house program. As each student's IEP was reviewed, we examined and provided the supplementary aides and services in order for them to be successful. As a result, we have added the services of a behavior therapist, and have developed extensive training for the teachers and paraprofessionals, as well as administrators.

In the event that we are unable to provide a program for students because of their significant disabilities or need for very specialized services, we will then turn to neighboring districts, IU programs, APS or alternative programs. If there is a student whose needs are so significant that they cannot be met with any of these settings (such as a child with severe mental retardation, severe autism and extreme behavioral disorders, requiring care beyond the school day) we will meet with the appropriate agencies to participate in providing these additional services.

An inter-agency meeting is convened starting with our IU representative or if needed, our representative from PaTTAN. Our team consists of our supervisors and the district mental health liaison together with IEP team members. It is our goal to develop an educational program and the mental health services that the student may need beyond the school day. In the event that there is no such program within the state of Pennsylvania, we will discuss with the IEP team and consider placement outside the state.

Strengths and Highlights

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

The Colonial School District offers a wide range of services delivered in the least restrictive environment while maintaining a low student/teacher ratio. Regular education placement is always the first consideration. In order to provide students with their educational placement in their neighborhood schools, the CSD offers the following services in all buildings at all grade levels:

- Learning Support
- Speech and Language Support
- Autistic Support
- Life Skills Support
- Emotional Support

Related services available to students as determined by their IEP teams include the following at all levels:

- Speech and Language Therapy
- Occupational Therapy
- Physical Therapy
- Vision and Hearing Support (through the IU)
- Behavioral Support
- Transportation
- Counseling Services
- Social Skills Instruction

Points of Pride:

- We currently employ 4 full time school psychologists, a full time Behavioral Health Advisor and a Home and School Visitor. The District currently contracts for 3 community counselors at the secondary level and 1 Mainstay Counselor (community counselor) at the Elementary level.
- **Technology** All special education classrooms are equipped with student computers, Document cameras and Interactive Smart Boards in order to integrate technology into daily planning and instruction. Each school also has laptop computers available for all student use. Instruction is differentiated through the use of a number of high quality software program that include Read 180, Achieve 3000, Study Island, and Kurzweil. Teachers and students are signed up for Bookshare and utilize it at school and home.
- Special Education teachers are always included in the high quality professional development in the area of curriculum and instruction offered by the Colonial School District.
- Special Education teachers at all levels participate in building-level, Professional Learning Teams with their grade level and/or content level colleagues to review student data and use it to inform instruction. In addition to teams that look at content areas, at the secondary level, there is a PLT that focuses on transition. These teams meet on a regular basis, approximately two times a month. Logs are kept and reviewed by building administration and special education supervisors.
- Professional development at the secondary level includes Cooperative Learning and Differentiation in order to provide students with optimal learning opportunities within the regular classroom setting. Co-teachers are then provided ongoing opportunities to plan and prepare to deliver lessons to all students.
- Inclusionary practices are imbedded in the culture of all buildings, K-12. Building administrators and guidance counselors develop schedules that promote and facilitate inclusion. Co-teachers have common prep periods in which they plan together to insure access to the general education curriculum for all children. Opportunities for reteaching and reinforcing general education content is built into student schedules K-12. Delivery models can be regular education with supplementary aids and services, utilization of paraprofessional support and/or co-teaching models, and the opportunity for students to be mainstreamed with the support of a special education teacher.
- All of the professional staff in the Colonial School District are highly qualified. All paraprofessional staff are also highly qualified.

- The District is continuing to expand its capacity to program for students identified with autism.
- This year, the Elementary Itinerant Autistic Support Teacher was extended up to the 4th and 5th grade levels to ensure that students on the autism spectrum have the opportunity to be educated in the general environment in their neighborhood schools with the appropriate level of support.
- The Supervisors of Special Education are well versed in securing funding from beyond the school district in order to fully support our students. This includes Contingency funds and moneys received through Medical Assistance/ACCESS
- Community Based Training Program for students at each level (Elementary, Middle and High School) where students with low incidence disabilities get to learn and practice functional skills in the environment in which the skills will be used.
- Developmental Classroom Guidance lessons presented to students at the K-3 level, where social skills are taught and practiced as part of the regular curriculum.
- Pupil Service Review Committee composed of representatives of parents, administrators, nurses, counselors, a School Board Member, the behavioral health advisor of the district, and the home and school visitor. Meeting monthly, they discuss points of interest and information and provide a forum for community input.
- A behavioral community counselor provides support for the K-5 population for behaviorally challenged students. This person will work "hands-on" with specific students as well as provide professional development to staff in these buildings to help them better support students with mental health concerns.
- All secondary teachers have participated in intensive training on Secondary Transition from the MCIU.
- We have developed a unique K-3 Emotional Support program in one of our District elementary schools, bringing some students back from out of District placements, and preventing placement of other students in out of District programs. Program components include: a focus on increasing positive replacement behaviors, rather than solely on decreasing negative behaviors; teaching students to monitor and track their own positive behaviors; daily direct social skills lessons; daily direct instruction in problem-solving skills; and participation in the regular educational environment to the maximum extent possible, which is most of the school day, for the majority of the students. Supportive services available to the program include: individual and small group counseling by a licensed social worker, behavioral support and consultation from a BCBA, psychiatric evaluation/consultation as needed for individual students, supportive services for parents from the District's Behavioral Health Advisor, and weekly team meetings which include the Emotional Support Teacher, Principal, School Counselor, and Supervisor of Elementary Special Education in addition to the aforementioned roles.

- Our Early Intervention to School Age Transition Process is efficient, effective, and parent-friendly. Early Intervention students are evaluated, and IEPs developed as appropriate, prior to the end of the school year, so that all is in place and services ready to go when the students begin kindergarten in September. We have found that the parents are appreciative of the attention to detail that enables us to provide the supports and services necessary for their child to be successful in Kindergarten.
- At the high school ,students with significant emotional and social needs participate in our "Education Success" class. This is a course designed to address coping skills , frustration and behaviors that could interfere with achievement. The teacher uses resources such as , "The 7 Habits of Highly Effective Teens ' by Sean Covey to integrate study and practical life skills into the course.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

Facility Name	Facility Type	Services Provided By	Student Count
Silver Springs Martin Luther School	Nonresident	Colonial School District	62

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Easter Seals	Approved Private Schools	MDS	1
Elwyn-Davidson School	Approved Private Schools	AS	7
Green Tree School	Approved Private Schools	ES	2
Martin Luther School	Approved Private Schools	ES	3
Overbrook School for the Blind	Approved Private Schools	B-VIS	1
The Timothy School	Approved Private Schools	AS	2
Vanguard Lower School	Approved Private Schools	AS	11
Arrowhead Elementary	Neighboring School Districts	AS	2
Ft. Washington Elementary	Neighboring School Districts	ES	4
Jarrettown Elementary	Neighboring School Districts	ES	2
Nash Elementary	Neighboring School Districts	ES	4
Skyview Elementary	Neighboring School Districts	AS	2
Woodland Elementary	Neighboring School Districts	AS	1
Child Guidance	Special Education Centers	ES	2
Comprehensive Learning Center	Special Education Centers	AS	3
Nexus School	Special Education Centers	AS	1
Upper Dublin School District	Neighboring School Districts	AS	1
Devereux Steps	Approved Private Schools	ES	1

HMS	Approved Private Schools	MDS	2
Lakeside	Special Education Centers	MDS	6
Lifeworks	Special Education Centers	ES	1
Montgomery County Intermediate Unit	Special Education Centers	MDS	3
Melmark	Approved Private Schools	OHI	1
Pathway School	Approved Private Schools	ED	2
The Academy	Special Education Centers	ED	1
Woods Services	Approved Private Schools	AS	2
Wordsworth	Approved Private Schools	MDS	4
Anderson School	Special Education Centers	ED	1
Cedarbrook East	Neighboring School Districts	AS	1
Crefeld	Special Education Centers	OHI	1

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Conshohocken Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Elementary School	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	6 to 9	20	1

	Building	Education programs are operated	20%)				
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Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ridge 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 8	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ridge 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 9	20	1

Program Position #6*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	5 to 8	8	1

Program Position #7*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ridge Park Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	6 to 9	8	1

Program Position #8*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	12	1

Program Position #9*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitemarsh 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 9	20	1

Program Position #10*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitemarsh 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 9	12	1

Program Position #11*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitemarsh Elementary	An Elementary	A building in which	Supplemental (Less Than 80%	Life Skills	6 to 11	12	1

	School Building	General Education programs are operated	but More Than 20%)	Support			
Justification: This is a District-level Life Skills class where students may spend more than 4 years in this level of the program, resulting in a greater age range. Students whose ages fall outside the 3-year range have this noted in their IEPs.							

Program Position #12*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #13*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

Program Position #14*Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	20	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	9 to 12	12	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary, Conshohocken Elementary, Plymouth Elementary, Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	6 to 11	12	1
Justification: The Itinerant Autistic Support Teacher serves students in three K-3rd Grade buildings and one 4th-5th Grade building. Students are seen individually or in small groups with same-age peers.							

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Elementary, Conshohocken Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	65	1

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Ridge Park Elementary, Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	65	1

Program Position #23*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Whitemarsh Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	65	1

Program Position #24*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	65	1

Program Position #25*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School, Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 18	65	1
Justification: The Itinerant Speech and Language Therapist provides services to students in 6th through 12th grade. Students are seen individually or in small groups with same-age peers.							

Program Position #26*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
All District Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	5 to 18	11	0.25
Justification: The Itinerant Vision Support Teacher services students in grades K through 12. Students are seen individually.							

Program Position #27*Operator: Intermediate Unit***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
All District Buildings	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	5 to 18	5	0.1
Justification: The Itinerant Hearing Support Teacher services students in grades K through 12. Students are seen individually.							

Program Position #28*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 18	20	1

Program Position #29*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	19	1

Program Position #30*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	19	1

Program Position #31*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 17	19	1

Program Position #32*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	1

Program Position #33*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	19	1

Program Position #34*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	18	1

Program Position #35*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	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	17	1

Program Position #36*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	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	15	1

Program Position #37*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 12	12	1

		operated					
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Program Position #38*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	16	1

Program Position #39*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 14	12	1

Program Position #40*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	18	1

Program Position #41*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	15 to 21	14	1

Justification: Students in this program at the high school are identified as Intellectually Disabled and the age ranges from 14-21 years old. It is noted on each IEP. Older students are involved in transition activities at site at least three times a week. Academic instruction is delivered in two separate groups to ensure age appropriateness. The IEP team has determined that this is the most appropriate placement for these students.

Program Position #42*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 14	9	1

Program Position #43*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 18	13	1

Program Position #44*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1

Program Position #45*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	11	1

Program Position #46*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High	A Junior/Senior	A building in which	Supplemental (Less Than	Learning Support	14 to 15	17	1

School	High School Building	General Education programs are operated	80% but More Than 20%)				
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Program Position #47*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Plymouth Whitemarsh High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	45	1

Justification: Eileen add info this is rems info

Program Position #48*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	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	11	1

Program Position #49*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	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	15	1

Program Position #50*Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	14	1

Program Position #51*Operator: School District*

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colonial Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 13	15	1

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Pupil Services and Special Education	District Office	1
Supervisor of Secondary Special Education	District Office	1
Supervisor of Elementary Special Education	District Office	1
School Psychologists	All Buildings	4
Paraprofessionals	All Buildings	67
Behavioral Health Advisor	District Office	1
Home and School Visitor	District Office	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Behavior Support Consultant	Intermediate Unit	1 Days
Mainstay Counselor	Outside Contractor	5 Days
Community Counselors (3)	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	10 Hours
Occupational Therapist	Outside Contractor	40 Hours

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

This question has not been answered.

District Accomplishments

Accomplishment #1:

Accomplishment #1: Nationally Ranked

- PWHHS was ranked among the top four percent of the nation's approximately 25,000 high schools by both *Newsweek* and *US News* magazines in 2013.
- Ridge Park and Whitemarsh Elementary Schools were named National Blue Ribbon Schools (2012 and 2013).

Accomplishment #2:

Accomplishment #2: 2013-2014: A Record Success

- 101 PWHHS students were named AP Scholars by the College Board in 2014 and 93 students named in 2013
- 31 Students Named AP Scholars with Distinction in 2014 (includes 3 National Scholars) – scoring an average of 3.5 on all AP exams taken and scores of 3.0 or higher on five or more of the exams
- Three Students Declared National Scholars in 2014—earning an average score of at least 4.0 on all AP exams taken and a score of 4.0 or higher on eight or more of these exams
- 19 Students Received AP Scholars with Honor—averaging at least 3.25 on all AP exams taken and 3.0 or higher on four or more of the exams

- 51 Students were named AP Scholars, scoring 3.0 or higher on three or more exams
- Nearly 40% of all students scored a 3 or higher on AP Exams

Accomplishment #3:

Accomplishment #3: 2014 - 2015 National Merit Scholarship Corporation (NMSC)

- 12 PWHS seniors were recognized for their "exceptional academic promise" by the NMSC
- Five students were named National Merit Semifinalists
- Six students were named 2015 National Merit Commended Scholars and one student was one of more than 1,600 Black American high school seniors who have been designated Semifinalists in the 51st Annual National Achievement Scholarship Program

Accomplishment #4:

Accomplishment #4: Governor's Award for Excellence in Academics

- Five of seven Colonial School District schools received Governor's Awards for Excellence in Academics for earning a score of 90-percent or higher on the 2012-2013 School Performance Profile (SPP).

Accomplishment #5:

Accomplishment #5: National Championships & Recognitions

- Colonial Middle School (CMS) and PWHS students won national championships in five events and place third in another at the 2014 Technology Student Association National Convention
- Colonial named a Best Community for Music by the National Association of Music Merchants for three consecutive years
- PWHS is one of 120 high schools nationwide and just one of 10 in Pennsylvania to be named a 2015 **GRAMMY** Signature School Semifinalist, recognizing an outstanding commitment to music education
- PWHS was the first Pennsylvania high school to implement the Advancement Via Individual Determination (AVID) program. AVID is a nationally recognized, in-school academic support program that targets students in the academic middle and prepares them for college eligibility and success.

Accomplishment #6:

Accomplishment #6: Collaborative Culture

We have established a vibrant, collaborative community and developed partnerships with local businesses and colleges to generate ideas and active engagement among all key stakeholders.

Accomplishment #7:

Accomplishment #7: Culture of STEM

We continue to build a culture of STEM into teaching and learning by incorporating more authentic problems as the context to engage students and by incorporating more transdisciplinary curricular units that provide students with content and skills they need to apply and solve more complex problems.

District Concerns

Concern #1:

We will define, measure and report student achievement more broadly in an effort to highlight the accomplishments of all students, especially those who are in need of individualized and specially designed instruction.

Concern #2:

The CSD will establish a comprehensive definition of STEM and identify best practices in STEM initiatives including communication, collaboration, critical thinking, creativity, and innovation.

Concern #3:

The CSD will review and refine our "Career Pathways to Success" to ensure that students are prepared for the challenges and opportunities in the current economy.

Concern #4:

The CSD will evaluate the current communication structure and identify and implement strategies to improve the quality and effectiveness of district and school level communication to key stakeholders.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #0*) Establish a structure to fully ensure that each member of the district community promotes, enhances and sustains a shared vision of positive school climate in a collaborative partnership with family and community to maximize student engagement in the learning process.

Aligned Concerns:

The CSD will evaluate the current communication structure and identify and implement strategies to improve the quality and effectiveness of district and school level communication to key stakeholders.

Systemic Challenge #2 (*Guiding Question #0*) Establish a district system that fully ensures each staff member understands how the needs of industry and the workforce have changed so that they can better prepare students to enter a dynamic workforce and compete in the global economy.

Aligned Concerns:

The CSD will review and refine our "Career Pathways to Success" to ensure that students are prepared for the challenges and opportunities in the current economy.

Systemic Challenge #3 (*Guiding Question #0*) Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.

Aligned Concerns:

The CSD will establish a comprehensive definition of STEM and identify best practices in STEM initiatives including communication, collaboration, critical thinking, creativity, and innovation.

Systemic Challenge #4 (*Guiding Question #0*) Refine the district's assessment system to ensure a variety of high quality assessments are in place that delineate high expectations for student achievement.

Aligned Concerns:

We will define, measure and report student achievement more broadly in an effort to highlight the accomplishments of all students, especially those who are in need of individualized and specially designed instruction.

Systemic Challenge #5 (*Guiding Question #0*) Refine the professional development plan to enhance teachers' content knowledge, teaching strategies and skills with focused attention given to interventions for students at-risk/struggling to meet the standards.

Aligned Concerns:

We will define, measure and report student achievement more broadly in an effort to highlight the accomplishments of all students, especially those who are in need of individualized and specially designed instruction.

Systemic Challenge #6 (*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.

District Level Plan

Action Plans

Goal #1: Establish a structure to fully ensure that each member of the district community promotes, enhances and sustains a shared vision of positive school climate in a collaborative partnership with family and community to maximize student engagement in the learning process.

Related Challenges:

- Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.
- Establish a district system that fully ensures each staff member understands how the needs of industry and the workforce have changed so that they can better prepare students to enter a dynamic workforce and compete in the global economy.

Indicators of Effectiveness:

Type: Annual

Data Source: Surveys, participation in activities and professional development, interviews, classroom environment and instruction domain growth.

Specific Targets: An increase in the number of professional members facilitating, leading and participating in school-wide and extracurricular events. Feedback from student interviews; increase in student attendance in school-based and extracurricular events/service learning/competitions, etc; increase in test scores; and expansion of curricular experiences within and outside of the school day.

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim.(Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on

Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact.

(Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>)

SAS Alignment: Safe and Supportive Schools

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building.

(Sources: <http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf> and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

SAS Alignment: Safe and Supportive Schools

Family Literacy Activities

Description: Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3.

(Source: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf)

SAS Alignment: Instruction

Online Learning Opportunities

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

SAS Alignment: Instruction, Materials & Resources

Counselor-to-Student Ratio Reduction

Description: Sources cite research that supports the positive relationship of counseling to student achievement and other student factors. There is a presumption expressed that reducing the counselor-to-student ratio is

important, but there is no evidence presented regarding an optimum ratio, nor is there evidence that reducing existing ratios has a positive correlation with student achievement or other student factors. (Sources: http://www.econ.ucdavis.edu/faculty/scarrell/counselors_input.pdf; <http://www.econ.ucdavis.edu/faculty/scarrell/counselors2.pdf>; and <http://www.cde.ca.gov/ls/cg/rh/counseffective.asp>) Student-to-Counselor Ratios are reported, but the source does not provide evidence of an optimum ratio. (Source: http://www.counseling.org/PublicPolicy/ACA_Ratio_Chart_2011_Overall.pdf)

SAS Alignment: Safe and Supportive Schools

Positive Behavior Support

Description: “Positive behavior support strives to use a system to understand what maintains an individual’s challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child’s ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: <http://www.pbis.org/default.aspx>) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)

SAS Alignment: Safe and Supportive Schools

Industry/Educational Partnerships

Description:

Provide information on available internships, job-shadowing, on-line courses to encourage and build awareness of community and industry needs.

SAS Alignment: None selected

Implementation Steps:

Promoting Shared Vision and Positive Climate

Description:

- District website will be updated to ensure parents have access to information about how their children are learning
- Parent and student resources available on website including academic, social/emotional supports available (including web-based adaptive learning software)
- Interactive calendars with dates promoting district and school-based events; information about community-based services will be available electronically and hard-copy sent by mail

Start Date: 10/2/2014 **End Date:** 11/30/2018

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

Supported Strategies:

- After School Programs
- Family Literacy Activities
- Positive Behavior Support

Goal #2: Establish a district system that fully ensures each staff member understands how the needs of industry and the workforce have changed so that they can better prepare students to enter a dynamic workforce and compete in the global economy.

Related Challenges:

- Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.

Indicators of Effectiveness:

Type: Annual

Data Source: Updates on district's website; curricular/program updates; professional development topics/sessions; partnerships with universities and industry.

Specific Targets: Expanded curricular and professional development programs; staff/student participation in service-learning projects; internships; job-shadowing; AP/College courses.

Strategies:

Industry/Educational Partnerships

Description:

Provide information on available internships, job-shadowing, on-line courses to encourage and build awareness of community and industry needs.

SAS Alignment: None selected

Career Pathways

Description: One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source: http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf>)

SAS Alignment: Standards

STEM Literacy

Description:

Organize professional development opportunities, conferences, seminars, and tutorials and training on STEM and STEM related topics/career development.

SAS Alignment: None selected

Implementation Steps:

Career Pathways

Description:

- Update Career Pathways Map to reflect opportunities for careers and colleges in a global economy
- Provide professional development to school counselors on the PA Core Standards and the impact they have on course selection, skills for the 21st century and selection for future employment/college. Evidence: updated map, professional development offerings, agendas and meeting minutes
- Expand partnerships with universities, industry to maximize relationships with school counselors, teachers and parents

Start Date: 11/2/2014 **End Date:** 11/30/2018

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Career Pathways
- STEM Literacy
- Industry/Educational Partnerships

Goal #3: Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.

Indicators of Effectiveness:

Type: Annual

Data Source: Curriculum/Program development; Professional Development in STEM; Professional Learning Community (PLC) Learning Logs; Focus groups/Surveys

Specific Targets: Revised and expanded curriculum and assessments include more real-world projects and performance-based measures; Strong professional growth results; High educator engagement and development of innovative projects; Culturally responsive teaching and learning practices that fosters self-initiative/reflection and global awareness

Strategies:*STEM Literacy***Description:**

Organize professional development opportunities, conferences, seminars, and tutorials and training on STEM and STEM related topics/career development.

SAS Alignment: None selected

Implementation Steps:*Professional Learning Communities***Description:**

Support professional learning communities to advance STEM education and to cultivate soft skills such as scientific inquiry, problem-solving skills.

Start Date: 2/23/2015 **End Date:** 2/28/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- STEM Literacy

Goal #4: Refine the district's assessment system to ensure a variety of high quality assessments are in place that delineate high expectations for student achievement.

Related Challenges:

- Refine the professional development plan to enhance teachers' content knowledge, teaching strategies and skills with focused attention given to interventions for students at-risk/struggling to meet the standards.

Indicators of Effectiveness:

Type: Annual

Data Source: Assessment Review/Updates/Data Reports

Professional Development Plan & Calendar of Events

Specific Targets: Student achievement results

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.](#))

SAS Alignment: Assessment, Instruction

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Instructional (Distributed) Leadership Capacity Building

Description: Support of the relationship of distributive leadership with student achievement is anecdotal and inferential and substantially

reported. (Sources: http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf , and <http://www.pakeys.org/docs/SL%20PP%201.pdf>)

SAS Alignment: Safe and Supportive Schools

Implementation Steps:

Data Driven Decision Making

Description:

- Align all district-based common assessments with PA Core Standards, PSSA and Keystone Eligible content
- Update curriculum maps to include more rigorous, relevant learning tasks and instructional resources reflective of 21st century teaching and learning skills
- Continue to develop annual school-based continuous improvement plans; review, monitor, and update plans strategically

Start Date: 8/18/2014 **End Date:** 11/30/2016

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

Supported Strategies:

- Common Assessment within Grade/Subject
- Instructional Coaching
- Instructional (Distributed) Leadership Capacity Building

Goal #5: Refine the professional development plan to enhance teachers' content knowledge, teaching strategies and skills with focused attention given to interventions for students at-risk/struggling to meet the standards.

Indicators of Effectiveness:

Type: Annual

Data Source: District Improvement and Professional Development Plans

Specific Targets: Increased student achievement on district benchmark assessments; state assessments; national exams

Strategies:

After School Programs

Description: WWC claims evidence suggests high-quality afterschool programs may have a positive impact on achievement; however, the WWC claims that the research reviewed does not meet the WWC criteria for reliable empirical support for the claim. (Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/afterschool_050608.pdf) A Summary of Formal Evaluations of Afterschool Programs' Impact on Academics, Behavior, Safety and Family Life sites numerous studies that indicate Afterschool programs do have a positive impact. (Source: <http://americaspromise.org/~media/Files/Resources/A%20Summary%20of%20Formal%20Evaluations.ashx>)

SAS Alignment: Safe and Supportive Schools

Instructional Coaching

Description: The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level.)Source: http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Differentiating Instruction

Description: Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, http://en.wikipedia.org/wiki/Learning_styles#cite_note-33 ; WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

SAS Alignment: Instruction

Phonological Awareness Training

Description: Phonological awareness, the ability to detect or manipulate the sounds in words independent of meaning, is a precursor to reading. Phonological awareness training without letter knowledge training can involve various training activities that focus on teaching children to identify, detect, delete, segment, or blend segments of spoken words (i.e., words, syllables, onsets and rimes, phonemes) or that focus on teaching children to detect, identify, or produce rhyme or alliteration. The added letter knowledge training component includes teaching children the letters of the alphabet and making an explicit link between letters and sounds. WWC reports that when coupled with Letter Knowledge Training, Phonological Awareness Training has positive effects upon: print knowledge, phonological processing, and early reading/writing; it has no discernible impact upon cognition; it has potentially negative effects on oral language. (Source: http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_PAT_Letter_Knowledge_122806.pdf)

SAS Alignment: Instruction

Implementation Steps:

Professional Learning Communities

Description:

Support professional learning communities to advance STEM education and to cultivate soft skills such as scientific inquiry, problem-solving skills.

Start Date: 2/23/2015 **End Date:** 2/28/2017

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Instructional Coaching
- Substantial Professional Development

Data Driven Decision Making

Description:

- Align all district-based common assessments with PA Core Standards, PSSA and Keystone Eligible content
- Update curriculum maps to include more rigorous, relevant learning tasks and instructional resources reflective of 21st century teaching and learning skills
- Continue to develop annual school-based continuous improvement plans; review, monitor, and update plans strategically

Start Date: 8/18/2014 **End Date:** 11/30/2016

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

Supported Strategies:

- Instructional Coaching
- Substantial Professional Development

Goal #6: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: District Assessments

Specific Targets: Establish procedures to have district assessments independently and objectively validated by consultant every 3 years.

Strategies:

Substantial Professional Development

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

SAS Alignment: Instruction

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description: Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

Implementation Steps:

Valid and Reliable Assessments

Description:

- A consultant will be hired to provide professional development to staff in building valid and reliable assessments
- All district-wide assessments will be reviewed by outside consultant to validate all local assessments

Start Date: 6/6/2015 **End Date:** 1/21/2016

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:

#1 Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.

#2 Refine the professional development plan to enhance teachers' content knowledge, teaching strategies and skills with focused attention given to interventions for students at-risk/struggling to meet the standards.

Strategy #1: STEM Literacy

Start	End	Title			Description	Person Responsible	SH	S	EP	Provider	Type	App.
2/23/2015	2/28/2017	Professional Learning Communities			Support professional learning communities to advance STEM education and to cultivate soft skills such as scientific inquiry, problem-solving skills.	Dr. Elizabeth McKeaney	3.0	10	150	Discovery Education	Non-profit Organization	No

Knowledge Increased awareness and deeper knowledge of pedagogical techniques used in STEM-focused classrooms (e.g. problem/project-based learning, lab-based learning, virtual experiences, game design, etc.).

Supportive Research Differentiated Instruction, Cooperative Learning

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.

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

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

Training Format

- Series of Workshops
- Department Focused Presentation
- Professional Learning Communities
- Offsite Conferences

Participant Roles

- Classroom teachers
- Principals / Asst. Principals
- Supt / Ast Supts / CEO / Ex Dir
- School counselors
- Other educational specialists
- 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

Evaluation Methods

- Classroom observation focusing on factors such as planning and

implementation outcomes, with involvement of administrator and/or peers

- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Peer-to-peer lesson discussion
- Lesson modeling with mentoring
- Joint planning period activities
- Journaling and reflecting

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

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

LEA Goals Addressed:	<p>#1 Establish a district-wide model to cultivate a deeper understanding of STEM-literacy and the necessity of implementing an interdisciplinary approach to teaching and learning across content/subjects.</p> <p>#2 Refine the professional development plan to enhance teachers' content knowledge, teaching strategies and skills with focused attention given to interventions for students at-risk/struggling to meet the standards.</p>	<p>Strategy #1: Instructional Coaching</p> <p>Strategy #2: Substantial Professional Development</p>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
2/23/2015	2/28/2017	Professional Learning Communities	Support professional learning communities to advance STEM education and to cultivate soft skills such as scientific inquiry, problem-solving skills.							

Dr. Elizabeth
McKeaney

3.0

10

150

Discovery Education

Non-
profit
Organizat
ion

No

Knowledge

Increased awareness and deeper knowledge of pedagogical techniques used in STEM-focused classrooms (e.g. problem/project-based learning, lab-based learning, virtual experiences, game design, etc.).

Differentiated Instruction

**Supportive
Research**

Cooperative Learning

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.

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

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

Training Format

- Series of Workshops
- Department Focused Presentation

- Professional Learning Communities
- Offsite Conferences

Participant Roles	<ul style="list-style-type: none"> • Classroom teachers • Principals / Asst. Principals • Supt / Ast Supts / CEO / Ex Dir • School counselors • Other educational specialists • Parents 	Grade Levels	<ul style="list-style-type: none"> • Elementary - Primary (preK - grade 1) • Elementary - Intermediate (grades 2-5) • Middle (grades 6-8) • High (grades 9-12)
Follow-up Activities	<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussion • Lesson modeling with mentoring • Joint planning period activities • Journaling and reflecting 	Evaluation Methods	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio

District Level Affirmations

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

No signature has been provided

Board President

Affirmed by Mary Ellen Gorodetzer on 4/14/2014

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

Affirmed by Susan Moore on 4/25/2014

Board President

Affirmed by Mary Ellen Gorodetzer on 4/14/2014

Superintendent/Chief Executive Officer