



N O R T H S C H U Y L K I L L S C H O O L D I S T R I C T

Comprehensive Plan

July 1, 2017 – June 30, 2020

North Schuylkill SD

Adopted
November 2016

District Level Plan

07/01/2017 - 06/30/20

District Profile

Demographics

15 Academy Lane
Ashland, PA 17921
(570)874-0466
Superintendent: Robert Ackell
Director of Special Education: Knute Brayford

Planning Process

The District's Comprehensive Planning (CP) committee is comprised of students, parents, community representatives, teachers, and administrators. This committee first met in October 2015 to begin looking at the District's CP. All CP members volunteered to serve on one or more of the district's eight (8) subcommittees. These subcommittees are: Extra-Curricular Activities, Facilities, Mission and Vision, Professional Development (Professional Education), Student Achievement, Special Education, Student Services (Safe and Supportive Schools), and Technology Plan. Building and District Administrators chair the subcommittees. The subcommittee chairs regularly meet together to collaborate as their committees progress on the assigned CP tasks. While the CP committee completes District level assessments and responds to District Level Guiding Questions for the District's CP, all schools in the district are completing their own improvement plans, regardless of their most recent success level reported by the Pennsylvania System of School Assessment.

Mission Statement

Our mission is to provide our students with opportunities designed to meet individual needs and to ensure that every child has experiences that promote growth and aspire for excellence in all academic and social/development areas. Through mutual respect our students will grow and learn in a positive atmosphere, where faculty, staff, parents and students together are enthusiastic about the learning process.

Vision Statement

To achieve our mission, we will develop our capacity to function as a professional learning community, wherein well-researched best practices are in place and/or explored.

Shared Values

We envision a school district in which we...

- Unite to achieve a common purpose with clear goals;
- Work together in collaborative terms;
- Seek and implement promising strategies for improving student achievement on a continuing basis;
- Monitor each student's progress;
- Demonstrate a personal commitment to the academic success and general well-being of all students;
- Embrace technology for both learning today and preparing for future.

Educational Community

Educational Community

The North Schuylkill School District is located in the anthracite coal fields of Pennsylvania. The school district, located in Schuylkill and Columbia counties, encompasses 72.2 square miles of rolling hills and valleys. The district is an area of many contrasts. While it is best known for its anthracite resources and its past mining history, it is also a land of vast wooded acres and some of the most beautiful agricultural areas found in northeastern Pennsylvania.

Residents of the boroughs of Ashland, Frackville, Girardville, Gordon, and Ringtown, and a collection of small surrounding villages, are served by the district's K-6 elementary school and its 7-12 junior/senior high school.

Planning Committee

Name	Role
Robert Ackell	Administrator : Professional Education
Frank Brennan	Administrator : Professional Education
James Gross	Administrator : Professional Education
Thomas Fletcher	Board Member : Professional Education

Charles Hepler	Board Member : Professional Education
Suzanne O'Neill	Board Member : Professional Education
Janel Hansbury	Building Principal : Professional Education
Margaret Manofsky	Building Principal : Professional Education
Ken Roseberry	Building Principal : Professional Education
Liza Ulceski	Building Principal : Professional Education
John Budwash	Business Representative : Professional Education
John Malinchock	Business Representative : Professional Education
Amanda Campbell	Community Representative : Professional Education
James Lavelle	Community Representative : Professional Education
Gayle Sokaloski	Ed Specialist - Other : Special Education
Cheryl Cooper	Elementary School Teacher - Regular Education : Professional Education
Tabitha Farrone	Elementary School Teacher - Regular Education : Professional Education Special Education
Jessica Wiscount	Elementary School Teacher - Regular Education : Professional Education
Brian Wolfe	Elementary School Teacher - Regular Education : Professional Education
Kristen Weinreich	Elementary School Teacher - Special Education : Professional Education Special Education
Charles Brayford	High School Teacher - Regular Education : Special Education
Leah Briggs	High School Teacher - Regular Education : Professional Education
Bonnie Leib	High School Teacher - Regular Education : Professional Education
Judy Rakowsky	High School Teacher - Regular Education : Professional Education
Christine Greblich	High School Teacher - Special Education : Special Education
Nancy Nestor	Instructional Coach/Mentor Librarian : Professional Education
Mark Andrewcavage	Instructional Technology Director/Specialist :

	Professional Education
Kenneth Sturm	Instructional Technology Director/Specialist : Professional Education
Renata Blozousky	Middle School Teacher - Regular Education : Professional Education
Melanie Fowler	Middle School Teacher - Regular Education : Professional Education
Heather Frank	Middle School Teacher - Regular Education : Professional Education
Kelly Stone	Middle School Teacher - Regular Education : Professional Education
Jamie Wagner	Middle School Teacher - Regular Education : Professional Education
Melissa Perneta	Parent : Professional Education
Tammy Whalen	Parent : Professional Education
Knute Brayford	Special Education Director/Specialist : Professional Education Special Education
Ashley Palubinsky	Special Education Director/Specialist : Professional Education Special Education
Kali Antalosky	Student : Professional Education
Robert Flannery	Student : Professional Education
Major Jordan	Student : Professional Education
Tori Lindenmuth	Student : Professional Education
Kira Marlow	Student : Professional Education
Kimberly Groody	Student Curriculum Director/Specialist : Professional Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

		Improvement
Interpersonal Skills	Developing	Needs Improvement
School Climate	Non Existent	Non Existent

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

A key point of emphasis over the past three years has been in the area of curriculum mapping. Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the primary level that have accomplished this by creating maps on PDE SAS website. At the elementary, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

Elementary Education-Intermediate Level

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

English Language Proficiency	Developing	Needs Improvement
Interpersonal Skills	Developing	Needs Improvement
School Climate	Non Existent	Non Existent

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

A key point of emphasis over the past three years has been in the area of curriculum mapping. Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the intermediate level that have accomplished this by creating maps on PDE SAS website. At the elementary, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

Middle Level

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

		Improvement
Alternate Academic Content Standards for Reading	Developing	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Developing	Needs Improvement

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

A key point of emphasis over the past three years has been in the area of curriculum mapping. Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the middle level that have accomplished this by creating maps on PDE SAS website. At the junior high, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

High School Level

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

History	Developing	Needs Improvement
Science and Technology and Engineering Education	Developing	Needs Improvement
Alternate Academic Content Standards for Math	Developing	Needs Improvement
Alternate Academic Content Standards for Reading	Developing	Needs Improvement
American School Counselor Association for Students	Non Existent	Non Existent
English Language Proficiency	Developing	Needs Improvement
Interpersonal Skills	Non Existent	Non Existent
School Climate	Non Existent	Non Existent
World Language	Developing	Needs Improvement

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

A key point of emphasis over the past three years has been in the area of curriculum mapping. Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the high school level that have accomplished this by creating maps on PDE SAS website. At the high school, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

Adaptations

Elementary Education-Primary Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

Elementary Education-Intermediate Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics

Middle Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects

- PA Core Standards: Mathematics

High School Level

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- History
- Science and Technology and Engineering Education

Explanation for any standards checked:

PA Core standards are differentiated based on individual student need in all subjects areas. AP courses offered in History, Math, Spanish, Science, and English go well beyond the PA Core Standards.

Dual Enrollment Classes offer an enriched curriculum.

Full range of ability based class offerings in mathematics and reading have been developed by the special education department.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the elementary primary level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the elementary intermediate level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

Middle Level

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

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the middle level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

High School Level

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

Processes used to ensure Accomplishment:

Curriculum committees will continue to meet and focus on developing common assessments. There are some curricular areas at the high school level that have accomplished this. At the building level, staff members will continue to provide feedback to curricular committees to ensure that we are meeting these goals.

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

This narrative is empty.

Modification and Accommodations

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The North Schuylkill School District ensures that modifications and accommodations are provided to all students who need them and are designed in a manner that differentiates for

students while providing meaningful educational benefit. District personnel consider a modified curriculum, effective behavioral support, teacher training, and the provision of a paraprofessional, if necessary to provide the modifications and accommodations in the least restrictive environment. Additionally, Intervention, IEP, and GIEP teams consider the need for modifications and accommodations based on the level of need of each student within the areas of academics and functional needs.

Instruction

Instructional Strategies

- Formal classroom observations focused on instruction
- Walkthroughs targeted on instruction
- Annual Instructional evaluations
- Peer evaluation/coaching

Regular Lesson Plan Review

- Administrators

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

North Schuylkill School District has developed a Differentiated Supervision Plan to promote professional growth, which positively affects higher student achievement and insures the continued employment of quality staff.

The Pennsylvania Department of Education (PDE) has developed professional development evaluation forms based on the work of Charlotte Danielson. We are adopting the Differentiated Supervision Plan (DSP) to align with the PDE evaluation forms. This DSP is a collaborative, ongoing effort of Professional development. Much of what is listed in this plan is already taking place in many North Schuylkill School District classrooms. This plan is an efficient method of documenting successes. It provides an opportunity for reflection and dialogue among colleagues in order to promote improved teacher performance and subsequently student achievement.

All staff will be formally evaluated two times during the school year. Tenured staff will also have the option of completing one of the models listed in this plan to implement during the school year which will replace one of the two formal observations. This selection will provide teachers with the opportunity to choose a self-directed model based on personal need and/or interest. For the Action Research Model, teachers may work individually or with a group of teachers (groups will be limited to a maximum of five).

The DSP integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Four clear performance domains for teacher performance, based on Charlotte Danielson's *Framework for Teaching*, with performance criteria for how the domains are to be met and descriptive examples of observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also develops skills of analysis and critique that will make the dialogue a rich and data-driven one.
3. A professional growth cycle that integrates formal observations with professional growth, allows for continual reflection on goals and progress meeting those goals, with collegial interaction.
4. Formal Observations and evidence-based assessment to improve teaching.
5. Professional development that is structured around a collaborative learning culture among teachers in each school, integrating individual or collegial goals into school goals, and utilizing student achievement and other data about student results.

Just as an instructional program is designed to be developmentally appropriate for meeting the needs of a diverse student population, professional development for teachers must meet the needs of each teacher of the professional team. The NSSD is committed to providing teachers with both a cycle of supervision options and a supportive environment that will enhance instruction and promote student achievement growth.

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

At this time due to budgetary constraints the district does not plan on adding instructional coaches. However, we do utilize supplemental positions in technology and teacher chairs and coordinators to coach.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

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

Formative assessment is used to group students based on need. Intervention time is built into the master teaching schedule for differentiated learning.

Elementary Education-Intermediate Level

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

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

Formative assessment is used to group students based on need. Intervention time is built into the master teaching schedule for differentiated learning.

Middle Level

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

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

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

While differentiated instruction occurs and is increasing, some of the curriculum is delivered in a "one size fits all" fashion. Data teams have been created to highlight student individual needs.

High School Level

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

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

While differentiated instruction occurs and is increasing, some of the curriculum is delivered in a "one size fits all" fashion. Data teams have been created to highlight student individual needs.

Recruitment

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

The District posts all professional vacancies on its website in addition to local print media for professional teaching vacancies. A team of board members, teachers, and administrators, interviews candidates using a scripted set of questions that is consistently refined based on the particular vacancy. Candidates may be required to conduct a demonstration lesson that is evaluated using a modified version of the District's teacher evaluation tool. Once the interview and demonstration lesson have been assessed, the team discusses particular building needs and assigns staff based on specific building/grade level/subject area/student needs.

Assessments

Local Graduation Requirements

Course Completion	SY 17/18	SY 18/19	SY 19/20
Total Courses	30.00	30.00	30.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and

Technology and Environment and Ecology, as determined through any one or a combination of the following:

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

VI. School boards shall only approve assessments that have been determined to meet the requirements of this subsection by an approved entity performing the independent validation. If a school district, AVTS or charter school, including a cyber-charter school, uses a local assessment that has not been independently validated, the Secretary will direct the school entity to discontinue its use until the local assessment is approved through independent validation by an approved entity.

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

Local Assessments

Standards	WA	TD	NAT	DA	PSW	Other
Arts and Humanities	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	X		
PA Core Standards: Mathematics		X	X	X		
Economics		X		X		
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X	X			
History		X	X	X		
Science and Technology and Engineering Education		X	X	X		
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA		X	X	
PASA	X	X	X	X
SAT				
PSAT				X
Keystone Exams			X	X
NOCTI				X
Advanced Placement Exams				X
Unit & Chapter Tests	X	X	X	X
Teacher Developed Assessment	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Study Island	X	X	X	X
Unit and Chapter Test	X	X	X	X
Teacher Developed Assessment	X	X	X	X
AIMS WEB	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Daily Assignments	X	X	X	X
Distributed Practice	X	X	X	X
Questioning	X	X	X	X
Teacher Observation	X	X	X	X
Small Group Instruction	X	X	X	X
Peer Assessment	X	X	X	X
Self Assessment	X	X	X	X
Student Record Keeping	X	X	X	X
Progress Monitoring	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
CDT's			X	X
DIBELS	X	X		
Textbook Assessmnets	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

The District data teams meet to review and discuss District testing. Curricular Committees meet to create assessments and review assessments. Teachers provide feedback to both the data teams and curricular committees.

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.

After development of standards aligned common assessment, Curriculum MAPS will be utilized to validate the assessments.

Collection and Dissemination

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

Data is collected using PVAAS and eMetric. The program allows users to sort and organize data in order to analyze the results.

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.

At all levels, data team meetings are held throughout the year to monitor student performance. During these meetings, appropriate interventions are determined as well as student groupings. In addition, individual students are discussed at SHIELD Support Meetings. At these meetings, additional interventions are also identified as well as developing a plan to assist the student.

Assessment Data Uses

Assessment Data Uses	EEP	E EI	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.

Data driven assessment philosophy is developing.

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	E EI	ML	HS
Course Planning Guides			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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

The North Schuylkill School District uses all strategies proactively to inform the public about the summative assessments to include sharing information regarding the purpose of the assessments, the timeline for the assessments, and the results of the assessments. The information is disseminated via a variety of media forms to include hard copy information, electronic information, and through public meetings.

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

The North Schuylkill School District uses all strategies proactively to inform the public about the summative assessments and responds media as requested.

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.

Staff development is provided on the District growth needs. Building Teams have been trained on use of Data management system and have developed "data teams" to look assessments results as a means of providing remediation. Several interventions are in place as a means of assuring growth in student achievement. These include, but are not limited to, such as SWPBIS, community partnerships, Student Assistance Program, and SHIELD Support Teams.

Programs, Strategies and Actions

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

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

The District will explore the possibility of District wide Positive behavior plan a means of for conflict resolution or dispute management.

Screening, Evaluating and Programming for Gifted Students

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

Results obtained on a variety of assessments (local, state, and national) are reviewed by professional staff looking for high achievers. Students who demonstrate characteristics of a gifted student are screened using individual administered achievement tests and if results warrant, permission to evaluate is requested from the parent and the team will meet.

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

Students are administered the OLSAT assessment in first grade. Results of this assessment are reviewed and determined if possible testing is needed. When students are in third grade, the GPA and Advanced scores on the PSSA ELA and Math assessments warrant

possible screening for Gifted Education. Teacher and parent recommendations are always welcomed at any grade level.

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

After the initial screening is done by the school counselor, students are administered the K-bit assessment by the school psychologist. This combined with teacher feedback, parent input, and academic performance will be valued pieces of the teams decision.

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

Based on individual needs the curriculum is adapted with input from the gifted instructor.

Developmental Services

Developmental Services	EEP	EEl	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning			X	X
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:

N/A

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
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:

N/A

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:

N/A

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	E EI	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				
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

- Monthly

Elementary Education - Intermediate Level

- Monthly

Middle Level

- Quarterly

High School Level

- Quarterly

Collaboration for Interventions

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

IEP meetings, 504 meetings, student data meetings, through email, conferences, phone calls, team planning, team meetings, TEP meetings, SAP, SHIELD Support.

Community Coordination

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

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

The North Schuylkill School District does not offer child care. The district however has established close ties and a relationship with the Child Development (Head Start) program. There are multiple opportunities for collaboration and students from Head Start to visit the elementary and the kindergarten classrooms. The kindergarten teachers also visit the Head Start program.

The district does offer an after school tutoring program for students in grades 5-6-7 & 8. The funding for this program is through our local intermediate unit, IU #29. The 21st Century After School program is very popular and students and families are encouraged to participate.

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 North Schuylkill School District has developed a strong partnership with the Child Development Program (Head Start) in an effort to focus on student learning and early literacy intervention. Transition opportunities are provided with Head Start through our Kindergarten program and staff at NSE. The coordination of efforts and team approach to facilitating a meaningful dialogue and partnership has allowed NSE to visit Head Start and incorporated visits from Head Start to NSE. This process has led to a strong bond between both entities.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

Work through the curriculum council. The instructional design process addresses this Staff development activities.

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

N/A

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

Work through the curriculum council. The instructional design process addresses this Staff development activities.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

Work through the curriculum council. The instructional design process addresses this Staff development activities.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

Work through the curriculum council. The instructional design process addresses this Staff development activities.

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

N/A

SAS Incorporation**Elementary Education-Primary Level**

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Not Applicable
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district

	classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

The District's utilization of SAS continues to develop. Over time, more and more curricular areas are accessing and using the information on the SAS website.

Elementary Education-Intermediate Level

Standards	Status
Arts and Humanities	Not Applicable
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district

	classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Not Applicable
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in 50% or more of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The District's utilization of SAS continues to develop. Over time, more and more curricular areas are accessing and using the information on the SAS website.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in 50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Not Applicable
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in 50% or more of district classrooms
Geography	Implemented in 50% or more of district classrooms

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

Further explanation for columns selected "

Finalization of the PA core standards is still developing. The SAS resources are being accessed as we progress. The SAS portal is still developing and resources are still growing

on the portal. The standard incorporation of SAS in the curriculum development process is still being finalized in the curriculum renewal process.

High School Level

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

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

Further explanation for columns selected "

Finalization of the PA core standards is still developing. The SAS resources are being accessed as we progress. The SAS portal is still developing and resources are still growing

on the portal. The standard incorporation of SAS in the curriculum development process is still being finalized in the curriculum renewal process.

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.

Engaged in curriculum mapping, involved with the SAS portal to assist in instructional techniques and strategies, and provided numerous professional development opportunities through IU 29, PaTTAN, PLN/PIIC, and the MTSS program in an effort to meet the needs of our students in both buildings. In-service days throughout the year and faculty meetings; buildings are utilized.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/20/2013 Make up Training - 10/14/13, 10/18/13, 11/17/13
8/19/2014
2/13/2015 Make up Training - 4/6/15, 10/12/15
The LEA plans to conduct the required training on approximately:
8/23/2016 Exact Date TBA
8/22/2017 Exact Date TBA
8/21/2018 Exact Date TBA

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

Questions
The LEA has conducted the training on:
10/12/2015
The LEA plans to conduct the training on approximately:
10/10/2016 Exact Date TBA
10/9/2017 Exact Date TBA
10/8/2018 Exact Date TBA

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- 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 activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening-**
this is an ongoing process-the administrative staff consults the curriculum council, and IU 29 staff in determining specific areas of concern. The data teams are also assessed through teacher surveys (IU 29 and district initiated teacher surveys) the desire is to create transparency and open lines of communication.
- **Using disaggregated student data to determine educators' learning priorities-**
grade level, department level, and building level data teams are provided opportunities to meet in order to implement the decision making for results model to examine student data and determine instructional needs. Professional development has been provided for

analyzing PVAAS and eMetric data. During faculty meetings and team meetings our teachers analyze student data in order to assess need and help in determining strategies for addressing needs.

- **Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment-**
through the curriculum council, and data team processes, needs are being assessed through teacher survey, curriculum review and realignment, and disaggregated student achievement data.
- **Professional Development activities are developed that support implementation of strategies identified in your action plan-**
the teaching staff and administrative staff participate in professional development opportunities based upon needs determined through analysis of deficiencies and weaknesses-the action plans focus on the desired results and are research based.
- **Clear expectations in terms of teacher practice are identified for staff implementation-**
teacher expectations for implementation are communicated clearly.
- **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-**
evaluation tools are utilized to determine effectiveness of professional development. Feedback is important in order to determine further discussion points and clarify further objectives.
- **The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.-**
Administration attends sessions prior to bringing information/training back to staff.
- **Administrators participate fully in all professional development sessions targeted for their faculties-**
Building level administrators and district administrators fully participate in professional development activities.
- **Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation-**
administrators serve as leaders in an effort to support the initiatives. Professional learning communities are established through team and department level meetings in order to provide a structure for support for all teachers.

- **The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations)-**
We utilize classroom walkthroughs, observations, and have developed a differentiated supervision plan to help supervise and evaluate staff competencies.
- **Professional Education is evaluated to show its impact on teaching practices and student learning**
-evaluation tools are utilized to determine effectiveness of professional development. Feedback is important in order to determine further discussion points and clarify further objectives.

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

N/A

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.

The North Schuylkill School District T.I.P.S. begins year one with a support program through IU 29 and the IU induction council.

Beginning educators must have colleagues on whom they can rely for assistance, guidance, confidentiality, and support during their first teaching experience in the North Schuylkill School District. The District T.I.P.S. experience is committed to ensure the inductees' experiences are successful through well-structured opportunities.

The North Schuylkill School District's Teacher Induction and Preparation Service (T.I.P.S.) program is a series of planned experiences and activities to familiarize new professionals with District practices, set expectations, and promote effective classroom practices

Our teaching staff is a valued resource, and T.I.P.S. recognizes the need to promote professionalism, growth, and a quest for excellence.

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

N/A

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.

The T.I.P.S. includes a series of follow up trainings sponsored through the IU 29 Induction Council. The North Schuylkill Administrative staff conducts classroom observations and walkthrough visits to assist in creating a feeling of support and involvement with induction.

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

N/A

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.

TEACHER MENTORS

A. PURPOSE

1. Provide support for the inductee through the District T.I.P.S. program during the first year of teaching in the North Schuylkill School District.
2. Meet with the inductee to determine areas of need and progress.

B. SELECTION

1. Teacher mentor letters of interest will be submitted to the building principal by the end of the school year.
2. Building principals will provide the name of qualified mentor teachers to the Supervisor of Curriculum as requested.
3. The Supervisor of Curriculum will submit the list of teacher mentors to the Board Secretary for approval as appropriate.
4. A tenured teacher with at least three (3) years successful teaching experience in the North Schuylkill School District shall qualify as a mentor. Preference is given to those whose building assignment is in the same building as the inductee.
5. Qualities of Teacher Mentors
 - a. Exhibit competency in the classroom and acknowledged effective instructional skills.
 - b. Articulate knowledge of District curriculum, philosophy, and policies.
 - c. Demonstrate mastery of interpersonal skills with adults and children.
 - d. Demonstrate the use of effective problem-solving and decision-making skills.
 - e. Use a variety of classroom organization and management techniques.
 - f. Exhibit an enthusiastic and positive attitude.
 - g. Express a desire to serve in a collegial manner.
 - h. Exhibit empathy and understanding of the concerns and needs of new teachers.

C

. ROLE OF TEACHER MENTORS

1. Establish rapport as a helping person.
2. Assist with identifying the most immediate and pressing needs.
3. Introduce ways to organize and manage the classroom.
4. Suggest ways to plan for instruction.

5. Arrange peer-support teacher exchange visits and feedback.
6. Recommend group procedures for instruction.
7. Assist in teaching of curriculum through various teaching strategies.
8. Suggest ways to communicate with parents.
9. Serve as a sounding board.
10. Acquire available resources.
11. Maintain contact with inductee between scheduled meetings.
12. Arrange meetings with the principal and inductee prior to the close of each semester.
13. Promote professionalism.

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

N/A

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.

Topics for discussion during inductee and mentor meetings:

August/September (Log due end of September)

- First day procedures

- CSIU Program
- Schedules/duties
- Attendance procedures
- Textbooks
- Intervention time
- SLO
- Differentiated Supervision Plan/ Letter of Intent
- Building Tour
- Requesting materials/ copies
- Calendar dates: faculty meetings, Back-to-School Nights, other
- Unit planning/Reflections
- How to acquire assistance
- Building security
- Core Standards
- Data
- Communicating with building principal
- Substitute folder
- Fire drill/emergency procedure
- E-mail account
- Field Trips
- Reporting suspected child abuse
- Professionalism

October-December (Log due end of December)

- Unit plan reflections
- Reporting cards
- Standardized testing
- Promotion/retention policies
- Constructing assessments
- Pre-referral/screening procedures:
- Grading practices
- Gifted, IEP's, 504 Plans
- Student discipline
- Parent conferencing skills
- Instructional strategies
- Student Assistance Program (SAP/ESAP)
- Continuation of previous topics
- Observation procedure/ Danielson's Framework

January- March (Log due end of March)

- Unit plan reflections
- SLO
- Differentiated Supervision Plan
- Classroom Management
- Decision-making skills
- Core Standards
- Technology in the classroom

- Continuation of previous topics
- Parent conferencing skills

April-June (Final log due end of year)

- Unit plan reflections
- Effective instruction reflection
- Maintaining communications with parents
- Curriculum planning
- Continuation of previous topics

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Any teacher new to the North Schuylkill School District who has less than three years of classroom experience and has not completed a certified induction experience in another Pennsylvania school district, or any teacher hired as a Long Term Substitute for at least one semester of a school year and has less than three years of classroom experience without a certified induction experience in another Pennsylvania school district.

PARTICIPATION*

1. Attends staff development sessions
2. Maintains written reflective analysis of performance/ log.
3. Meets with teacher mentor on a regular basis.
4. Meets with building principal on a regular basis.
5. Participates in a joint meeting with teacher mentor and building principal.

6. Makes visitations to classes within their home buildings and to other District classes when recommended by the building principal for the purpose of observing instructional modeling.

7. Completes a DSP and is observed formally twice each year.

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: **374**

Identification Method

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

The North Schuylkill School District presently uses the discrepancy model to identify students with specific learning disabilities. The decision-making process includes assessment on standardized norm referenced IQ and achievement tests to be used in conjunction with classroom performance, data from state and local assessments, and input gathered from parents and educational staff. A student may be identified as having a specific learning disability (SLD) when all four criteria of the definition for SLD are met:

1. Failure to meet age or grade level state standards or lack of adequate achievement in one or more of the following eight areas: listening comprehension, oral expression, written expression, basic reading skills, reading fluency skill, reading comprehension, mathematics calculation and mathematics problem solving
2. Discrepancy: Patterns of strengths and needs indicating a severe discrepancy between intellectual ability and academic achievement based on norm-referenced measures of intellectual ability and achievement levels
3. Documentation that the following factors have been excluded from consideration- vision, hearing or motor/orthopedic problems/disabilities; intellectual disability; emotional disturbance; cultural factors and/or limited English proficiency; environmental or economic disadvantage
4. Documentation that the student has received instruction using research-based instructional practices in the core content areas of reading and math by highly qualified professionals

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>

The district is showing disproportionalities in the areas of Speech and Language and overall percentage of special education students.

Enrollment data from the 2013-2014 Special Education Data Report indicates that North Schuylkill School District is disproportionate in our number of students who are identified as Speech & Language impaired and our overall percentage of special education students. North Schuylkill's procedures for referring and assessing a student for Speech & Language impairment begin with a universal screening prior to a student enrolling into Kindergarten. These students as well as other referred students are monitored by SLP and are given interventions over time before a formal evaluation is requested.

In the area of Speech and Language, the district will provide professional development to the general education teachers on strategies to use within the general education classroom to help with speech and language.

In the 2014-15 school year the Speech staff developed and implemented a plan to provide

preventative regular education intervention services for students with articulation impairments in hopes of providing interventions and gathering data prior to referral for special education identification. This program ran throughout the 2015-16 school year as well. The intervention program is outlined as follows:

Regular Education Speech Improvement Groups (SIG)

- "This program is offered to students who show mild speech sound errors that do not significantly affect educational achievement, who are stimulable for correct sound productions."
- OR Students who have made significant improvement with regards to their speech and language skills through a Speech and Language Support program and have been dismissed, however continue to require minimal maintenance/monitoring can qualify.
- ASHA indicates 20% of SLP's time can be spent on prevention. PDE indicates 15% of special education funding can be spent on prevention.
- 10-12 Students per Clinician may be actively serviced through this program at any one time, as determined by clinical judgment and the Speech Language Pathologist's caseload availability.
- **Criteria for Students to Qualify**
 - Student referred by classroom teacher and screening completed by SLP indicates articulation sound errors.
 - Based on developmental norms (e.g., Iowa-Nebraska)
 - Stimulability and Intelligibility are not severe;
 - Number of sound errors is 3 or less
 - 1-2 target sounds to be worked on based on developmental norms
 - No other academic concerns
 - School-wide Intervention time block is used so no class time is missed
 - Frequency/Length of services based on clinical judgment – typically 30 minutes per week divided up into 2, 15 minute intervention sessions, or 5-7 minutes per day during intervention time.

-- Carryover/Maintenance is worked on and facilitated through this program

- **Parent Partnership Letter (in "FORMS")**

-- SLP sends letter to parent following screening for signature consent for the program

-- If parent consents to SIG program, clinician proceeds

-- If parent does not consent, clinician still files all documentation in a colored file and passes it on to the next grade level clinician

-- Home program/at home materials can be offered

- **Timeline**

-- Clinical Judgment – based upon student need, begin with 1 Marking Period and continue based upon student's progress.

-- Interventions are reduced and discontinued when intervention goals are met.

- **Data Collection**

: data must be collected to track progress/efficacy of the program, and to report progress to parents.

-- If a student does not make progress or if academic concerns arise that are directly related to the speech/language issue, the clinician may use the data collected during the SIG interventions to assist the team in making a determination if PTE for Speech/Language is warranted for the child.

Looking forward to the 2016-2017 school year, the North Schuylkill School District Speech staff anticipates further implementation of preventative regular education intervention services for students at risk for language difficulties in addition to the intervention plan already in place for articulation deficits. These services may include providing push in intervention cooperatively with Kindergarten teachers to stimulate academic language development and pragmatic/social language intervention.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?

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

Currently there are no facilities located in the North Schuylkill School District providing services to nonresident students per Section 1306 of the PA Public School Code. In the event that a facility providing services to 1306 students moves to the North Schuylkill School District, the district will fully comply with the requirements of IDEA 2004 and PA Chapter 14 to meet its obligations under section 1306 of the Public School Code as indicated below:

Education

al Programs for Students in "Non-Educational" Placements: 22 Pa. Code Section 14.102 (a)(2)(xiii)

Host School District Responsibilities

Under Section 1306 of the Pennsylvania School Code, the host school district (the school district where the children's institution is physically located) is required to allow a nonresident student in a children's institution to attend the public schools of the host school district until the student receives a diploma or completes the school term in which they turn 21. The host district is responsible for providing the educational program for students, including students with disabilities who are placed in that facility, and for ensuring the provision of a "free appropriate public education" for eligible children with Individualized Education Programs (IEPs) in accordance with the Individuals with Disabilities Education Act (IDEA) and for "qualified handicapped students" with Service Agreements in accordance with § 504 of the Rehabilitation Act of 1973 and 22 PA Code Chapter 15.

The host school district cannot refuse to educate a student in a regular or special education program in a regular public school unless 1) a court order requires that the child be educated at the residential facility; 2) a current IEP and NOREP, or a service agreement under 22 PA Code Chapter 15, requires a different placement; 3) the child is currently expelled from his or her last educational placement due to a weapons offense (see, 24 P.S. § 13-1317.2(e.1)) or 4) the student is in an "interim alternative educational setting" and placed in accordance with the IDEA (see, 34 C.F.R. § 300.530 (c), (d)(5), and (g)). Students may not be presumptively assigned to alternative education programs for disruptive youth; such placements must be made in accordance with federal and state disciplinary protections referenced in the BECs;

(1) Alternative Education for Disruptive Youth

http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/75

[03/alternative education for disruptive youth/507342](#)), and

(2) Enrollment of Students

(http://www.education.state.pa.us/portal/server.pt/community/purdon%27s_statutes/7503/enrollment_of_students/507350).

For a child with a disability with an IEP or Service Agreement, when not prohibited by court order, the host district must consider the educational placement options to educate the student in the host district's public schools. If the host district and parent through the IEP or Service Agreement process determine that an alternative educational setting will appropriately address the student's educational needs, the host school district is responsible for providing the student with a Free Appropriate Public Education (FAPE) and any needed special education or services consistent with 22 PA Code Chapter 14 and the IDEA or with 22 PA Code Chapter 15 and §504 of the Rehabilitation Act. For students eligible for services under Chapter 14, this means the host school district is responsible for making decisions regarding the goals, specially designed instruction, and educational placement for each student through the IEP Team process. Similarly, the host school district is responsible for conferring or meeting with the family and for developing a Service Agreement for a "qualified handicapped student" pursuant to Chapter 15.

Child Find Responsibility

In addition to ensuring that an appropriate educational program is provided, the host school district has Child Find responsibility for children "thought-to-be" eligible for special education services and/or accommodations within the host school district's jurisdiction. This responsibility includes locating, identifying, and evaluating all §1306 students with suspected disabilities, including but not limited to evaluating students for whom a request for an evaluation has been made. In fulfilling the Child Find obligation, the host school district cannot rely entirely on information from the facility, but must make independent efforts to ascertain whether eligible students are present. If a host school district suspects that a child may be eligible for special education or for a Service Agreement under 22 PA Code Chapter 15, the host district must seek informed consent to initiate evaluation procedures from an individual who meets the definition of parent in the IDEA, a surrogate parent appointed by the host district, or a person appointed by a court to provide such consent. If a child who is "handicapped" under Section 504 or is identified by a school district as thought-to-be disabled and in possible need of specially designed instruction under IDEA and Chapter 14, the host school district should procedurally move forward with a special education evaluation under IDEA and Chapter 14. One indication that a child is thought-to-be-eligible may include a determination by the host district, parent, or a professional that the child's educational needs cannot be met in a regular public school setting.

For children suspected as IDEA eligible students, the host district is responsible for maintaining contact with the student's district of residence for the purpose of keeping the district of residence informed of its plans for educating the student and seeking the advice of that district with respect to the student.

Educational Decision-makers

If neither the parent of a child who is eligible or thought-to-be- eligible for special education nor an individual who meets the definition of parent in the IDEA can be located, the host district must appoint a surrogate parent

Transferring Students

During the §1306 student's tenure in the children's institution, the host school district must ensure that: all students have access to education; students with disabilities receive FAPE in accordance with their IEPs or Service Agreements; and all mandated procedural protections are provided. Host and district of residence may agree in writing to a different arrangement for the division of educational and procedural responsibilities for students identified as IDEA eligible, but they must receive approval by PDE after notice to and an opportunity for comment by the parents of the student

If the student has an IEP from the previous school district, the host school district must without delay convene an IEP meeting to determine whether the child's IEP should be revised, whether the student can be educated in the public schools of the host district, or whether some other placement option is appropriate for the child. If the child's parent cannot attend the IEP meeting in person, the host school district must take steps to ensure that the parents are included in the IEP meeting, including informing parents they can participate through a teleconference call or other appropriate means in the same way the host school district would facilitate the participation of the parents of its resident children. Until a new IEP is developed for the child by the IEP team including the parent, the child must receive services comparable to those in the existing IEP. The host district is responsible for monitoring the educational progress and reviewing educational services for the student on a continuous basis and at least as often as report cards are issued. The host school district is also responsible for maintaining contact with the resident school district with respect to the student's placement and progress.

The parent and the host district should, if feasible, make a decision as to the appropriate educational placement of the child before the student arrives at the facility. However, in any case, the student must be attending a school program within five school days of the student's admission to the institution. If the information or an individual necessary to make an informed decision about the appropriate educational placement of the child is not

available within the 5-day period, and if the parent agrees, the host school district can arrange for or authorize the child's education at a school program located at the facility until the host district and parent can make a formal decision regarding the student's educational placement. If no parent can be identified, the child can temporarily be educated at the facility if there is a clinical recommendation that the child should not attend public school. In either case, the final decision regarding the child's education placement must be made without delay.

In order to facilitate a smooth transition, if the residential facility provides notice that a student is to be released from the facility, the host district should attempt to work with the resident school district to prepare for the student's discharge from the institution at least 2 weeks prior to the student's planned discharge from the residential program, if possible. If, instead of returning home, the student is moving to a residential facility in another school district, these contacts should be made with the new host district.

In making a decision about where to educate a student, consideration should be given to the courses that would be available to the child in the proposed program, the qualifications of the staff, the program's ability to provide FAPE and comply with the other requirements of IDEA and Chapter 14 or §504 of the Rehabilitation Act and Chapters 15 or 16 of Title 22 of the Pennsylvania Code (as applicable to the individual child), and whether the program will prepare the student to meet any applicable promotion and/or graduation requirements.

Incarcerated Students Oversight

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

Currently there are no facilities located in the North Schuylkill School District for incarcerated students.

If a student within the boundaries of the district is incarcerated, the district ensures the proper judicial authorities receive the necessary educational records to ensure FAPE. Additionally, upon release, the district requests educational records to assist the student in making a successful transition back to his/her home school district. The district also makes every attempt to participate in IEP meetings.

Least Restrictive Environment

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education

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

The North Schuylkill School District provides a continuum of educational service options for school-age students identified with a disability and are in need of special education programming. To meet student need in the least restrictive environment, IEP teams consider the full range of options on the continuum, including, regular education to out-of-district placements. The educational starting point; however, for identified students is within the district and within the general education setting with the use of supplementary supports and services to the maximum extent appropriate. Placement decisions are made only after IEP teams consider the amount of supplementary aides and services that are needed to support the student in the least restrictive environment.

The North Schuylkill School District advocates for inclusion at all instructional levels, while remaining committed to providing the special education services each student needs in order to access the general education curriculum with success. IEP teams also include the provision of supplementary supports and services, as appropriate, so that students can participate in nonacademic and extracurricular activities. In the event that the district is unable to provide services to a student in the least restrictive environment, the district immediately contacts the Intermediates Unit, agencies, or other local school districts to assist in providing FAPE for each student within the district.

The North Schuylkill School District presently offers the following itinerant and supplemental services for students within the two district buildings: Learning Support, Emotional Support, Autistic Support, and Life Skills Support. Additional supports are also offered within the district by contractors in the areas of Hearing and Vision Support, Physical Support, Audiological Support, and Orientation and Mobility. Full time placements are addressed by IEP teams in placements outside of the district, namely in the areas of Emotional Support and Autistic Support. The district also utilizes four speech therapists, an occupational therapist and a COTA as well as two Social Workers, and two school psychologists. There are also 32 paraprofessionals
At North Schuylkill Elementary a Child Study Team and an Elementary Student Assistance

Program (ESAP) Team are utilized with an Instructional Support Teacher (IST). At the North Schuylkill Junior Senior High School a Child Study Team and SAP team is also in place. The school district supports the practice of finding and identifying students in need of programming. The district further serves to provide programming and services that allow for an education in the least restrictive environment. Removal from the regular education environment occurs when education in that environment cannot be achieved satisfactorily, even with supplementary supports and services. All students with IEP's are valued members of the school community and have equal access to school activities and instructional programming, as appropriate to their educational strengths and needs, and their ability to make meaningful progress toward their IEP goals within the general education curriculum.

The North Schuylkill School District uses the RTII model in our "intervention time" that is incorporated grades K-6. In addition, the district works with IU #29 and attends workshops regarding the MTSS model. The district has been working jointly with the local intermediate unit and neighboring school districts to develop an effective early intervening program that provides students with research-based instructional strategies in key areas of weakness in the content area of reading.

North Schuylkill uses the PDE SAS website to create our curriculum map in addition to access standards. All district professional employees were trained in development and delivery of the SAS to facilitate success for all students.

In terms of the SPP targets and the district's percentages in the Indicator 5 section- Educational Environments, the district made two of the three target areas. Target areas SE Inside the Regular Class 80% or more and SE Inside Regular Class less than 40% were achieved. The district did not make the target in SE in other Settings. The SPP target was 3.3% and while the state was at 4.3%, the district was at 5.4%. The district will continue to provide supplementary supports and services to support a reduction in the number of students in other settings, it should be noted that multiple placements are parent requests, outside agency placements, and student adjudication. Beginning in the 2014/2015 school year, a supplemental emotional support classroom was opened at the North Schuylkill Junior/Senior High school. This allowed the district educate students within the district who were previously education in an out of district setting.

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.

North Schuylkill School District has two policies, 113.1 and 113.2, that support students with disabilities in the area of discipline and behavior support.

The district's behavior support program is based on positive rather than negative behavior techniques to ensure that students shall be free from demeaning treatment and unreasonable use of restraints or other aversive techniques. The use of restraints shall be considered a measure of last resort and shall only be used after other less restrictive measures; including de-escalation techniques have been exhausted. Restraints are not used to control acute behavior and are only used when the student is acting in a manner that presents a clear and present danger to him/her or others (staff and students) and the less intrusive measures were unsuccessful. Restraints are not to be administered for the convenience of staff, as punishment, or as a substitute for appropriate educational programming. Behavior support programs and plans shall be based on a functional assessment of behavior and shall include a variety of research-based techniques to develop and maintain skills that will enhance students' opportunity for learning and self-fulfillment.

If a student requires use of restraints, the procedure is outlined in the students' IEP via a Positive Behavior Support Plan. The parent of the student is also contacted and notified as soon as practical on the use of the restraint(s) and to schedule an IEP meeting within ten (10) days of the use of the restraint(s), unless the parent agrees in writing to waive the meeting.

Restraints may only be included in a student's IEP if the following criteria are met:

- used in conjunction with a Positive Behavior Support Plan
- used in conjunction of teaching socially appropriate alternatives to behavior
- staff are properly trained and sanctioned by the district
- Behavior Support Plans includes effort to eliminate restraints

The district has a team of trainers certified using the JKM Model of Safe Crisis Management (SCM). A certified crisis team is in place in each of the two district buildings. Trainings are offered annually for recertification in SCM by the "trainers' team" and the crisis intervention teams. The "training team" also provides in-service presentations specifically on de-escalation techniques for all students and specifically on students with autism. Per Chapter 10, Safe Schools, a *Memorandum of Understanding* exists between the local police authority and the school district. The local force is issued an invitation to attend in-service on de-escalation training sessions. Additionally, all district paraprofessionals are also in serviced on behavior management strategies and techniques.

All restraints are recorded through the RISC System in a timely manner by the Director of Special Education.

The district also employs two social workers and two school psychologist to assist with students requiring services. At the elementary level guidance staff host peer groups such as "Lunch Bunch" and "Reading Buddies" to foster and develop appropriate social skills. Students can also be assigned a

mentor through the ESAP program. At the high school level there is also a Mentor Program through the SAP program and a "Friends Forever" group to foster and develop relationships. Additionally the district welcomes and partners with outside agencies to build support for students who provide various levels of social skills training.

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 North Schuylkill School District is dedicated to working with state and local agencies as well as neighboring school districts to provide high quality and appropriate services to all eligible students. There are occasions when the unique needs of the student present in a manner that locating an educational LRE for an eligible student may be problematic. Through interagency coordination and/or CASSP meetings the provision of FAPE in the LRE has been met via an approved private school, residential treatment facility, or a neighboring school district.

Traditionally the district has been successful in locating appropriate educational programming for all of its students. At times, to meet need, an interim placement may occur until a CASSP meeting can be held or parent(s) can visit an alternate site. CASSP meetings have been the conduit for coordination between county and regional services.

When appropriate and necessary, outside agencies are included as team members at IEP meetings to assist in developing educational programming.

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 North Schuylkill School District's Special Education Department provides programs and services in accordance to PA Chapter 14 and Individual with Disabilities Education Improvement Act (IDEIA). The following are highlights and strengths of the program:

- The district is committed to educating all students in the least restrictive environment to the maximum extent appropriate
- IEP teams make individual decisions about placement, related services, and the use of supplementary services as a means to provide FAPE
- The district utilizes a web based application for special education documentation compliant with PDE Chapter 14 regulations
- A full continuum of placement options is available to meet student need
- All professional staff are certified or highly qualified in the areas where they provide instruction
- All para-professional staff members are highly qualified and receive no less than 20 hours of training annually, including CPR/First Aid (re)certification
- Co-teaching occurs across core disciplines in both the elementary school and the junior senior high school setting
- Common planning periods are provided for regular and special education teachers at all grade levels
- The high school offers a school store to foster pre-vocational skills in conjunction with the regular education accounting students.
- Child Study Team meets monthly at North Schuylkill Elementary to track progress of targeted students
- The district participates in the local Transition Council
- Professional staff working with students age 14 and older document a record of transition activities via a "transition folder" and "transition grid" throughout the students' high school tenure
- Student Assistance Program teams are available in both North Schuylkill Elementary and the North Schuylkill Junior Senior High School
- The district participates in the School- Based ACCESS Program, which is used to support special education programming
- The district supports an in house "training team" in Safe Crisis Management
- A Safe Crisis Management Team exists in each building
- Community based vocational opportunities exist for secondary level students

- A district van to transport students to their community-based instruction and prevocational job sites
- Technology rich programs assist in facilitating inclusion and preparing students for post-secondary living
- All students are assessed using DIBELS at the elementary school and beginning with the 2016-2017 school year 4Sight testing to assist in instructional decision making
- All students at the high school are assessed using CDT testing
- Study Island is utilized as a benchmark assessment tool in addition to AIMS Web
- North Schuylkill incorporates the RTII model during our "intervention time" in grades K-6.
- North Schuylkill also works with IU #29 and attends workshops on the MTSS model.
- North Schuylkill had offered its students the opportunity to participate in the 21st Century Community Learning Center- After School Programming prior to the 2015-2016 school year; however due to the state budget not being passed, the grant has been applied for but not yet granted.
- The Spartan Task Force is a community-based multidisciplinary committee that meets quarterly to address academic, social, and behavioral needs of the students through programming
- Trainings are provided through PaTTAN and the Intermediate Unit 29 for staff and parents
- The district funds trainings for staff provided by outside agencies and entities

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

Special Education Assurances

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

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

- Assurance of funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Schuylkill Intermediate Unit - Maple Avenue campus	Special Education Centers	Emotional Support, Austistic Support, Lifeskills Support, Specific Learning Disability	10
Behavioral Health Associates	Approved Private Schools	Emotional Support	1
Schuylkill Learning Academy	Special Education Centers	Emotional Support	3

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary	An Elementary School	A building in which General	Supplemental (Less Than 80% but More Than	Learning Support	5 to 7	6	0.3

	Building	Education programs are operated	20%)				
North Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	1	0.7

Program Position #2*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.3
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.7

Program Position #3*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	13	0.65
North Schuylkill School District	An Elementary School	A building in which General	Itinerant	Learning Support	7 to 9	4	0.35

	Building	Education programs are operated					
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Program Position #4*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	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 12	7	0.4
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	5	0.6

Program Position #5*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	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	8	0.4
North Schuylkill Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 11	2	0.6

Program Position #6

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	0.7
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	1	0.3

Program Position #7

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	8	0.4
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	11 to 13	4	0.6

Program Position #8

Operator: School District

PROGRAM DETAILS

Type: Position

Implementation Date: February 8, 2016

Reason for the proposed change: special education plan

PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	5 to 12	5	0.6
Justification: For the Itinerant Emotional Support Program at the elementary school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.							
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	5 to 12	4	0.4
Justification: For the Itinerant Emotional Support program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not services at the same time.							

Program Position #9*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	7 to 12	4	1
Justification: The Life Skills classroom will exceed the three year age range. The variance in ages will allow to keep the students within their home school setting, while meeting the individual needs of the IEPs. Age range waivers have been completed.							

Program Position #10*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 8	2	0.6
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep students within their home school setting, while meeting the individual needs of the IEPs. Age range waivers have been completed.							
North Schuylkill Elementary School	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	3	0.4
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the students within their home school setting while meeting the needs of the IEPs. Age range waivers have been completed.							

Program Position #11*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Average square feet in regular classrooms:* 713 sq. ft.*Square footage of this classroom:* 713 sq. ft. (31 feet long x 23 feet wide)*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 13	11	1
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

Program Position #12*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill	An	A building in	Supplemental	Learning	6 to 8	5	1

Elementary School	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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Program Position #13*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	9	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 14	1	0.35

Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.

Program Position #14*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	9	0.65
North Schuylkill Junior/Senior High	A Junior/Senior	A building in which	Itinerant	Learning Support	13 to 15	1	0.35

School	High School Building	General Education programs are operated					
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Program Position #15*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 19	9	0.3
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 19	2	0.7
Justification: For the Learning Support classroom, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

Program Position #16*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 18	10	0.65

North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	1	0.35
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Program Position #17*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 19	1	0.35

Program Position #18*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* change in age from 13 years old to 12 years old as low age**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A special education Center in which no general education programs are	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 19	14	1

		operated					
Justification: The age range in the Supplemental Life Skills class at the North Schuylkill Junior/Senior High School exceeds the four year allowable age span mandated by Chapter 14.141(f). The student population of these classes is a low incidence population and parents of the students have indicated their desire to have their children educated within the North Schuylkill District. Age range waivers have been completed.							

Program Position #19*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 18	17	0.47
Justification: For the Itinerant Learning Support Program at the Junior/Senior High School, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 21	1	0.33
Justification: For the Itinerant Learning/Autistic Support Program at the Junior/Senior High School, the caseload is beyond age range. The students, however, are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior high School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 16	4	0.2

Program Position #20*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill	A	A building	Itinerant	Emotional	13 to	9	0.7

Junior/Senior High School	Junior/Senior High School Building	in which General Education programs are operated		Support	21		
Justification: For the Emotional Support program at the high school, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 21	2	0.3
Justification: For the Emotional Support program at the high school, the caseload is beyond age range. The students however are in different grade levels and are not serviced at the same time.							

Program Position #21*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	1	0.35

Program Position #22*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building	Type of	Level of	Age	Caseload	FTE
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		Type	Support	Support	Range		
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 20	10	0.65
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	16 to 20	2	0.35

Program Position #23*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	24	1
Justification: For this Itinerant Speech and Language Support Program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.							

Program Position #24*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	27	1
Justification: For this Itinerant Speech and Language Support Program at the elementary school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.							

Program Position #25*Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 13	29	1

Justification: For one of the Itinerant Speech and Language Support Programs at the elementary school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time.

Program Position #26*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	11 to 17	5	0.1

Justification: For the Deaf and Hearing impaired Support Program at the high school, the caseload is beyond age range. The students however are in separate grade levels and are not serviced at the same time.

Program Position #27*Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* February 8, 2016*Reason for the proposed change:* special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	9 to 15	1	0.04
Justification: Although the age difference exceeds the limit, the students are serviced with age appropriate peers and do not overlap in their service time.							

Program Position #28*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 25, 2014*Average square feet in regular classrooms:* 578 sq. ft.*Square footage of this classroom:* 578 sq. ft. (34 feet long x 17 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Jr. Sr. High School.	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 21	12	1
Justification: The program is for a Jr. Sr. High School grades 7 - 12. Age waivers will be included in the IEP when necessary.							

Program Position #29*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 693 sq. ft.*Square footage of this classroom:* 414 sq. ft. (23 feet long x 18 feet wide)*Reason for the proposed change:* class implemented 8/31/15**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	9 to 12	2	0.5
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the student's within their home school setting, while meeting the individual needs of the IEPs. There are students who do not receive instruction in the classroom at the same time, due to being in different							

grade levels.							
North Schuylkill School District	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	9 to 12	4	0.5
Justification: The Autistic Support classroom will exceed the three year age range. The variance in ages will allow to keep the student's within their home school setting while meeting needs of the IEPs. There are students who do not receive instruction in the classroom at the same time, due to being in different grade levels.							

Program Position #30*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 31, 2015*Average square feet in regular classrooms:* 578 sq. ft.*Square footage of this classroom:* 414 sq. ft. (23 feet long x 18 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill 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	13 to 21	8	0.4
Justification: The program is for junior/senior high school grades 7-12. Age waivers will be included in IEPs when necessary.							
North Schuylkill Junior/Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 21	2	0.6
Justification: The program is for junior/senior high school grades 7-12. Age waivers will be included in IEPs when necessary.							

Program Position #31*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 12, 2016*Average square feet in regular classrooms:* 792 sq. ft.*Square footage of this classroom:* 792 sq. ft. (36 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	1	0.7
North Schuylkill Elementary School	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 8	6	0.3

Program Position #32*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 12, 2016*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 320 sq. ft. (20 feet long x 16 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 21	10	1

Justification: For this Itinerant Speech & Language Support program at the high school, the caseload is beyond age range. The students, however, are in separate grade levels and are not serviced at the same time. Age waivers will be included in IEPs when necessary.

Program Position #33*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* February 12, 2016*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 320 sq. ft. (20 feet long x 16 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School	A building in which General Education	Itinerant	Learning Support	17 to 21	1	0.35

	Building	programs are operated					
North Schuylkill 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 21	8	0.65

Program Position #34*Operator:* School District**PROGRAM DETAILS***Type:* Class and Position*Implementation Date:* February 12, 2016*Average square feet in regular classrooms:* 800 sq. ft.*Square footage of this classroom:* 800 sq. ft. (40 feet long x 20 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 17	1	0.35
North Schuylkill 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 17	9	0.65

Program Position #35*Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* August 29, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 1040 sq. ft. (40 feet long x 26 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior Senior High School	A Junior/Senior High School	A building in which General	Supplemental (Less Than 80% but More	Life Skills Support	12 to 15	8	1

	Building	Education programs are operated	Than 20%)				
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Program Position #36*Operator:* School District**PROGRAM DETAILS***Type:* ClassandPosition*Implementation Date:* August 29, 2016*Average square feet in regular classrooms:* 999 sq. ft.*Square footage of this classroom:* 936 sq. ft. (24 feet long x 39 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
North Schuylkill Junior Senior High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	13 to 15	2	1

Special Education Support Services

Support Service	Location	Teacher FTE
School Psychologist	North Schuylkill School District	2
Social Worker	North Schuylkill School District	2
Special Education Director	North Schuylkill School District	1
Occupational Therapist	North Schuylkill School District	1
Certified Occupational Therapy Assistant	North Schuylkill School District	1
Paraprofessional	North Schuylkill School District	32
Secretary to the Special Education Director	North Schuylkill School District	1
Supervisor of Special Education	North Schuylkill School District	1

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Physical Therapy	Outside Contractor	240 Minutes

Audiological Services	Intermediate Unit	76.25 Minutes
Orientation and Mobility	Intermediate Unit	70.83 Minutes
Behavior Interventionist	Intermediate Unit	5 Days
Blind Visual Impairment	Intermediate Unit	168.75 Minutes
Occupational Therapy	Outside Contractor	236.25 Minutes

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

Subgroup performance continues to be a challenge for success.

District Accomplishments

Accomplishment #1:

Establish a system that fully ensures the district's resources effectively address instructional priorities and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of accepted accounting practices.

Accomplishment #2:

Establish a district system that fully ensures the establishment of a student attendance policy that delineates expectations for student attendance, consequences for students who do not comply with the policy, and expectations for professional staff members regarding record keeping and monitoring of student attendance.

Accomplishment #3:

Establish a district system that fully ensures teachers and administrators receive timely, effective support and interventions as needed.

Accomplishment #4:

Establish a district system that fully ensures high quality curricular assets (curriculum maps) aligned with the state standards are fully accessible to teachers and students.

Accomplishment #5:

Establish a district system that fully ensures specially designed instruction is provided to meet the unique learning needs of children with disabilities.

District Concerns

Concern #1:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Concern #2:

Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Concern #3:

Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #2 (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #3 (*Guiding Question #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Systemic Challenge #4 (*Guiding Question #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Systemic Challenge #5 (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Systemic Challenge #6 (*Guiding Question #4*) Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Systemic Challenge #7 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

Refine our academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Continuously collecting data to monitor student growth and adjusting individualized differentiated instruction across all classrooms in each school throughout the process.

Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

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

Systemic Challenge #9 (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission

and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Aligned Concerns:

Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

District Level Plan

Action Plans

Goal #1: Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures high quality curricular assets (e.g. model curricula, learning progressions, units, lesson plans, and content resources) aligned with state standards and fully accessible to teachers and students.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: IEP Goals

Specific Targets: 85% Achieved goals in Reading and Math

Type: Annual

Data Source: PSSA Results

Specific Targets: 95% of students will show at least one year of growth in one tested area

Type: Annual

Data Source: Common Assessments

Specific Targets: 70% of targeted assessments were met at grade level performance

Type: Annual

Data Source: Teacher evaluations/observations

Specific Targets: 93% of the Professional Staff will score at least Proficient or distinguished in 3 of the 4 domains

Type: Annual

Data Source: Keystone Exams

Specific Targets: 95% of students will show at least one year of growth in one tested area

Strategies:

Common Assessment within Grade/Subject

Description:

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

SAS Alignment: Assessment, Instruction

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

Instructional Conversations

Description:

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

http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_ICLL_102606.pdf)

SAS Alignment: Instruction

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)

Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Instruction

Curriculum Mapping

Description:

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

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

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

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

SAS Alignment: Standards, Materials & Resources

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 ;

Learning Styles, [http://en.wikipedia.org/wiki/Learning_styles#cite_note-](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33)

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

Instructional Practices for an Effective Classroom

Description:

Research shows that the link between classroom behavior and instruction is a powerful one. Certain instructional practices are associated with increased task-appropriate behavior. Here's how you, the classroom teacher, can take advantage of this link to improve instruction and overall behavior. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Checklist adapted from Darch, C. B. and Kameenui, E. J. (2004).

Instructional Classroom Management. Canada: Pearson Prentice Hall.

(Source:

<http://effectivestrategies.wiki.caiu.org/file/view/InstrPrac.pdf/528265932/InstrPrac.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

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: (Source:

http://www.learningpt.org/pdfs/leadership_turnaround_schools.pdf, and

<http://www.pakeys.org/docs/SL%20PP%201.pdf>) Resource:

<http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Safe and Supportive Schools

Marzano's 9 Instructional Strategies for Effective Teaching and Learning

Description:

Classroom Instruction That Works by Robert Marzano, Debra Pickering, and Jane Pollock. The strategies are Identifying similarities and differences, Summarizing and note taking, Reinforcing effort and providing recognition, Homework and practice, Nonlinguistic representations, Cooperative learning, Setting objectives and providing feedback, Generating and testing hypotheses and Cues, questions and advance organizers. (Source: <http://www.ascd.org/publications/curriculum-update/winter2002/Getting-Acquainted-with-the-Essential-Nine.aspx>)

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Instruction

Effective Practices for Teaching Academic Vocabulary

Description:

Academic vocabulary is the vocabulary critical to understanding the concepts of the content taught in schools. It is vocabulary that supports student comprehension of instructional content. Academic vocabulary exposes students to the word origins, multiple meanings of words, and reference to abstract concepts that relate and connects directly to the targeted content area. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source:

http://effectivestrategies.wiki.caiu.org/file/view/Effc_Tch_Vocab311.pdf/528268006/Effc_Tch_Vocab311.pdf) Resource:

<http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Creation of Common Assessments

Description:

North Schuylkill School District will provide a review session on using the PDE SAS tool during In-Service training to highlight the assessment tools included. During the common planning time and department meetings throughout the year, they will create common assessments that measure the PA standards.

Evidenced will be by the first draft of common assessments. They will be reviewed by administration and compared to standards and how they are measured.

Start Date: 8/22/2017 **End Date:** 6/1/2018

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

Revise Common Assessments

Description:

The North Schuylkill School District grade level or departments will meet monthly throughout the year to revise common assessments using the tools on PDE SAS.

Evidenced by the final draft of common assessments

Start Date: 8/21/2018 **End Date:** 6/3/2019

Program Area(s): Professional Education

Supported Strategies:

- Common Assessment within Grade/Subject

*Data Review of Student Performance***Description:**

At North Schuylkill, Data Delays are planned 2 hour delays that will occur one time per month and will be incorporated into the North Schuylkill calendar. Because of the demands from PDE, it is necessary that student data be reviewed on a regular basis. This will allow teachers to make better informed decisions for the individual needs that students may have. PVAAS topics have been scheduled throughout the 2016-2017 school year.

Data review meetings held at building and district level using PVAAS, eMetric, CDT's, Study Island, and daily classroom resources.

Evidence: Meeting agendas and minutes

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

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

*Increase the Use of Differentiated Instructional Practices***Description:**

Differentiating instruction is doing what's fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.

North Schuylkill School District will utilize the resources that determine reading levels and math fluency to differentiate instruction. Interventions will be put into place in the classroom and with SHIELD support if needed. Engaging students at their level will allow for working alone, in partners, triads, and small groups. Differentiating assignments, assessments, and home work at the North Schuylkill School District, will allow choice in strategies for processing and for expressing results of processing.

Evidence: Teacher observation, walk throughs, and teacher reflection

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Conversations
- Differentiating Instruction
- Instructional Practices for an Effective Classroom

Professional Development Opportunities Related to Elementary Curriculum - ELA, Math, Science

Description:

The North Schuylkill School District has a board approved five year textbook plan. Based on the five year textbook renewal plan, selected subjects will have updated textbooks with training included that are aligned to the PA Core Standards.

Evidence: Observations and Lesson Plan Reviews

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Professional Development Opportunities Related to Jr./Sr. High School Curriculum - Science, Social Studies, Foreign Language, and Computer

Description:

The North Schuylkill School District will use the five year textbook plan as a guide for necessary professional development. The training will be held on a yearly basis. Based on the five year textbook renewal plan, selected subjects will have updated textbooks with training included that are aligned to the PA Core Standards.

Evidence: Observations and Lesson Plan Reviews

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Substantial Professional Development

Revise Curriculum to Ensure PA Common Core Correlation

Description:

Using PDE SAS North Schuylkill staff members will update curriculum maps on a yearly basis to ensure the curriculum is aligned to the PA Core Standards.

Evidence: Demonstrated proficiency on PSSA exams, Keystone exams, and locally developed common assessments.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Curriculum Council Meetings

Description:

The North Schuylkill Curriculum Council committee will meet monthly to provide communication between teacher leaders and administrators throughout the district to achieve curricular goals

Evidence: Agendas and Minutes from monthly curriculum council meetings

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Increased Use of Relevant, Current Instructional Strategies

Description:

Students learn best when they are truly engaged in what they are learning, when they have the opportunity to explore, debate, discuss, examine, defend, and experiment with the concepts and skills they are ready to learn. The North Schuylkill School District will use data delays to reinforce the importance of using data to drive instruction at different levels. Teachers at the North Schuylkill School District will meet monthly to review data.

- Students learn best when they start at their current level of understanding and are challenged – with support (teacher, peers, materials, etc.) – just beyond what they are comfortable doing on their own. Examples would be learning menus, Literature Circles, Question Choices, etc.
- The student’s background knowledge and current skill level are more important than their age/grade level in determining what they are ready to learn. Just because a student is in 5th grade doesn’t mean he should be working on “5th grade” skills.
- Use a variety of data (assessment scores, classroom performance, etc.) to identify what each student is ready to work on and plan instruction accordingly, modifying content or activities as needed. Use daily informal formative assessment strategies to monitor student progress and verify that students are demonstrating a gain in understanding of the skills and concepts.

Evidence: Classroom Observations/Walk Throughs and Lesson Plan Reviews

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Differentiating Instruction

Increase Quality Instructional Time

Description:

Maximizing academic learning time is a critical tool which is needed to improve student achievement and requires multiple policies and programs to support great teaching and learning. North Schuylkill School District will adjust daily schedules and two hour delay schedules annually to ensure quality teaching time.

- Provide the resources teachers need to engage students in meaningful, appropriately-leveled learning during the traditional school day. These resources may include smaller classes, engaging model curricula, and models of successful programs that relate learning to real-life situations.

- Support the adoption and implementation of comprehensive school-wide positive behavior support and behavior management programs to minimize the amount of instructional time that is disrupted when school employees need to address behavior management issues.
- Ensure that all teachers have sufficient planning time to develop engaging, differentiated instruction for all students in all classes.

Evidence is based on Classroom Observations and Assessment Results

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional Practices for an Effective Classroom

Administration training on Danielson Framework

Description:

North Schuylkill School District administrative team will complete Charlotte Danielson's Teachscape training. Teachscape is a comprehensive video-rich online environment designed to closely integrate professional development with observation and review practices. The Teachscape platform supports the growth and development of every educator by focusing on definition of great teaching and suggestions for practical application of best practices. Teachscape builds educators' skills and confidence by providing a clear and targeted learning road map resulting in more effective instructional practices and greater student outcomes.

Evidence: All administrators will complete the training and receive a certificate of completion

Start Date: 7/3/2017 **End Date:** 6/29/2018

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Differentiated Supervision Plan

Description:

North Schuylkill School District has developed a Differentiated Supervision Plan to promote professional growth, which positively affects higher student achievement and insures the continued employment of quality staff.

The Pennsylvania Department of Education (PDE) has developed professional development evaluation forms based on the work of Charlotte Danielson. We are adopting the Differentiated Supervision Plan (DSP) to align with the PDE evaluation forms. This DSP is a collaborative, ongoing effort of Professional development. Much of what is listed in this plan is already taking place in many North Schuylkill School District classrooms. This plan is an efficient method of documenting successes. It provides an opportunity for reflection and dialogue among colleagues in order to promote improved teacher performance and subsequently student achievement.

All staff will be formally evaluated two times during the school year. Tenured staff will also have the option of completing one of the models listed in this plan to implement during the school year which will replace one of the two formal observations. This selection will provide teachers with the opportunity to choose a self-directed model based on personal need and/or interest. For the Action Research Model, teachers may work individually or with a group of teachers (groups will be limited to a maximum of five).

The DSP integrates two important components: a qualitative approach to teacher evaluation and professional growth. The essential elements of the system are as follows:

1. Four clear performance domains for teacher performance, based on Charlotte Danielson's *Framework for Teaching*, with performance criteria for how the domains are to be met and descriptive examples of observable teaching behaviors.
2. Training for evaluators and teachers that creates not only a common language for the discussion of what good teaching is and is not, but also

develops skills of analysis and critique that will make the dialogue a rich and data-driven one.

3. A professional growth cycle that integrates formal observations with professional growth, allows for continual reflection on goals and progress meeting those goals, with collegial interaction.
4. Formal Observations and evidence-based assessment to improve teaching.
5. Professional development that is structured around a collaborative learning culture among teachers in each school, integrating individual or collegial goals into school goals, and utilizing student achievement and other data about student results.

Just as an instructional program is designed to be developmentally appropriate for meeting the needs of a diverse student population, professional development for teachers must meet the needs of each teacher of the professional team. The NSSD is committed to providing teachers with both a cycle of supervision options and a supportive environment that will enhance instruction and promote student achievement growth. To meet the rigor of the new teacher evaluation system, along with using the recommendations from the state, the NSSD will implement the new DSP for the 2016-2017 school year.

Evidence: Completed DSP

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Instructional (Distributed) Leadership Capacity Building

Development of Homework Effectiveness

Description:

Using PDE SAS and the curriculum maps that teachers of the North Schuylkill School District created, teachers will now transfer differentiated lessons into meaningful, differentiated homework assignments that focus on the needed skills in order for students to better meet grade level standards.

Evidence: Homework is standards based

Start Date: 8/22/2017 **End Date:** 6/3/2019

Program Area(s): Professional Education

Supported Strategies:

- Marzano's 9 Instructional Strategies for Effective Teaching and Learning

Homework Committee

Description:

North Schuylkill School District Homework Committees will meet three times throughout the year to communicate homework goals in the district in order to achieve homework policies and guideline success

Evidence: Agendas and Minutes from Homework Committee meetings, as well as, feedback from staff

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Marzano's 9 Instructional Strategies for Effective Teaching and Learning

Aligned to Improve Language and Literacy Acquisition

Description:

North Schuylkill School District administration will examine the screening and submit any concerns to the IU29 so that supports can be put in place. The SHIELD support team will utilize our Speech and Language teachers with the suggested interventions from the team to ensure ELA standards can be met for all students. The SHIELD team meets weekly and works

closely with the regular education teachers. Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. Reports synthesize the body of professional knowledge about early literacy and offers research-based recommendations.

Evidence: Monthly classroom observations and student feedback regarding these recommendations will be utilized to indicate effectiveness.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Effective Practices for Teaching Academic Vocabulary

Using Context Clues to Obtain Meaning of Words

Description:

The North Schuylkill School District will use PDE SAS to incorporate grade level vocabulary into classroom assessments aligned with the PA Core standards. Teachers will use resources from the current curriculum daily to use context clues to obtain meanings for vocabulary words.

Evidence: Growth shown on classroom and standardized assessments

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Effective Practices for Teaching Academic Vocabulary

Goal #2: Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Brightbytes

Specific Targets: 50% of Stakeholders will Provide Feedback of Technology Uses District Wide

Type: Annual

Data Source: End of Year Student Survey

Specific Targets: 75% of the Student Body will Complete a Likert Scale and Written Feedback about Technology Integration

Type: Annual

Data Source: End of Year Staff Survey

Specific Targets: 85% of the Staff will Complete a Likert Scale and Written Feedback about Technology Integration into their Daily Instruction

Strategies:

Technology and Student Achievement

Description:

The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source: http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Materials & Resources

Online Learning Opportunities

Description:

A systematic search of the research literature from 1996 through July 2008 identified more than a thousand empirical studies of online learning. Analysts screened these studies to find those that (a) contrasted an online to a face-to-face condition, (b) measured student learning outcomes, (c) used a rigorous research design, and (d) provided adequate information to calculate an effect size. As a result of this screening, 50 independent effects were identified that could be subjected to meta-analysis. The meta-analysis found that, on average, students in online learning conditions performed modestly better than those receiving face-to-face instruction. The difference between student outcomes for online and face-to-face classes—measured as the difference between treatment and control

means, divided by the pooled standard deviation—was larger in those studies contrasting conditions that blended elements of online and face-to-face instruction with conditions taught entirely face-to-face. Analysts noted that these blended conditions often included additional learning time and instructional elements not received by students in control conditions. This finding suggests that the positive effects associated with blended learning should not be attributed to the media, per se. An unexpected finding was the small number of rigorous published studies contrasting online and face-to-face learning conditions for K–12 students. In light of this small corpus, caution is required in generalizing 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). (Source: <http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Organizational+Structure>

SAS Alignment: Instruction, Safe and Supportive Schools

Amplify

Description:

Amplify is built on the foundation of Wireless Generation, the pioneer that brought mobile assessments and instructional analytics to schools across America. To date, Amplify has supported more than 200,000 educators and 3 million students in all 50 states as they begin their digital transition. (Source: <http://www.amplify.com>) Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Description:

(Source: <http://www.readingrockets.org/article/building-parent-teacher-relationships>) Resource: <http://effectivestrategies.wiki.caiu.org/Parent+Involvement>

SAS Alignment: Materials & Resources

Differentiated Instruction

Description:

"Learning Styles: Concepts and Evidence

http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.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>

Resource: <http://effectivestrategies.wiki.caiu.org/Instructional+Practices>

"

SAS Alignment: Assessment, Instruction

Implementation Steps:

Development of Online Resources to Replace Textbooks

Description:

Following North Schuylkill's BYOD policy, online resources are now accessible to both students and staff and will enhance the current curriculum. North Schuylkill School District Administration will monitor purchasing of textbooks and will begin to phase out paper in favor of electronics.

Evidence: Adoption of online learning resources that replace textbooks

Start Date: 7/3/2017 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

*Teaching of Courses Using Online Resources***Description:**

As textbooks and resources are updated yearly at the North Schuylkill School District, online resources will be added. Each session can be live or recorded, as well as, interactive. Staff will have the opportunity to engage with students within the district.

Evidence is used throughout school year and feedback from students and staff

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Technology and Student Achievement

*Integration BYOD Technology Into the Classroom***Description:**

Technology based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the educational system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educator's competencies and expertise over the course of their careers. BYOD can help the North Schuylkill School District reach the goals.

We recently adopted a new BYOD Policy. This policy allows students to use the device (laptop, iPad, phone, etc.) they are most familiar with, individually complete work, access technology as a whole class and increase learning opportunities. To better prepare for this transition, the new WIFI system will soon be accessible to all.

Also, along the lines of technology upgrades, every teacher now has a new laptop to use in the classroom during instruction. All of the laptop and iPad carts for students have been serviced in both buildings as well. We will continue to add to the numbers of available carts in the coming school year. We have created a 5 year technology plan that will ensure a continuous cycle of upgrades.

Evidence will be based on observation and feedback.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education, Educational Technology

Supported Strategies:

- Online Learning Opportunities

Implementation of Technology Replacement Plan

Description:

The North Schuylkill School District created a board approved replacement plan for technology. The district is responsible for budgeting for the replacement of computer related equipment. The replacement plan includes the following equipment: computers, laptops, printers that are in academic labs, phones, and smart classroom technology equipment. The plan calls for the replacement of computers and laptops, both Windows and Apple, and Google operating systems, every five years. The district makes every effort to meet the scheduled cycle but due to the cost of particular replacement equipment this is not always possible. The implementation of additional mobile labs on campus may also impact the district's ability to meet the schedule. North Schuylkill School District will revise this plan every five years.

Evidence: Following the Board Approved Plan

Start Date: 8/21/2018 **End Date:** 6/18/2019

Program Area(s): Educational Technology

Supported Strategies:

- Online Learning Opportunities

Increase Use of Technology in the Classroom

Description:

Technology based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the educational system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educator's competencies and expertise over the course of their careers. BYOD can help the North Schuylkill School District reach the goals.

We recently adopted a new BYOD Policy. This policy allows students to use the device (laptop, iPad, phone, etc.) they are most familiar with, individually complete work, access technology as a whole class and increase learning opportunities. To better prepare for this transition, the new WIFI system will soon be accessible to all.

Also, along the lines of technology upgrades, every teacher now has a new laptop to use in the classroom during instruction. All of the laptop and iPad carts for students have been serviced in both buildings as well. We will continue to add to the numbers of available carts in the coming school year. We have created a 5 year technology plan that will ensure a continuous cycle of upgrades.

Evidence will be based Student/Staff Survey.

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Amplify

Technology Training

Description:

The North Schuylkill School District will train staff as computer related equipment is updated. The yearly training may include: computers, laptops, printers that are in academic labs, phones, and smart classroom technology equipment. The training calls for the updates of computers and laptops, both Windows and Apple, and Google operating systems, as needed. North Schuylkill's tech lead teachers will be utilized in this training as well to offer another layer of support to the staff.

Evidence: Completion of Training with Clear Plan for Evaluation Follow-up

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Amplify

Development of Online Resources to Populate Social Media

Description:

North Schuylkill School District will use online resources such as Twitter, Facebook, District Website, etc. on a regular basis to increase communication within the community.

Evidence: Reviewed by administrative team

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Implementation of Virtual Conferences

Description:

The North Schuylkill School District will incorporate virtual conferences into the yearly schedule. Information regarding the conferences will be disseminated at the Meet the Teacher nights. Each session is live and interactive. Parents will have the opportunity to engage with education professionals from the district.

Evidence is used throughout school year and feedback from parents and staff

Start Date: 8/20/2019 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Parent Communication Strategies - Listserv, Blogs, Facebook, Private and Secure Social Media Network, Online Gradebook and/or Attendance Tracker, Podcasts, Text Messaging, Tumblr, Twitter, Wikispaces, YouTube, Online/Paper Surveys

Continued Implementation of Alternate Curriculum

Description:

The alternate curriculum is designed for students with moderate to severe disabilities who are not able to access the core general education curriculum without significant modifications.

Individualized Education Program (IEP) teams at the North Schuylkill School District, make the determination for a student to participate on an

alternate curriculum. However, students who participate on an alternate curriculum:

- Demonstrate cognitive functioning and adaptive behavior in the home, school, and community environments at a level significantly below that of their typically developing peers, even with program modifications, adaptations, and accommodations.
- Require extensive direct instruction and/or extensive support in multiple settings to acquire, maintain, and generalize academic and functional skills necessary for application in school, work, home, and community environments.
- May require dependence on others for many/all, daily living needs, and is expected to require extensive ongoing support in adulthood.
- Benefit from a social, life, and vocationally-based instructional program.

Evidence: Continued use of alternate curriculum with students of need

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Differentiated Instruction

Increase in Use of Technology for Differentiated Instruction

Description:

North Schuylkill School District will utilize differentiating instruction with technology that will help meet the needs of students. It means creating multiple technology paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.

Increase the use of technology practices to allow all students the opportunity to be exposed to the curriculum on a daily basis.

Evidence: Teacher observation, walk throughs, and teacher reflection.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Educational Technology

Supported Strategies:

- Differentiated Instruction

Goal #3: Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Related Challenges:

- Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Indicators of Effectiveness:

Type: Annual

Data Source: Measured IEP Goals

Specific Targets: 85% Achieved goals in Social and Communication Skills

Type: Annual

Data Source: Progress Monitoring

Specific Targets: 75% of IEP Students will meet at Least Three of Their Goals to Improve Deficit Skills

Type: Interim

Data Source: SHIELD support team

Specific Targets: Three out of Four Referred Cases will meet Grade Level Standards Based on Targeted Interventions Applied

Type: Interim

Data Source: SAP Team

Specific Targets: Three out of Four Referred Cases will Complete Interventions/Counseling in Order to show 90% Success in Closing Case.

Type: Interim

Data Source: ESAP

Specific Targets: Three out of Four Referred Cases will Complete Interventions/Counseling in Order to show 90% Success in Closing Case.

Strategies:

25 Quick Formative Assessments for a Differentiated Classroom

Description:

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process,

nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: <http://store.scholastic.com/content/stores/media/products/samples/21/9780545087421.pdf>) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Data Warehouse

Description:

Ensure your school has a warehouse for data where it is easily and readily accessible. Provide training to staff so data can be pulled, analyzed and used to make instructional decisions. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment

SAS: Safe and Supportive Schools - Act 126 Training Information

Description:

"On December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters. As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates." (Source: <http://www.pdesas.org/Page?pageId=19>) Resource: <http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Career Academies

Description:

WWC 2006: Career Academies were found to have potentially positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for those youth most at-risk of dropping out prior to the intervention. The Career Academies served a more heterogeneous population, and the results for the high-risk youth may not be independent of their participation in the intervention with youth less at risk of dropping out.

<http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=70>

SAS Alignment: Safe and Supportive Schools

*SAS: Safe and Supportive Schools***Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment.

Areas within the element include the following: (Source:

<http://www.pdesas.org/SafeSupportiveSchools/Overview?setCode=pde-safe>) Resource:

<http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive>

SAS Alignment: Safe and Supportive Schools

Implementation Steps:*Plan Interventions for Students***Description:**

SHIELD SUPPORT is a district-wide process at the North Schuylkill School District used for screening to determine if all students are performing on grade appropriate standards in core academic subjects. The team will provide early intervening services when needed. The SHIELD team will meet on a weekly basis.

Evidence: Based on results provided from student data.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- 25 Quick Formative Assessments for a Differentiated Classroom

Align to Teaching Diverse Learners in an Inclusion Setting

Description:

Students with a wide range of academic abilities and behavioral needs are represented in general education classrooms. Individualizing instruction within a large class to meet the needs of diverse learners is essential for success. Reviewing data on a regular basis and Effective staff development will complement the very diverse needs of our students.

Evidence: Meeting educational goals such as in IEP's, WIDA AMS, ACCESS for ELL Assessments, etc.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- 25 Quick Formative Assessments for a Differentiated Classroom

SHIELD Team Meetings

Description:

SHIELD SUPPORT is a district-wide process at the North Schuylkill School District used for screening to determine if all students are performing on grade appropriate standards in core academic subjects. The team meets on a weekly basis and will provide early intervening services when needed. Team members such as intervention coach, teachers, and principals will review data and make decisions based on individual needs.

Evidence: Based on results provided from weekly student data.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education, Student Services

Supported Strategies:

- Data Warehouse

Data Delays

Description:

Data Delays are planned 2 hour delays that will occur one time per month and will be incorporated into the North Schuylkill calendar. Because of the demands from PDE, it is necessary that student data be reviewed on a regular basis. This will allow teachers to make better informed decisions for the individual needs that students may have. PVAAS topics have been scheduled throughout the 2016-2017 school year.

Data review meetings held at building and district level using PVAAS, eMetric, CDT's, Study Island, and daily classroom resources.

Evidence: To better meet the individual needs of our students, reviewing data is going to be a focus for teachers and administrators. Planned 2 hour "data delays" that will be held on the 2nd Wednesday of every month.

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- Data Warehouse

Staff Three Year Rotational Training

Description:

Staff at the North Schuylkill School District will be trained every three years to maintain certification. New staff, coaches, parents, etc. will have the opportunity to attend yearly trainings held by North Schuylkill as needed. This is taking place because on December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters.

As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates.

Evidence: Trained staff members will conduct training for the staff

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- SAS: Safe and Supportive Schools - Act 126 Training Information

*Community Training***Description:**

The North Schuylkill School District will hold yearly trainings for the three year certification requirements. On December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters.

As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates.

Evidence: Trained staff members will conduct training for the community and staff yearly at the North Schuylkill School District

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- SAS: Safe and Supportive Schools - Act 126 Training Information

Meet with Community Partners to Plan Activities/Events

Description:

The North Schuylkill School District administrators will schedule community involvement sessions on a monthly basis. Community involvement is the process of engaging in dialogue and collaboration with community members. The goal of North Schuylkill community involvement is to advocate and strengthen early and meaningful community participation.

Evidence: List of events planned and completed monthly at the North Schuylkill School District

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Student Services

Supported Strategies:

- Career Academies

Analysis of Current Senior Projects

Description:

The North Schuylkill Senior Project moves students away from departmentalized learning toward a more interdisciplinary approach. This approach is one which allows students to use a variety of skills in the areas of writing, speaking, research, and documentation. Upon completion of the Senior Project, students have learned more about their topics, their community, and, most importantly, about themselves.

Evidence: Internal report/rubric identifying senior projects that students do yearly

Start Date: 8/21/2018 **End Date:** 6/1/2020

Program Area(s): Student Services

Supported Strategies:

- Career Academies

Act 71 Trainings

Description:

The North Schuylkill School District will incorporate trainings into yearly teacher trainings. Act 71 was signed into law in Pennsylvania. This law, which added section 1526 of the School Code, 24 PS § 15-1526, specifically requires school entities to: (1) adopt a youth suicide awareness and prevention policy; and (2) provide ongoing professional development in youth suicide awareness and prevention for professional educators in building serving students in grades 6-12. Additionally, section 1526 specifically permits school entities to incorporate curriculum on this topic into their instructional programs pursuant to their youth suicide awareness and prevention policies.

Act 71 of 2014 also added section 1527 of the School Code, 24 PS § 15-1527. Section 1527 permits school entities to provide age-appropriate instruction regarding child exploitation for students in grades K-8. If a school entity provides this instruction to its students, the school entity

must provide professional development related to child exploitation awareness to those educators assigned to teach courses into which child exploitation awareness education has been incorporated.

Evidence: Adopting Youth Suicide Awareness Policy and Provide Ongoing Professional Development

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Professional Education

Supported Strategies:

- SAS: Safe and Supportive Schools

ESAP and SAP Programs

Description:

The North Schuylkill School District holds SAP and ESAP meetings weekly and includes a wide range of team members for those meetings. The mission of the Pennsylvania Network for Student Assistance Services is to provide leadership for developing a safe and drug-free environment and mental health wellness in schools and communities across the commonwealth. Barriers to learning will be removed and student academic achievement will be enhanced through collaborative prevention, intervention, and post-intervention services.

Evidence will be that procedures will be followed for the ESAP and SAP process by various team members of the North Schuylkill School District

Start Date: 8/22/2017 **End Date:** 6/1/2020

Program Area(s): Student Services

Supported Strategies:

- SAS: Safe and Supportive Schools

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed:	<p>Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.</p>	<p>Strategy #1: Common Assessment within Grade/Subject</p>
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Start	End	Title	Description
8/22/2017	6/1/2018	Creation of Common Assessments	<p>North Schuylkill School District will provide a review session on using the PDE SAS tool during In-Service training to highlight the assessment tools included. During the common planning time and department meetings throughout the year, they will create common assessments that measure the PA standards.</p> <p>Evidenced will be by the first draft of common assessments. They will be reviewed by administration and compared to standards and how they are measured.</p>
	Person Responsible	SH S EP	Provider
			Type App.

Building Principals, Supervisor of Curriculum, and Superintendent	3.0	1	150	NSSD	School Entity	Yes
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Knowledge

Teachers will work collaboratively to gain an understanding of PDE SAS resources and alignment of common assessments to improve student achievement.

Supportive Research

PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

learning.

Training Format
 LEA Whole Group Presentation
 School Whole Group Presentation

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Joint planning period activities	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.**

Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Strategy #2: Instructional Conversations

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	6/1/2020	Data Review of Student Performance	<p>At North Schuylkill, Data Delays are planned 2 hour delays that will occur one time per month and will be incorporated into the North Schuylkill calendar. Because of the demands from PDE, it is necessary that student data be reviewed on a regular basis. This will allow teachers to make better informed decisions for the individual needs that students may have. PVAAS topics have been scheduled throughout the 2016-2017 school year.</p> <p>Data review meetings held at building and district level using PVAAS, eMetric, CDT's, Study Island, and daily classroom resources.</p> <p>Evidence: Meeting agendas and minutes</p>	Building Principals, Supervisor of Curriculum, and Superintendent	0.5	12	150	NSSD	School Entity	Yes

Knowledge	Teachers will become familiar with effective ways of analysing data for long term gains in student achievement. For teachers to develop and enhance skills in analysing data on a regular basis.
Supportive Research	PVVAS, eMetric, standarized testing, Study Island,
Designed to Accomplish	
For classroom teachers, school counselors and education specialists:	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p> <p>Provides leaders with the ability to access and use appropriate data to inform decision-making.</p> <p>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</p> <p>Instructs the leader in managing resources for effective results.</p>

Department Focused Presentation
Professional Learning Communities

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p>	

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes** **Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &**

higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.

Data Warehousing
 Strategy #2: Instructional Conversations
 Strategy #3: Differentiating Instruction
 Strategy #4: Instructional Practices for an Effective Classroom

Start	End	Title	Description
8/21/2018	6/1/2020	Increase the Use of Differentiated Instructional Practices	<p>Differentiating instruction is doing what’s fair for students. It means creating multiple paths so that students of different abilities, interests, or learning needs experience equally appropriate ways to learn.</p> <p>North Schuylkill School District will utilize the resources that determine reading levels and math fluency to differentiate instruction. Interventions will be put into place in the classroom and with SHIELD support if needed. Engaging students at their level will allow for working alone, in partners, triads, and small groups. Differentiating assignments, assessments, and home work at the North Schuylkill School District, will allow choice in strategies for processing and for expressing results of processing.</p> <p>Evidence: Teacher observation, walk throughs, and teacher reflection</p>
<p>Person Responsible Building Principals and Special Education Directors</p>		<p>SH 1.0 S 3 EP 150</p>	<p>Provider NSSD</p> <p>Type School Entity</p> <p>App. Yes</p>

Knowledge Skill necessary for establishing and enhancing student engagement and learning as measured by acquiring and maintaining grade level or above proficiency. Teachers will have a deep understanding of different learning styles of students and how to implement differentiated instructional strategies.

Supportive Research Depth of Knowledge Model, Pearson RtI Resources, Strategies from MTSS team, PDE SAS

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

School Whole Group Presentation

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

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high** **Strategy #1: Substantial Professional Development**

expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	6/1/2020	Professional Development Opportunities Related to Elementary Curriculum - ELA, Math, Science	The North Schuylkill School District has a board approved five year textbook plan. Based on the five year textbook renewal plan, selected subjects will have updated textbooks with training included that are aligned to the PA Core Standards. Evidence: Observations and Lesson Plan Reviews	Building Principals, Supervisor of Curriculum, and Superintendent	3.0	1	75	Varied	School Entity	Yes

Knowledge For teachers - to develop and enhance instruction within the existing curriculum and provide opportunities for students to grow in ELA, Math, and Science.

Supportive Research Textbook Companies

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.

Training Format

School Whole Group Presentation
 Department Focused Presentation
 Professional Learning Communities

Participant Roles

Dir

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

Grade Levels

Elementary - Primary (preK - grade 1)
 Elementary - Intermediate (grades 2-5)

Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

Creating lessons to meet varied student learning styles

Participant survey
Review of participant lesson plans

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.**

Strategy #1: Substantial Professional Development

Start	End	Title	Description	Provider	Type	App.
8/22/2017	6/1/2020	Professional Development Opportunities Related to Jr./Sr. High School Curriculum - Science, Social Studies, Foreign Language, and Computer	The North Schuylkill School District will use the five year textbook plan as a guide for necessary professional development. The training will be held on a yearly basis. Based on the five year textbook renewal plan, selected subjects will have updated textbooks with training included that are aligned to the PA Core Standards.	Varied	School Entity	Yes
		Person Responsible Building Principals, Supervisor of Curriculum, and	Evidence: Observations and Lesson Plan Reviews	SH 3.0	S 1	EP 75

Superintendent

Knowledge

For teachers to develop and enhance instruction within the existing curriculum and to provide opportunities for students to grow in Science, Social Studies, Foreign Language, and Computers.

Supportive Research

Textbook Companies

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.

Department Focused Presentation

Training Format

Participant Roles	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir	Grade Levels	Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing** **Strategy #1: Curriculum Mapping**

students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	6/1/2020	Revise Curriculum to Ensure PA Common Core Correlation	Using PDE SAS North Schuylkill staff members will update curriculum maps on a yearly basis to ensure the curriculum is aligned to the PA Core Standards. Evidence: Demonstrated proficiency on PSSA exams, Keystone exams, and locally developed common assessments.	Supervisor of Curriculum	3.0	2	150	NSSD	School Entity	Yes

Knowledge Continued familiarity with the materials and resources provided on PDE SAS

Supportive Research PA Core and Academic Standards

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	School Whole Group Presentation Department Focused Presentation			
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.	

Analysis of student work,
with administrator and/or peers
Creating lessons to meet
varied student learning styles

Classroom student assessment data
Review of participant lesson plans

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.**

Strategy #1: Differentiating Instruction

Start	End	Title	Description
8/22/2017	6/1/2020	Increased Use of Relevant, Current Instructional Strategies	Students learn best when they are truly engaged in what they are learning, when they have the opportunity to explore, debate, discuss, examine, defend, and experiment with the concepts and skills they are ready to learn. The North Schuylkill School District will use data delays to reinforce the importance of using data to drive instruction at different levels. Teachers at the North Schuylkill School District will meet monthly to review data.

- Students learn best when they start at their current level of understanding

and are challenged – with support (teacher, peers, materials, etc.) – just beyond what they are comfortable doing on their own. Examples would be learning menus, Literature Circles, Question Choices, etc.

- The student’s background knowledge and current skill level are more important than their age/grade level in determining what they are ready to learn. Just because a student is in 5th grade doesn’t mean he should be working on “5th grade” skills.
- Use a variety of data (assessment scores, classroom performance, etc.) to identify what each student is ready to work on and plan instruction accordingly, modifying content or activities as needed. Use daily informal formative assessment strategies to monitor student progress and verify that students are demonstrating a gain in understanding of the skills and concepts.

Evidence: Classroom Observations/Walk Throughs and Lesson Plan Reviews

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Supervisor of Curriculum, and Superintendent	1.0	1	150	Varied	School Entity	Yes

Knowledge Increased availability of relevant, current, and differentiated instructional practices

Supportive Research MTSS Strategies, Learning Focused Schools - Exemplary Instructional Strategies

Designed to Accomplish

<p>For classroom teachers, school counselors and education specialists:</p>	<p>Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.</p> <p>Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.</p> <p>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</p>
<p>For school and district administrators, and other educators seeking leadership roles:</p>	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.</p>

Training Format LEA Whole Group Presentation

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Paraprofessional	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	Evaluation Methods	Classroom observation focusing on

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

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- Student PSSA data
- Review of written reports summarizing instructional activity

LEA Goals Addressed:	<p>Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.</p>	<p>Strategy #1: Instructional (Distributed) Leadership Capacity Building</p>
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Start	End	Title	Description
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7/3/2017 6/29/2018 Administration training on Danielson Framework

North Schuylkill School District administrative team will complete Charlotte Danielson's Teachscape training. Teachscape is a comprehensive video-rich online environment designed to closely integrate professional development with observation and review practices. The Teachscape platform supports the growth and development of every educator by focusing on definition of great teaching and suggestions for practical application of best practices. Teachscape builds educators' skills and confidence by providing a clear and targeted learning road map resulting in more effective instructional practices and greater student outcomes.

Evidence: All administrators will complete the training and receive a certificate of completion

Person Responsible	SH	S	EP	Provider	Type	App.
Superintendent	40.0	5	8	ETS	School Entity	Yes

Knowledge Teachscape Certification

Supportive Research Charelotte Danielson - Effective Teaching Framework

Designed to Accomplish

For classroom teachers, school counselors and education specialists: Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district Provides leaders with the ability to access and use appropriate data to inform

administrators, and other educators seeking leadership roles:

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

Training Format		Series of Workshops Online-Synchronous	
Participant Roles	Dir Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Observations	Evaluation Methods	Review of written reports summarizing instructional activity

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing** **Strategy #1: Marzano's 9 Instructional Strategies for Effective Teaching and Learning**

students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.

Start	End	Title	Description	Type	App.	
8/22/2017	6/3/2019	Development of Homework Effectiveness	Using PDE SAS and the curriculum maps that teachers of the North Schuylkill School District created, teachers will now transfer differentiated lessons into meaningful, differentiated homework assignments that focus on the needed skills in order for students to better meet grade level standards. Evidence: Homework is standards based	School Entity	Yes	
		Person Responsible Building Principals, Supervisor of Curriculum, and Director of Special Education	SH 1.0	S 1	EP 150	Provider NSSD

Knowledge Best practices and guidelines for homework

Supportive Research Marzano

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.

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

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

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	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		Evaluation Methods	Classroom observation focusing on

sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
 Peer-to-peer lesson discussion

factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
 Review of participant lesson plans
 Review of written reports summarizing instructional activity

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.**

Strategy #1: Effective Practices for Teaching Academic Vocabulary

Start	End	Title	Description
8/22/2017	6/1/2020	Aligned to Improve Language and Literacy Acquisition	North Schuylkill School District administration will examine the screening and submit any concerns to the IU29 so that supports can be put in place. The SHIELD support team will utilize our Speech and Language teachers with the suggested interventions from the team to ensure ELA standards can be met for all students. The SHIELD team meets weekly and works closely with the regular education

teachers. Early literacy plays a key role in enabling the kind of early learning experiences that research shows are linked with academic achievement, reduced grade retention, higher graduation rates and enhanced productivity in adult life. Reports synthesize the body of professional knowledge about early literacy and offers research-based recommendations.

Evidence: Monthly classroom observations and student feedback regarding these recommendations will be utilized to indicate effectiveness.

Person Responsible Building Principals, Supervisor of Curriculum, and Director of Special Education	SH 1	S 1	EP 300	Provider NSSD	Type School Entity	App. Yes
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Knowledge

Knowledge gained will be specific Interventions and strategies that can be implemented for individual students with language deficiencies. Teachers will also have the opportunity to explore a variety of scenerios and interventions that may be needed after using results from the screening and possibly the WIDA AMS tests.

Supportive Research

Research based interventions and strategies for ELL students using the PDE SAS curriculum maps that were created at North Schuylkill. Examples may include: Referencing content standards and language development standards in planning for language learning, coordinate and collaborate in planning for language and content teaching and learning, or resources that will allow students to be successful at grade level.

Designed to Accomplish

For classroom teachers, school counselors and education

Enhances the educator’s content knowledge in the area of the educator’s

specialists:

certification or assignment.

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

School Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
		School counselors Paraprofessional		

	Classified Personnel	
	New Staff	
	Other educational	
	specialists	
	Related Service Personnel	
Follow-up Activities	Lesson modeling with mentoring	Evaluation Methods
		Classroom student assessment data

LEA Goals Addressed: **Goal #1 - Refine academic systems to ensure consistent use of curriculum maps to establish a culture of learning that promotes higher order thinking, rigor, and high expectations for all learners, developing students who are innovators and problem solvers. Collecting data to monitor student growth and adjust individualized differentiated instruction across all classes throughout the process.**

Strategy #1: Effective Practices for Teaching Academic Vocabulary

Start	End	Title	Description
8/22/2017	6/1/2020	Using Context Clues to Obtain Meaning of Words	The North Schuylkill School District will use PDE SAS to incorporate grade level vocabulary into classroom assessments aligned with the PA Core standards.

Teachers will use resources from the current curriculum daily to use context clues to obtain meanings for vocabulary words.

Evidence: Growth shown on classroom and standardized assessments

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Supervisor of Curriculum, and Director of Special Education	1.0	1	150	NSSD	School Entity	Yes

Knowledge Obtaining the meaning of words through context clues.

Supportive Research PDE SAS

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

administrators, and other educators seeking leadership roles:

- assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Training Format		LEA Whole Group Presentation	
Participant Roles	Dir	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Paraprofessional	Evaluation Methods	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
			Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Classroom student assessment data

varied student learning styles
 Peer-to-peer lesson
 discussion
 Lesson modeling with
 mentoring
 Joint planning period
 activities

Review of participant lesson plans

LEA Goals Addressed:	Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.	Strategy #1: Technology and Student Achievement
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Start	End	Title	Description	Evidence:	Provider	Type	App.
7/3/2017	6/1/2020	Development of Online Resources to Replace Textbooks	Following North Schuylkill's BYOD policy, online resources are now accessible to both students and staff and will enhance the current curriculum. North Schuylkill School District Administration will monitor purchasing of textbooks and will begin to phase out paper in favor of electronics.	Adoption of online learning resources that replace textbooks	SH S EP		

Supervisor of Curriculum	2.0	1	150	Varied		School Entity	Yes
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Knowledge

For teachers to develop and enhance curricular instruction with the new online resources.

Supportive Research

Textbook Companies

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation Series of Workshops		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Paraprofessional	Grade Levels
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p>	Evaluation Methods	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p> <p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Participant survey</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>

LEA Goals Addressed: **Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.** **Strategy #1: Technology and Student Achievement**

Start	End	Title	Description
8/22/2017	6/1/2020	Teaching of Courses Using Online Resources	As textbooks and resources are updated yearly at the North Schuylkill School District, online resources will be added. Each session can be live or recorded, as well as, interactive. Staff will have the opportunity to engage with students within the district. Evidence is used throughout school year and feedback from students and staff

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Supervisor of Curriculum, and Director of Special Education	1.0	3	150	NSSD	School Entity	Yes

Knowledge Teachers will learn and be able to differentiate instruction through the use of online researched based programs that provides direct instruction to students.

Supportive Research

www.educationworld.com International Society for Technology Education

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops



Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Review of written reports summarizing instructional activity</p>	

LEA Goals Addressed: **Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.**

Strategy #1: Online Learning Opportunities

Start	End	Title					Description							
8/22/2017	6/1/2020	Integration BYOD Technology Into the Classroom					<p>Technology based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the educational system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educator’s competencies and expertise over the course of their careers. BYOD can help the North Schuylkill School District reach the goals.</p> <p>We recently adopted a new BYOD Policy. This policy allows students to use the device (laptop, iPad, phone, etc.) they are most familiar with, individually complete work, access technology as a whole class and increase learning opportunities. To better prepare for this transition, the new WIFI system will soon be accessible to all.</p> <p>Also, along the lines of technology upgrades, every teacher now has a new laptop to use in the classroom during instruction. All of the laptop and iPad carts for students have been serviced in both buildings as well. We will continue to add to the numbers of available carts in the coming school year. We have created a 5 year technology plan that will ensure a continuous cycle of upgrades.</p> <p>Evidence will be based on observation and feedback.</p>	<p>Person Responsible Superintendent and Supervisor of Curriculum</p>	<p>SH 1.0</p>	<p>S 3</p>	<p>EP 150</p>	<p>Provider NSSD</p>	<p>Type School Entity</p>	<p>App. Yes</p>

Knowledge

For teachers to have a skill set to build technology into their existing curriculum and opportunities for students to utilize technology while learning.

Supportive Research

www.educationworld.com International Society for Technology Education

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation

Participant Roles	Dir	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational specialists</p>	Grade Levels	<p>Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities		<p>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 Journaling and reflecting</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of written reports summarizing instructional activity</p>

LEA Goals Addressed: Goal #2 - Have a technology-infused environment for teaching and learning for all Strategy #1: Amplify

students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.

Start	End	Title	Description
8/21/2018	6/1/2020	Increase Use of Technology in the Classroom	<p>Technology based learning and assessment systems will be pivotal in improving student learning and generating data that can be used to continuously improve the educational system at all levels. Technology will help us execute collaborative teaching strategies combined with professional learning that better prepare and enhance educator’s competencies and expertise over the course of their careers. BYOD can help the North Schuylkill School District reach the goals.</p> <p>We recently adopted a new BYOD Policy. This policy allows students to use the device (laptop, iPad, phone, etc.) they are most familiar with, individually complete work, access technology as a whole class and increase learning opportunities. To better prepare for this transition, the new WIFI system will soon be accessible to all.</p> <p>Also, along the lines of technology upgrades, every teacher now has a new laptop to use in the classroom during instruction. All of the laptop and iPad carts for students have been serviced in both buildings as well. We will continue to add to the numbers of available carts in the coming school year. We have created a 5 year technology plan that will ensure a continuous cycle of upgrades.</p> <p>Evidence will be based Student/Staff Survey.</p>
Person Responsible SH S EP			Provider
			Type App.

Supervisor of Curriculum	3.0	1	150	NSSD		School Entity	Yes
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Knowledge

Skills necessary for establishing and enhancing student engagement and learning by acquiring new technological strategies.

Supportive Research

Amplify Resources

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops School Whole Group Presentation		
Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational specialists	Grade Levels
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities	Evaluation Methods	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12) Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey

LEA Goals Addressed: **Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.** **Strategy #1: Amplify**

Start	End	Title	Description					
8/21/2018	6/1/2020	Technology Training	<p>The North Schuylkill School District will train staff as computer related equipment is updated. The yearly training may include: computers, laptops, printers that are in academic labs, phones, and smart classroom technology equipment. The training calls for the updates of computers and laptops, both Windows and Apple, and Google operating systems, as needed. North Schuylkill's tech lead teachers will be utilized in this training as well to offer another layer of support to the staff.</p> <p>Evidence: Completion of Training with Clear Plan for Evaluation Follow-up</p>					
		<p>Person Responsible Building Principals, Supervisor of Curriculum, and Director of Special Education</p>	<p>SH 0.5</p>	<p>S 4</p>	<p>EP 150</p>	<p>Provider NSSD</p>	<p>Type School Entity</p>	<p>App. Yes</p>

Knowledge

Increased use of relevant, current, instructional technology related resources.

Supportive Research

Amplify

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format

Department Focused Presentation
Professional Learning Communities

Participant Roles

Classroom teachers

Grade Levels

Elementary - Primary (preK - grade 1)

	Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir Paraprofessional	Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Peer-to-peer lesson discussion	Evaluation Methods Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed:	Goal #2 - Have a technology-infused environment for teaching and learning for all students across all disciplines and programs. Students, staff and faculty use modern technology to discover, create, evaluate, and communicate.	Strategy #1: Differentiated Instruction
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Start	End	Title	Description
8/22/2017	6/1/2020	Increase in Use of Technology for Differentiated Instruction	North Schuylkill School District will utilize differentiating instruction with technology that will help meet the needs of students. It means creating multiple technology paths so that students of different abilities, interests, or

learning needs experience equally appropriate ways to learn.

Increase the use of technology practices to allow all students the opportunity to be exposed to the curriculum on a daily basis.

Evidence: Teacher observation, walk throughs, and teacher reflection.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Supervisor of Curriculum, and Director of Special Education	1.0	1	150	NSSD	School Entity	Yes

Knowledge Integration of technology into the learning process

Supportive Research Charelotte Danielson

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

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

administrators, and other educators seeking leadership roles:

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

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

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

Instructs the leader in managing resources for effective results.

School Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities		Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Lesson modeling with mentoring	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

LEA Goals Addressed: **Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **Strategy #1: 25 Quick Formative Assessments for a Differentiated Classroom**

Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/22/2017	6/1/2020	Plan Interventions for Students	SHIELD SUPPORT is a district-wide process at the North Schuylkill School District used for screening to determine if all students are performing on grade appropriate standards in core academic subjects. The team will provide early intervening services when needed. The SHIELD team will meet on a weekly basis. Evidence: Based on results provided from student data.	Building Principals and Special Education Directors	1.0	1	150	NSSD	School Entity	Yes

Knowledge

Skills necessary for establishing and enhancing student engagement and learning as measured by acquiring and maintaining state standards. Teachers will have a deep understanding of different learning styles of learning and how to implement differentiated instructional strategies for students.

Supportive Research

Charlotte Danielson

Designed to Accomplish

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

School Whole Group Presentation

Training Format

Participant Roles	Dir	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Other educational</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
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specialists

Follow-up Activities

Creating lessons to meet varied student learning styles
Peer-to-peer lesson discussion

Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Classroom student assessment data

LEA Goals Addressed:

Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

Strategy #1: 25 Quick Formative Assessments for a Differentiated Classroom

Start

End

Title

Description

8/22/2017

6/1/2020

Align to Teaching Diverse Learners in an Inclusion Setting

Students with a wide range of academic abilities and behavioral needs are represented in general education classrooms. Individualizing instruction within a large class to meet the needs of diverse learners is essential for success. Reviewing data on a regular basis and Effective staff development will complement the very diverse needs of our students.

Evidence: Meeting educational goals such as in IEP's, WIDA AMS, ACCESS for ELL Assessments, etc.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals and Special Education Directors	1.0	1	300	NSSD	School Entity	Yes

Knowledge

The North Schuylkill SHIELD team will meet once a week to create a plan for individual students. Members of the team include Speech teachers, the intervention coach, counselors, special education teachers, principals, classroom teachers, etc. The team will then take the information discussed during SHIELD meetings, as well as, data received from the Pearson Rtl kits and collaborate with the classroom teachers. The goal is to strengthen and enhance the educational setting and to provide the support necessary for teachers to differentiate successfully in the classroom. The SHIELD team will also set time aside to train all teachers on the resources available to gather data. Teachers will not only gain valuable information on each individual student in need, but will also explore options available for gathering data.

Supportive Research

Pearson Rtl (Resonse to Intervention) kits that focus on the Response to Intervention model and the PDE SAS MTSS (Multi Teired Support System) resources

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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

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

School Whole Group Presentation

Training Format

Participant Roles	Dir	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	specialists	School counselors Paraprofessional Classified Personnel New Staff Other educational Related Service Personnel		

Parents	
Follow-up Activities	<p style="text-align: center;">Creating lessons to meet varied student learning styles</p>
	<p style="text-align: center;">Evaluation Methods</p> <p style="text-align: right;">Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans</p>

LEA Goals Addressed: **Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.**

Strategy #1: Data Warehouse

Start	End	Title	Description
8/22/2017	6/1/2020	Data Delays	Data Delays are planned 2 hour delays that will occur one time per month and will be incorporated into the North Schuylkill calendar. Because of the demands from PDE, it is necessary that student data be reviewed on a regular basis. This will allow teachers to make better informed decisions for the individual needs that students may have. PVAAS topics have been scheduled throughout the 2016-2017 school

year.

Data review meetings held at building and district level using PVAAS, eMetric, CDT's, Study Island, and daily classroom resources.

Evidence: To better meet the individual needs of our students, reviewing data is going to be a focus for teachers and administrators. Planned 2 hour “data delays” that will be held on the 2nd Wednesday of every month.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principals, Supervisor of Curriculum, and Superintendent	1.0	9	150	NSSD	School Entity	Yes

Knowledge Data that will drive instruction

Supportive Research PDE SAS

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.

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

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

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Department Focused Presentation	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex	Evaluation Methods	Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data
Follow-up Activities	Analysis of student work, with administrator and/or peers		

LEA Goals Addressed: **Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **Strategy #1: SAS: Safe and Supportive Schools - Act 126 Training Information**

Start	End	Title	Description
8/22/2017	6/1/2020	Staff Three Year Rotational Training	<p>Staff at the North Schuylkill School District will be trained every three years to maintain certification. New staff, coaches, parents, etc. will have the opportunity to attend yearly trainings held by North Schuylkill as needed. This is taking place because on December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters.</p> <p>As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates.</p> <p>Evidence: Trained staff members will conduct training for the staff</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Supervisor of Curriculum	3.0	1	150	NSSD	School Entity	Yes

Knowledge Act 126 Requirements

Supportive Research PDE SAS

Designed to Accomplish

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

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

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

Empowers educators to work effectively with parents and community partners.

For classroom teachers, school counselors and education specialists:

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

Provides leaders with the ability to access and use appropriate data to inform

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

decision-making.

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

Instructs the leader in managing resources for effective results.

Training Format	LEA Whole Group Presentation		
Participant Roles	Dir Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex School counselors Paraprofessional Classified Personnel New Staff Other educational specialists Related Service Personnel	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Follow Guidelines	Evaluation Methods	Follow Guidelines

LEA Goals Addressed: **Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **Strategy #1: SAS: Safe and Supportive Schools - Act 126 Training Information**

Start	End	Title	Description
8/22/2017	6/1/2020	Community Training	<p>The North Schuylkill School District will hold yearly trainings for the three year certification requirements. On December 18, 2013, Governor Corbett signed Act 120 of 2013 (SB 34), which made significant changes to the Educator Discipline Act. Those changes include greatly enhanced mandatory reporting requirements. There are also significant changes to the Child Protective Services Law (CPSL) that greatly impact mandated reporters.</p> <p>As a result of these new laws, all previously approved Act 126 courses for Act 48 credit were resubmitted to PDE to ensure accuracy regarding these new laws. The Act 126 listed courses are in compliance with the changes to both the Child Protective Services Law updates and the Educator Discipline laws updates.</p> <p>Evidence: Trained staff members will conduct training for the community and staff yearly at the North Schuylkill School District</p>
		<p>Person Responsible Supervisor of Curriculum</p>	<p>SH 3.0 S 1 EP 50</p> <p>Provider NSSD</p> <p>Type School Entity</p> <p>App. Yes</p>

Knowledge Act 126 Requirements

Supportive Research PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

LEA Whole Group Presentation

Participant Roles	Parents	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Program Guidelines	Evaluation Methods	Program Guidelines

LEA Goals Addressed: **Goal #3 - Foster a community that fully ensures all students who are at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.** **Strategy #1: SAS: Safe and Supportive Schools**

Start	End	Title	Description
8/22/2017	6/1/2020	Act 71 Trainings	The North Schuylkill School District will incorporate trainings into yearly teacher trainings. Act 71 was signed into law in Pennsylvania. This law, which added section 1526 of the School Code, 24 PS § 15-1526, specifically requires school entities to: (1) adopt a youth suicide awareness and prevention policy; and (2) provide ongoing professional development in youth suicide awareness and prevention for professional educators in building serving students in grades 6-12. Additionally,

section 1526 specifically permits school entities to incorporate curriculum on this topic into their instructional programs pursuant to their youth suicide awareness and prevention policies.

Act 71 of 2014 also added section 1527 of the School Code, 24 PS § 15-1527. Section 1527 permits school entities to provide age-appropriate instruction regarding child exploitation for students in grades K-8. If a school entity provides this instruction to its students, the school entity must provide professional development related to child exploitation awareness to those educators assigned to teach courses into which child exploitation awareness education has been incorporated.

Evidence: Adopting Youth Suicide Awareness Policy and Provide Ongoing Professional Development

Person Responsible	SH	S	EP	Provider	Type	App.
Supervisor of Curriculum	1.0	1	150	NSSD	School Entity	Yes

Knowledge Act 71 Requirements - Suicide Awareness/Prevention

Supportive Research PDE SAS

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
Increases the educator’s teaching skills based on research on effective practice, with

attention given to interventions for struggling students.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

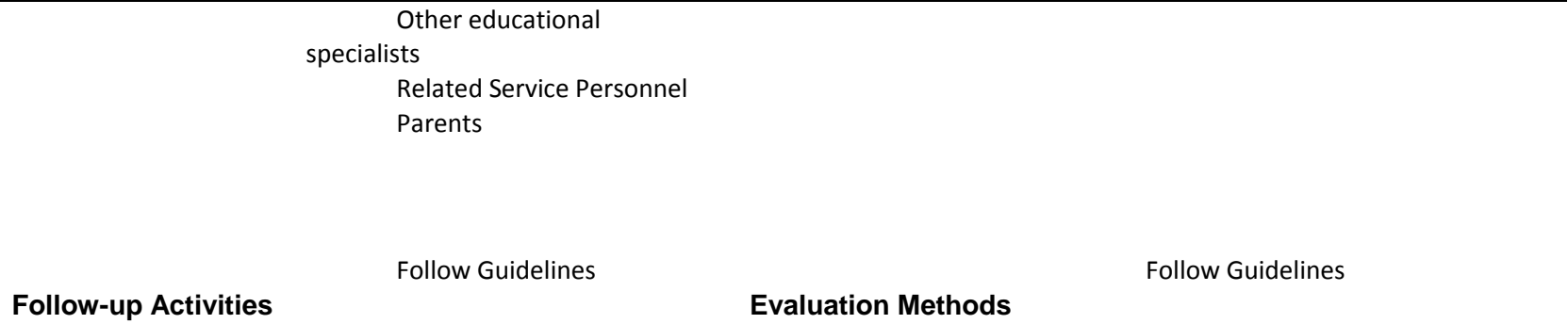
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

LEA Whole Group Presentation

Training Format

Participant Roles	Dir	Grade Levels
Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex		Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
School counselors Paraprofessional Classified Personnel New Staff		



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

No signature has been provided

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Charles Hepler on 4/22/2016

Board President

Affirmed by Robert Ackell on 4/22/2016

Superintendent/Chief Executive Officer