

Allegheny Valley SD

**District Level Plan**

07/01/2016 - 06/30/2019

07/01/2019 - 06/30/2023

# District Profile

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## Demographics

300 Pearl Ave  
Cheswick, PA 15024  
(724)274-5300  
Superintendent: Patrick Graczyk  
Director of Special Education: Melissa Holler

## Planning Process

The District initiated the Comprehensive Planning Process with a needs assessment survey offered to all community and staff members through the Allegheny Valley School District website. The survey was created to determine the interests, needs and concerns of the school community and district staff. Additional conversations with parents and community members were conducted in public and private forums.

The District Planning Process includes these steps that will result in the development and implementation of the Allegheny Valley School District Comprehensive Plan:

- Determine the scope, requirement and timeline for the process.
- Review the previous District Strategic Plan, the eStrat Plan and other relevant documents.
- Identify and select representative stakeholders to serve as participants in the planning process.
- Use the PDE recommended work flow chart to establish a calendar of regular meeting dates and a projected timeline for completion.
- Share the planning information and timeline with all committee members.
- Develop subcommittees to complete selected portions of the plan.
- Compile initial planning data using the offline planning tool.
- Discuss the draft document with the new AVSD Superintendent for input
- Share the draft document with committee and community for review and recommendations.
- Enter the Comprehensive District Plan into the PDE website.
- Present the plan to the staff for review and recommendations.
- Submit the plan to the Board of Directors for approval and signatures.

- Submit the plan to PDE by January, 2016.

## **Mission Statement**

The mission of the Allegheny Valley School District, a group of small traditional communities, is to educate all students to achieve their maximum potential. A dedicated staff, in partnership with school, home and community, will empower students to become responsible and contributing citizens able to meet challenges in an international society.

## **Vision Statement**

The Vision of Allegheny Valley School District is that all graduates are equipped with the skills necessary to meet with success. Educational opportunities provided to students throughout their educational career will provide the springboard they need to enter the world of work, the armed forces or the fields of higher education.

## **Shared Values**

The Shared Values of the Allegheny Valley School District state:

Students are able to ethically function in an international society.

Education is the foundation of future success and must have application to real-life situation.

Education is the shared responsibility of the school, home and community.

Technology is an essential learning tool.

Students learn best when provided with a variety of educational experiences.

All students are capable of responsible and respectful behavior.

All individuals have worth and dignity.

Students have value and the capability to learn and achieve success.

Students are life-long learners able to achieve their maximum potential.

## Educational Community

With 964 students and 84 professional staff, Allegheny Valley is one of the smaller districts in Allegheny County near Pittsburgh in Southwestern Pennsylvania. The district emerged in 1965 when the municipalities of Cheswick Borough, Harmar Township, Springdale Borough, and Springdale Township agreed to dissolve their previous jointure. Allegheny Valley School District resulted from this new collaborative venture. Acmetonia Primary School, Grades K-3; Colfax Upper Elementary, Grades 4-6; and Springdale Junior/Senior High School, Grades 7-12 comprise the District.

## Planning Committee

Name	Role
Janette Bickel	Elementary School Teacher - Regular Education : Professional Education
Kandi Conner	Ed Specialist - School Nurse : Professional Education
Salvatore Conte	Board Member
Angela Fetty	Elementary School Teacher - Regular Education : Professional Education
Tim Fraser	Parent : Special Education
Jimette Gilmartin	Board Member
Patrick Graczyk	Administrator : Professional Education Special Education
Dan Griffin	Business Representative : Professional Education
Dan Griffin	Business Representative : Professional Education
Kathleen Haas	Board Member
Gregory Heavner	Administrator : Professional Education Special Education
Melissa Holler	Special Education Director/Specialist : Special Education
Sally Hurley	Parent : Professional Education
Annetta Jursa	Board Member
Tina Kaczor	Instructional Technology Director/Specialist : Professional Education
Gary Lemon	High School Teacher - Regular Education : Professional Education
Carly Lentz	Ed Specialist - Other : Special Education

Kenneth Lloyd	Community Representative : Professional Education
Jeannine McCutcheon	Parent : Professional Education
Elizabeth Moretti	Board Member
Pam Noll	Elementary School Teacher - Special Education : Special Education
Jennifer Novich	High School Teacher - Special Education : Professional Education Special Education
Janice Nuzzo	Administrator : Professional Education Special Education
Larry Pollick	Board Member
Antonio Pollino	Business Representative : Professional Education
Christopher Protho	Administrator : Professional Education
Stephen Puskar	Board Member
Brad Rau	Administrator
Glenna Renaldi	Board Member
Cathy Restauri	Elementary School Teacher - Regular Education : Special Education
Loren Schulte	Elementary School Teacher - Regular Education : Professional Education
Leigh Shamey	Middle School Teacher - Regular Education : Professional Education
Doug Skoretz	Elementary School Teacher - Regular Education : Professional Education
Brett Slezak	Middle School Teacher - Regular Education : Professional Education
Mary Kate Speer	Middle School Teacher - Special Education : Special Education
Jennifer Vecchio	Administrator : Professional Education Special Education
Michele Welter	Administrator : Professional Education Special Education
James Yanni	Community Representative : Professional Education
Jim Yanni	Business Representative : Professional Education
Janice Zastawniak	Administrator

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The areas of Civics and Government, Economics and Family and Consumer Sciences are not offered at the elementary level as stand-alone courses. Cross-curricular teaching and planning offers age appropriate connections to these subjects throughout the elementary reading and health and physical education curricula.

The Early Childhood Education, grades K-2, are fully mapped and aligned. However, Allegheny Valley School District does not have an infant - toddler program. The District has developed a relationship with the DART program, which operates a classroom in the Acmetonia Primary School. This relationship has proven to be a valuable resource for the smooth transition to kindergarten for District students participating in that program. Deliberate communications with

community preschools and childcare facilities about kindergarten readiness remain an area for improvement. However, the District has improved their networking capabilities with other community groups. This approach has resulted in earlier identification and communication with parents of pre-kindergarten/kindergarten students than in the past.

### Elementary Education-Intermediate Level

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

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

The Allegheny Valley School District does not have a Family and Consumer Science course at the Colfax Upper Elementary School in grades 4-6. Elements of a Family and Consumer Science Curriculum are covered through the Health and Physical Education and Science classes.

### Middle Level

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

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

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

Students in grade 8 benefit from one semester of Family and Consumer Science.

World Languages are currently not offered to students in the Junior High School. Staffing and master schedule constraints prohibit this option for students in grades 7 and 8. The District is considering additional options for students to have access to world languages prior to ninth grade.

### High School Level

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

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



*This narrative is empty.*

## *Adaptations*

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

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

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

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

### **Middle Level**

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

### **High School Level**

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

Explanation for any standards checked:

The Allegheny Valley School District has realigned curriculum to Pennsylvania State and Pennsylvania Common Core Standards in the curricular areas listed above. Additional efforts focus on developing interdisciplinary units in those areas and realigning the remaining curricular areas.

## Curriculum

### *Planned Instruction*

#### Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

#### Middle Level

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

Processes used to ensure Accomplishment:

*This narrative is empty.*

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

*This narrative is empty.*

### High School Level

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

Processes used to ensure Accomplishment:

Professional development time for teachers is built into the school calendar each school year. Teachers utilize this time and additional summer hours to review/revise curriculum. Reference materials utilized for this process may include teacher personal notes, Standards Aligned System (SAS) and data from Keystone Exams, Classroom Diagnostic Tests (CDT) and Pennsylvania System of School Assessment (PSSA) results.

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.

Curriculum is written by Allegheny Valley School District teachers, is aligned to Pennsylvania State Standards and Pennsylvania Common Core Standards and with a K-12 perspective that accommodates all students' learning styles and abilities at all grade levels. Each unit within a curricular area includes a section for modifications and accommodations. Since both regular and special education teachers utilize the same curriculum with their students, the modifications and accommodations listed are rigorous and all encompassing for each grade level. Specific RTII references will be included in this section of the Curriculum as RTII grows within the District.

## **Instruction**

### *Instructional Strategies*

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

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

- Administrators
- Building Supervisors

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

All Instructional Level II teachers are evaluated by their building supervisors once annually using the Educator Effectiveness 82-1 summative evaluation form. Instructional Level I teachers are evaluated by their building supervisor four times annually using the Educator Effectiveness Alternative evaluation form. In addition, administrators compile information throughout the school year for each teacher from numerous walk-through observations. Information gathered during these formative observations is included in the summative review. Each formative and summative evaluation focuses on the written, taught and tested curriculum that is aligned to Pennsylvania State and Pennsylvania Common Core Standards and the degree of rigor in the classroom. In addition to the summative and formative walk-through evaluations, Allegheny Valley School District also utilizes a differentiated supervision model for all teachers. Through the Differentiated Supervision Model, teachers in conjunction with administration are able to focus options for professional development each year that are specific to teacher and classroom needs.

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

Building supervisors review teacher lesson plans weekly. District academic administrators also have access to teacher lesson plans and will review plans as needed. The Allegheny Valley School District does not have Department Supervisors nor do teacher peers play an active part in teacher evaluation. Instructional coaches are employed by the District as needed for the purposes of aiding instruction. Their responsibilities do not include teacher evaluation.

A peer coaching initiative that opens communication among staff and improves articulation of curriculum and student transition without responsibilities for teacher evaluation is a realistic goal for the Allegheny Valley School District.

### *Responsiveness to Student Needs*

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

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

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

*This narrative is empty.*

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

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

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

*This narrative is empty.*

#### **Middle Level**

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

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

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

Flexible instructional time and other schedule-related practices are used daily in 6th grade. Since the 7th and 8th grade teachers teach within the constraints of a traditional high school schedule, the flexibility to utilize instructional time in this way is often more difficult to use with fidelity. A variety of other alternatives to meet student needs at the junior-senior high school are used effectively including push-in accommodations and technology and math coaches.

### High School Level

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

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

A traditional high school schedule makes flexible instructional time and other schedule-related practices difficult to maintain for all students. A variety of other alternative practices and resources, including but not limited to push-in accommodations and technology and math coaches, are utilized to meet all student needs as necessary.

### *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 Allegheny Valley School District adopted a "Hiring the Best" process for recruiting, evaluating and hiring teachers. The District hires only highly qualified teachers in all curricular areas. The three-tier interview process is thorough and requires all candidates to demonstrate their teaching ability in a classroom setting. Through the demonstration, candidates are evaluated

on Charlotte Danielson's four domains of effective teaching. By following the "Hiring the Best" process, all teachers hired are highly qualified and able to meet the learning needs of students who are below proficiency or are at risk of not graduating. In addition, other strategies are available and implemented to help the at-risk student including small group and individualized instruction that focus on the areas of need. With a graduation rate above 95%, the Allegheny Valley School District exceeds the state goal in preparing students for graduation.

## Assessments

### *Local Graduation Requirements*

<b>Course Completion</b>	<b>SY 16/17</b>	<b>SY 17/18</b>	<b>SY 18/19</b>
Total Courses	25.50	29.00	29.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	4.00	4.00	4.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.50	4.00	4.00
Electives	3.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

### *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.

### *Local Assessments*

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

### *Methods and Measures*

#### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
PSSA Tests	X	X	X	X
Teacher Developed Final Exams Aligned to Standards	X	X	X	X

#### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Dibels Next	X	X	X	
Dibels Next Daze		X	X	
My Math	X	X	X	

#### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Questioning Strategies Formulated by Teachers	X	X	X	X
Ongoing Active Engagement Checks	X	X	X	X
Rubrics to Evaluate Homework, Quizzes, Tests etc.	X	X	X	X

#### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
GMade	X			
CDT tests	X	X	X	X



Running Records	X	X		
STAR Reading and Math Tests	X	X	X	
STAR Early Literacy Test	X			
Aimsweb			X	

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Teachers and administrators utilize professional development opportunities and outside resources to facilitate assessment review. SAS is a resources used readily by teachers. Assessments are identified within weekly lesson plans.

Teachers at Springdale Junior Senior High School maintain an assessment portfolio. These assessments are reviewed regularly by teachers for validity and reliability.

Data teams at the high school and Reading Specialists at the elementary schools meet regularly with teachers to review assessment data. Assessment analysis is used to inform instruction.

Principals at each elementary building meet with individual grade levels monthly to review alignment, achievement and assessment data.

### *Development and Validation of Local Assessments*

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

The Allegheny Valley School District uses Keystone Exams in place of locally administered 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.

The Allegheny Valley School District utilizes a variety of resources to efficiently collect, analyze and disseminate assessment data. All teachers in grades K-12 access information in OnHand

Schools Data Analyzer. Summative, formative, benchmark and diagnostic data for all students is stored and easily accessible through this system. Math coaches are valuable resources for teachers and students in grades K-6 and Reading Specialists are located in all buildings. Reading Specialists participate in planning and provide push-in services and small group instruction to students as appropriate. The math coaches, Reading Specialists and data teachers at the high school work closely with teachers in their respective buildings to facilitate the effective use of data to evaluate student progress and plan appropriate instruction.

### *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.

Teachers in the Allegheny Valley School District utilize the reports located in OnHand Schools, a data warehouse that stores a wide variety of evaluation results; unit test scores, PSSA scores, CDT results, etc. These data resources provide the ability for teachers to query reports for more specific information about students. All teachers have access to this data resource and use it to individualize instruction and monitor progress. Additionally, this source is used by Student Assistance Teams, RTII teams, reading specialists, math coaches and administrators during meetings with staff as they focus on struggling students, implement individualized instruction plans and monitor progress. PVAAS student projections are also used in the evaluation and planning process across grade levels and for individual students.

### *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Teachers are encouraged to plan assessments that are aligned to anchors, Pennsylvania Standards and Pennsylvania Core Standards and objectives at all grade levels for continuous growth analysis. Teachers share resources and practices that have proven successful for them in their classrooms during bi-monthly team and grade-level meetings at the elementary buildings and

during monthly department meetings at the high school. Modifications and adaptations are shared for use with all students as appropriate. Deliberate data meetings provide the venue for formal sharing of ideas.

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

N/A

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

The District website houses course planning guides, building/district letters to parents, community and School Board meetings, newsletters, press releases, school calendars and student handbooks.

Organized parent and community meetings, PTA meetings and open house events are also used to communicate information to parents.

The District utilizes Dynamail (mass email distribution) and Blackboard Connect (mass phone call communication system) as appropriate.

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

N/A

## **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.

Student achievement is closely monitored by classroom teachers, guidance counselors and administration. Students who demonstrate signs of struggling are afforded focused instruction that may include classroom differentiation, tutoring and SAP services as appropriate while their progress is monitored.

AVSD has focused on rewriting curriculum that aligns with the Pennsylvania State Standards and the Pennsylvania Common Core Standards. This process is ongoing and the curriculum is reviewed yearly. The curriculum review and rewriting has been followed by textbook adoptions in math, English and reading. There is a District plan to continue textbook review in other curricular areas including science, technology and social studies. Math coaches have been hired through state and federal grants to work with teachers and small groups of students to improve classroom instructional practices and student achievement.

Additionally, the pupil services plan of Allegheny Valley School District was recently reevaluated and focuses on the whole child.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	X	X
Conflict Resolution or Dispute Management	X	X	X	
Peer Helper Programs	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				
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:

There are no students enrolled in an Alternative Education Program at the elementary schools. Therefore a program does not exist.

Peer helper programs at the junior high- high school are not formalized at this time. AVSD has a strong school safety plan in place. Incidences of violence during the school year by students are minimal at best. There is no historical data to support the need for a School Resource Officer in the Allegheny Valley School District.

A School-wide Positive Behavior Program was implemented during the 2015-2016 school year.

### *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.)**

The Allegheny Valley School District utilizes the Student Handbook and the District and school websites to inform the public of the gifted education services and programs available to the intellectually gifted population in the District.

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

Allegheny Valley School District employs the following procedures for locating, identifying, and evaluating specific needs of school age students requiring special programs and services. These procedures, as required by law, are as follows:

The district, as prescribed by section 1402 of the School Code, routinely conducts screenings of a child's hearing acuity (Kindergarten - Grade 3, 7, and 11); visual acuity (Kindergarten - Grade 12); and speech and language skills (Kindergarten - Grade 12). Gross motor and fine motor skills, academic skills, and social and emotional skills are assessed by teachers and support staff on an ongoing basis. Screening activities include review of group-based data such as cumulative enrollment and health records, report cards, ability, and achievement test scores. Identified needs from these screening sources as well as information obtained from parents/guardians and outside agencies, are assessed, noted within student records, and discussed with parents/guardians. These school records are always open and available to parents/guardians and only to school officials who have a legitimate "need to know" about the child.

Information from records is released to other persons or agencies only with appropriate authorization, which involves written permission by parents/guardians.

If a parent/guardian or the school team feels more comprehensive assessment of a student is necessary, an evaluation may be recommended. Parental consent is required before a comprehensive evaluation may take place. Evaluations may include review of the student's records, classroom observations, gathering of parent/guardian and teacher input, individually administered assessments of achievement and ability and other assessments as necessary.

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

Evaluation for the Gifted Education Program is held year round at all three schools in the District. Parents must give prior written permission for an intelligence evaluation. It is important to note that parents have a right to be part of the evaluation process by providing any information that shall be considered in determining the student's educational strengths. A written educational report is prepared summarizing the results of testing. All test results are held in strict confidence and will be shared with only parents and appropriate school personnel. Mentally gifted is defined as "outstanding intellectual and creative ability, the development of which requires specially designed programs or support services, or both, not ordinarily provided in the regular education program." A child may be eligible for gifted education if he/she:

- Is a year or more above grade achievement level for the normal age group in one or more subjects?
- Demonstrates an observed or measured rate of mastering new academic content or skills that reflect gifted ability.
- Shows early and measured use of high-level thinking skills, academic creativity, leadership skills, intense academic interest areas, communication skills, foreign language aptitude, or technology expertise.
- Has documented, observed, validated, or assessed evidence that intervening factors are masking gifted ability.

The term mentally gifted includes a person who has an IQ of 130 or higher and other factors that indicate gifted ability. Gifted ability cannot be based on IQ score alone. IF the IQ score is lower than 130, a child may be admitted to gifted programs when other conditions strongly indicate gifted ability. The other factors to be considered may include; achievement test scores that are a year or more above level; observed or measured acquisition/retention rates that reflect gifted ability, achievement, performance, or expertise in one or more academic areas that demonstrates a high level of accomplishment; higher level thinking skills and; documented evidence that intervening factors are masking gifted ability.

**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.**

The Gifted Education Program provides enrichment and acceleration options to the curriculum. IEP goals are reached by concentrating on development of gifted behaviors. The District offers a weekly pull-out option at both elementary schools (Acmetonia Primary and Colfax Upper Elementary) that focuses on research and computer skills. As the students move through the grade levels, the demand on the skills demonstrated is increased. Computer skills revolve around computational thinking, programming in Storytelling Alice, and programming Finch robots.

Primary sources, secondary sources and the importance of documenting all material---words, graphics, pictures and ideas are developed in the research component. Sources are increased as students age.

The secondary program takes this development a step further concentrating on Advanced Placement classes, enrichment experiences, and acceleration in one or more academic disciplines. Both programs include many varied classes and activities to help students reach their full potential. In addition, students in the gifted program may also participate in School-To-Career. This programs offers Career Exploration or Shadowing. Shadowing experiences give students the opportunity to follow a professional in his/her chosen career and highlights the daily responsibilities and tasks that go with the profession. Career Exploration gives students more time to view a career path. Following the parameters of the CBL program, Career Exploration permits students to obtain an in-depth view of a career, an organization, and a profession.

### *Developmental Services*

Developmental Services	EEP	EEI	ML	HS
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X

Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X

Explanation of developmental services:

RTII is in the infancy stages at the Springdale Junior-Senior High School. The staff at the elementary buildings are continually making progress towards improving RTII services for students.

### *Diagnostic, Intervention and Referral Services*

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

Explanation of diagnostic, intervention and referral services:

*This narrative is empty.*

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management				
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

Explanation of consultation and coordination services:

*This narrative is empty.*

### *Communication of Educational Opportunities*

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

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X



Letters to Parents/Guardians	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	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**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

The guidance counselor or the building administrator initially serves as the liaison between the classroom teachers and individuals who provide interventions. A classroom teacher will participate in an IEP meeting and is responsible (along with the learning support teacher) to inform other classroom teachers of the student needs as appropriate. As time permits, classroom teachers will attend informational meetings with community intervention programs to provide insight about progress and offer suggestions for appropriate interventions. Although it is ideal for all of a student's teachers to attend a meeting where issues and concerns are discussed, it is often not feasible to provide classroom coverage.

### *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 Allegheny Valley School District communicates with pre-school programs yearly by providing school readiness materials for parents and information about early kindergarten registration. Additionally, the Pupil Services Director communicates regularly through out the school year with the coordinator of the DART program which is housed at our Acmetonia Primary School. The relationship is helpful to the school, the students and their families when the student transitions to the Acmetonia Primary School as a kindergarten student.

The local YMCA independently operates an after-school child care program at Acmetonia Primary School. Students through grade 6 can be bused after school to the Primary building to participate in the childcare service.

After school programs are usually coordinated by the PTA at each of the elementary buildings. The availability of after school programs coordinated by the school district include homework tutoring and physical fitness. These are advertised through the District website and communications home to parents.

Youth workforce development programs are not offered.

### *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 Allegheny Intermediate Unit provides all pre-school services for the Allegheny Valley School District. The Allegheny Valley School District Director of Special Education collaborates with the AIU in planning and presenting annual meetings with parents. Information is distributed that explains special education services and additional AVSD programs. Permissions to evaluate papers are available to parents at these meetings. They are useful and used appropriately to determine school readiness.

## **Materials and Resources**

### *Description of Materials and Resources*

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

Material and Resources Characteristics	Status
--	--------

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

Provide explanation for processes used to ensure Accomplishment.

Teachers in the Acmetonia Primary School have focused on researching and rewriting curriculum. Elementary curricula in the areas of language arts, math, science, social studies, fine arts, practical arts and health and wellness have been revised to align with the Pennsylvania State Standards and the Pennsylvania Common Core standards. Following the research and writing process, resource selection will continue during the 2015-16 school year for elementary science and will meet the same alignment criteria. Professional development is ongoing to support teacher responsibilities in all areas, to use data to determine progress and to teach all students with varying abilities. All resources considered for adoption include differentiated materials to meet all students' educational needs and are compatible with the technology platforms available within the District. Technology is abundant throughout the District.

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

N/A

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

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

Provide explanation for processes used to ensure Accomplishment.

Teachers at the Colfax Upper Elementary School have focused on researching and rewriting curriculum over the past two years. Elementary curricula in the areas of English, math, science, social studies, fine arts, practical arts and health and wellness have been revised to align with the Pennsylvania State Standards and the Pennsylvania Common Core Standards. Following the research and writing process, resource selection is scheduled to continue during the 2015-2016 school year for elementary science. Professional development is ongoing to support teachers responsibilities in this area, to use data to determine progress and to teach all students with varying abilities. All resources considered for adoption include differentiated materials to meet all students' educational needs and associated technology that is compatible to the existing platforms within the District. Technology is abundant throughout the District.

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

Provide explanation for processes used to ensure Accomplishment.

Teachers in the Allegheny Valley School District have focused on researching and rewriting curriculum over the past two years. The K-12 curricula in the areas of English, math, science, social studies, fine arts, practical arts and health and wellness have been revised to align with the Pennsylvania State Standards and the Pennsylvania Common Core Standards. Resource adoptions are scheduled for the 2015-2016 school year for elementary science, social studies and math as appropriate. Professional development is ongoing to support teachers responsibilities to teach all students with varying abilities. All resources considered for adoption include differentiated materials to meet all students' educational needs and associated technology that is compatible to existing platforms within the District. Technology is abundant throughout the District.

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.

Teachers in the Allegheny Valley School District have focused on researching and rewriting curriculum. The K-12 curricula in the areas of English, math, science, social studies, fine arts, practical arts and health and wellness have been revised to align with the Pennsylvania State Standards and the Pennsylvania Common Core Standards and are reviewed yearly. Resource adoptions are scheduled for the 2015-2016 for science. Professional development is ongoing to

support teachers responsibilities to teach all students with varying abilities. All resources considered for adoption include differentiated materials to meet all students' educational needs and are compatible with existing technology platforms. A one-to-one technology plan exists for students in grades 9 and 10 for the 2015-2016 school year. The extended plan is to include Grade 9 students each year for the next two years. At the end, all students in grades 9-12 will have iPad technology.

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**

<b>Standards</b>	<b>Status</b>
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	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 less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Full Implementation
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 "

There are no SAS materials and resources available for Family and Consumer Sciences at the primary level. Alternate Academic Content Standards for math and reading at the primary level are only considered for students in the Autistic classroom which represent less than 2% of the primary school.

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

<b>Standards</b>	<b>Status</b>
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	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Not Applicable
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation

Further explanation for columns selected "

SAS materials are used for planning in the aforementioned areas as they are available for the intermediate level. A family and consumer science program is not available to students at the elementary level. Related concepts/standards are addressed in health and wellness at this level.

### Middle Level

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

Further explanation for columns selected "



World Languages are not offered to students at the middle level.

### High School Level

Standards	Status
Arts and Humanities	Full Implementation
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Full Implementation
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Full Implementation
PA Core Standards: Mathematics	Full Implementation
Economics	Full Implementation
Environment and Ecology	Full Implementation
Family and Consumer Sciences	Full Implementation
Geography	Full Implementation
Health, Safety and Physical Education	Full Implementation
History	Full Implementation
Science and Technology and Engineering Education	Full Implementation
Alternate Academic Content Standards for Math	Full Implementation
Alternate Academic Content Standards for Reading	Full Implementation
American School Counselor Association for Students	Full Implementation
English Language Proficiency	Full Implementation
Interpersonal Skills	Full Implementation
School Climate	Full Implementation
World Language	Full Implementation

Further explanation for columns selected "

N/A

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.				
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

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
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.				
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.

Allegheny Valley School District classroom teachers, counselors and education specialists develop a Professional Growth Plan yearly with their building administrator. Each plan is teacher-driven, outlines an area of desired growth including goals and details the process and outcomes. Each plan must align to District goal(s) and benefit students. Through the Professional Growth Plan, teachers are empowered to work with parents and community partners, participate in programs and professional development in an area of certification, increase teaching

skills/effective practices and utilize data to improve instruction.

Allegheny Valley School District administrators develop two to three annual goals that are aligned to District goals and are role-specific. These goals are incorporated into the annual evaluation process for administrators. Administrators work collaboratively with teachers to identify standards-rich curriculum and staff professional development opportunities that support standards based instruction. Each principal, as the educational leader of their building, is responsible for monitoring teaching and learning. They work collaboratively with all District administrators to ensure a standards aligned curriculum is followed and that all students are presented with interventions and adaptations as needed.

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

Although the Allegheny Valley School District professional development opportunities is focused on the needs of all students, special consideration has not been afforded the gifted population. There is currently consideration to focus on this population, especially as we move forward with technology infusion.

### *Educator Discipline Act 126, 71*

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

<b>Questions</b>
The LEA has conducted the required training on:
10/23/2015 All District staff received the 3-hour Act 126 training.
12/2/2015 Staff not attending the October 23 training received training.

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.

*This section was not answered.*

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.

*This section was not answered.*

### *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.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- 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.

The Act 48 Committee, comprised of teacher and administrator representatives from all three buildings, helps to identify professional development activities. The committee meets one to two times per year. Data, trends in education and standards and common core aligned instructional practices are considered.

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

Implementation evaluations are conducted informally by administrators using walk-through observations and through formal and informal team and grade-level meetings.

Building administrators participate in staff development however, their responsibilities often require them to participate in more than one activity at the same time. Differentiated professional development activities for teachers challenge administrators to participate in several activities that occur concurrently, causing them to share their time.

### *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.

All inductees participate in the same professional development activities, team and building meetings and data planning meetings as do seasoned teachers. First year teachers are assigned a mentor who serves as a day-to-day resource. In addition, the three-year induction program includes professional development modules on classroom management strategies, communications with parents and community, personal health and wellness, teacher assessment, student assessment, special education, technology, contemporary issues in education, staff development and District governance.

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

Although all of the above goals are addressed in the current Allegheny Valley School District Induction Plan, substantial changes in education have occurred since its adoption. The Plan's modules should be reviewed for accuracy and completeness.

### *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 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.

Inductees are assigned mentors who have specific responsibilities to the new teacher. Responsibilities includes peer observations, frequent observations by administrators and follow-up meetings to review instructional practices. Inductees submit an inductee portfolio at the end of all three years of the program. Inductee surveys are completed at the end of each year.

Provide brief explanation for strategies not selected and you 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.

Allegheny Valley School District is a small district with 85 teachers. Often, mentors with similar schedules or certifications may not be available to mentor new teachers. In those cases, mentors who teach the same age group or who are on the same academic team may be chosen as a mentor. Compatible schedules between mentor and inductee are often a challenge to coordinate. A small teaching staff coupled with occasional new teacher hires after the school year begins to pose additional challenges for schedule matching. Regardless of teacher schedules, each building administrator works with both inductee and mentor teacher to provide ample opportunities for collaborative meetings between the inductee and mentor.

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

If necessary, provide further explanation.

All topics listed above are highlighted during a 3-day induction seminar of a new teachers first year conducted the second week in August. Topics are addressed in depth during the month(s) indicated.

### *Monitoring and Evaluating the Induction Program*

Identify the procedures for monitoring and evaluating the Induction program.

The Induction program is monitored by the Director of Student Achievement. The contents of the eleven modules are revised yearly. Ongoing revision and adjustments to the modules are made each year to preserve the integrity of induction for new teachers.

Accommodations are made among groups of new teachers for each of the following set of circumstances: teachers new to the teaching profession; teachers who are new to the District but have earned tenure; teachers who are new to the District and have one or two years experience in another district but who have not earned tenure; and new teachers who have worked within the District in another capacity (aide, long-term sub, day-to-day substitute teacher, etc.). Each teacher circumstance is reviewed and an individualized induction plan is established.

First year teachers and their mentors evaluate the Induction program at the end of the first year.

Opportunities to evaluate the induction program by teachers in years two and three of induction are provided through surveys.

### *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: **142**

### *Identification Method*

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

The Allegheny Valley School District uses the Severe Discrepancy Model as the method for identifying students with Specific Learning Disabilities. Upon the receipt of the Permission to Evaluate-Consent form, students will be administered an individualized intelligence test and an individual academic achievement test to determine whether a severe discrepancy is evident. The presence of a discrepancy will be determined utilizing a comparison of the student's observed achievement versus predicted achievement given his or her intellectual ability, with severe discrepancy defined as 1.5 standard deviations below expectancy given his or her IQ. Severe discrepancy between ability and achievement will also be examined at .05 using simple, not predicted, discrepancy analysis.

### *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 current Special Education Data Report indicates that the Allegheny Valley School District met the State Performance Plan Target for Indicator 9, Disproportionate Representation by Race/Ethnicity and Indicator 10, Disproportionate Representation by Disability Category. The Special Education Data Report indicates that the Allegheny Valley School District was below the State Percent of Special Education Enrollment by Disability in the area of Total Special



Education Enrollment and in the following disability categories: Deaf-Blindness, Emotional Disturbance, Hearing Impairment/Deafness, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Specific Learning Disability, Traumatic Brain Injury, and Visual Impairment/Blindness.

The District was above the State Percent of Special Education Enrollment by Disability in the following areas: Autism, Speech or Language Impairment and Intellectual Disability. The increased number of students identified with Autism and Intellectual Disability may be attributed to the national trend of increased rates. Plans for decreasing the number of special education students identified as Autistic and Intellectually Disabled include professional development, increased time for collaboration between special education and regular education teachers regarding classroom interventions and differentiating instruction. Plans for decreasing the number of Speech and Language Impaired students include the Speech Therapists consulting with the Regular Education Teachers to provide remediation within the regular education classroom and providing parents and teachers instructional strategies/techniques to stimulate sound production and /or language development prior to being screened. Additionally, the Speech Therapist is implementing an early intervention process with Kindergarten and First Grade students to address articulation deficits. This is a three-tiered model of intense instruction. Speech and Language Exit criteria are being revised to exit students whose speech is within acceptable limits.

### *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?

The Allegheny Valley School District does not currently host any facilities under Section 1306 of the Pennsylvania School Code.

The District meets all obligations under Section 1306 as the host District. The procedures for meeting these obligations are outlined, in the BEC 24 P.S. Section 13-1306. The specific program will be developed through the Individual Education Plan (IEP) process and, if necessary, the Allegheny Valley School District as the "host" district will provide the program. If, during the IEP process, it is determined that another placement is more appropriate, then the district will provide transportation for the student.

The Allegheny Valley School understands that it has the responsibility for the programmatic aspects of free appropriate public education (FAPE) as related to all non-resident students who have established documented evidence of enrollment in the district. It is also understood that these students are offered all resources necessary to provide this free and appropriate program that any other resident student might be privileged to participate. There is no discrimination between resident and non-residents in this regard.

It is the responsibility of the LEA in which the student is enrolled, through the IEP process, to

insure program appropriateness for these students. Every effort is made to establish and maintain a relationship with the parents/community representatives of non-resident students. These individuals are invited to participate in all formal IEP meetings, deliberation regarding program effectiveness, progress monitoring, and recommended changes in program.

The school district has and will continue to meet its obligation under Section 1306. There are no problems or barriers that limit the Allegheny Valley School District's ability to meet its responsibilities under Section 1306 of the Public School Code.

### *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).

There are no facilities for incarcerated youth within the boundaries of the Allegheny Valley School District. Students who are placed in facilities and are currently eligible, the district provides all special education documentation to the facility. If a student is evaluated and found eligible during placement, the district is notified of eligibility and receives all special education documentation. According to sections 1306 and 1307 of the Pennsylvania State School Code the Allegheny Valley School District accepts financial responsibility for the education of special education students while placed in the facility.

All AVSD students who are incarcerated in facilities in outlying school districts within the Commonwealth of Pennsylvania are routinely screened for academic progress. If it is determined that a child may be in need of additional services an educational evaluation should take place by this home district. After the evaluation is completed, a Comprehensive Evaluation Report is compiled with parent involvement. It includes specific team recommendations for the types of interventions necessary to deal with the child's specific needs. An Individual Education Program is developed to outline specialized services for the student. Parents are then presented with a Notice of Recommended Educational Placement by the district in which the facility is located. This document allows the parents to agree or disagree with the educational placement and services recommended.

The District tracks students who have been placed in a facility or Institution and collaborates with the facility or Institution in order to provide continuity of instruction as student's transition between differing educational environments. Every effort is made, when notified of a student's return, to assist with the supportive services for a successful transition of the student back into the public education setting.

### *Least Restrictive Environment*

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

The Allegheny Valley School District ensures 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. Staff development sessions have provided IEP teams with the knowledge to make placement decisions that allow students to participate in the regular education classroom with supplementary aids and services as is the first option to be considered. On-going training is provided to staff on various topics that will aid in facilitating the inclusion of more special education students within the regular education classroom. Staff development opportunities have included School-Wide Positive Behavior Interventions and Supports at all three buildings, functional behavior assessments (FBA), the development of positive behavior support plans and research based instructional strategies. Special education teachers utilize many creative supplementary aids and services in the classroom to allow students to participate in the regular education class. The Framework for Considering the Full Range of Supplementary Aids and Services and the Supplementary Aids and Services Toolkit have been utilized in determining these aids. Examples of supplementary aids used in the district are:

#### Collaborative

- Student Daily Planners (home to school communication)
- Websites (in progress- every teacher required to have one)
- Homework Hotline
- Parent meetings (Skype, phone conferences, face to face meetings)
- Co-Teaching (Middle and High School)
- Achieva Trainings
- Scheduled time for co-planning and team meetings

- Instructional arrangements that support collaboration, co-teaching/paraprofessionals
- Collaboration of staff for transition of students between buildings
- Collaboration between staff and outside placements
- School based vocational work program
- Collaboration between school and local businesses for internship/work experience
- Local agency involvement in student program planning
- Onsite training/support from PaTTan, AIU and other agency consultants
- Paraprofessional support
- Parent evening workshops scheduled throughout the year
- Attendance at monthly AIU Liaison/transition meetings
- Coaching and guided practice for staff to effectively use assistive technology-AIU support as needed
- Coaching and guided practice for staff in Functional Behavior Assessments and Positive Behavior Support Plans
- All staff is afforded the opportunity to attend conferences as related to their discipline/area of need

*Instructional*

- Promethean Boards/ Smart Boards
- iPads
- Living Classroom (hands on learning)
- District-wide autistic support classrooms
- Modified curricular goals
- Alternative ways for students to demonstrate learning
- Test modifications
- Alternative materials and assistive technology
- Testing of functional skills within the classroom
- Alternative teaching methods and means of presentation
- Use of reader services

- Other instructional adaptations such as pre-teaching, providing advanced organizers, repeating directions and putting them in writing as well as orally, providing examples and non-examples of a concept
- Co-teaching
- Differentiated instruction based on student needs
- Individual instruction
- Varying content of lesson
- Alternative assignments
- Visuals and verbal cues and prompts
- Study guides
- Individual laptops, iPads or other devices as indicated in IEP
- Books on Tape
- Software to enhance learning
- Use of calculator and computer
- Extra set of books for home use
- Teacher outlines and study guides
- Modification of work or length of assignments
- Adaptations on tests and lengthy homework or projects
- Additional time to complete tests or projects
- Tests given orally
- Tests read to students
- Word banks
- Identifying or eliminating specific types of tests (multiple choice, true/false, short answer, essay)
- Highlighted materials
- Printed directions
- Laminated schedules for visual learners
- Enlargement of materials
- Use of manipulatives
- Tests taken in resource room

- Small group instruction
- Cooperative learning groups
- Paired instruction
- Research-based supplementary materials to enhance instruction for those students with disabilities.

#### Physical

- Strategic arrangement of furniture to enhance instruction and learning
- Preferential seating
- Cushion seats
- Wheelchair accessibility
- Bean bags
- Pilate balls as chairs
- Thera Bands on chairs
- Sensory diets
- Fitness center
- Dance Dance Revolution (DDR) Center
- Sensory tools
- Work tables to provide small group instruction for reteaching, preteaching, etc.
- Regular assistance with or scheduled times to clean out desk in order to keep workspace organized
- Collaboration between occupational therapist with physical therapist for sensory needs

#### Social-Behavioral

- Daily social skills instruction- Promoting Alternative Thinking (PATHS Program)
- Lunch groups
- School-Wide Positive Behavior Support Training
- Guidance – character theme of the month
- Community based instructional outings
- Counseling and Instructional Support
- Peer tutoring programs during and after school

- Lunch groups at the elementary level to facilitate peer supports
- Peer buddies/paired sharing for classroom and extra-curricular activities
- Individual Behavior Support Plan
- Modifications of rules and expectations as identified in the student's IEP
- Cooperative learning opportunities across all school settings
- Extra time to travel between classes
- Behavior contracts developed between student & teacher
- Setting clear and specific classroom expectations
- Positive reinforcement systems
- Assignment book checks between home and school
- Notifying students in advance of changes in daily routine/schedules
- Paraprofessional support for classroom, other educated-related settings and extracurricular activities
- Access to support from PaTTan, AIU and other agency consultants to work with individual teachers, IEP teams, or large group training in the area of behavior/socialization
- Intense training for all special education teachers K-12 on how to conduct effective Functional Behavioral Assessments and write effective Behavioral Support Plans

The Allegheny Valley School District participates in many programs to support children with disabilities within the school district. Administrators and staff in each building participate in school-wide positive behavior support trainings to encourage appropriate behavior and be able to better manage behaviors within the classroom and each building.

The Allegheny Valley School District has Autism Support classrooms at the primary elementary school, upper elementary school and junior/senior high school to support students on the Autism Spectrum. These programs allow for students to receive appropriate instruction in the autism support classroom, the regular education classroom and other areas during the instructional day (i.e. breakfast, lunch, special classes). The District also has learning support classrooms in each building to support students with a variety of disabilities. These programs allow for students to receive appropriate academic instruction in the learning support classroom and/or the regular education classroom. Paraprofessional support and push-in support from special education teachers allow children to be successful in the regular education classroom as well as the support classrooms. Specially designed, student-specific instruction and appropriate related services are outlined in each student's IEP to determine appropriate accommodations and/or adaptations that are necessary for students to be successful and participate in the least restrictive environment. For children requiring assistive technology, the district has utilized assistive technology consultants from the Allegheny Intermediate Unit. These consultants have provided appropriate evaluation of students, as well as support to implement assistive technology devices into the

special education and regular education classrooms. They have set up trials of different devices in order for the IEP team to determine the most appropriate devices to be purchased. Assistive technology devices have allowed some of our students to continue to access the curriculum at the Allegheny Valley School District.

The transition coordinator at the Allegheny Valley School District and the IEP team for each child take into consideration student strengths, needs, interests, and goals to determine appropriate programming for students as they begin to prepare for life after high school. Options such as performing “jobs” at the high school, participating in a workshop setting, or attending other vocational programs, allow students to be placed in the least restrictive environment as they progress through school.

The Allegheny Valley School District identified areas of improvement from the School Performance Profile (SPP) targets. The district is below the state average with students participating 80% or more in regular education and above the state average with students that are placed outside the district. The district is developing a plan to address meeting the SPP target for students with disabilities served inside the regular classroom 80% or more of the day as well as those served in other locations. The plan begins with collaboration with the Allegheny Intermediate Unit Training and Consultation (TAC) as well as PaTTAN consultants to provide training to administrators, special education teachers and regular education teachers. The district will create building level Least Restrictive Environment (LRE) teams. The teams will utilize an LRE assessment that will identify current trends and help to facilitate the improvement plan. Teams will meet and review LRE data quarterly, develop building wide strategies, identify targeted professional development activities and revise the plan as needed. In year one the building level LRE teams will review data quarterly, identify areas of need, and develop action steps that embed targeted dates of completion.

The district will utilize the Educational Benefit Review (EBR) process to take a look at students that are placed outside the district. This tool will enable the district to determine if students are placed appropriately and identify students that can be brought back to the district, implementing supplementary aides and services to meet each individual student need. The district will continually review all of the SPP data to ensure that students are receiving their education in the Least Restrictive Environment.

### *Behavior Support Services*

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

The Allegheny Valley School District Behavior Support Policy was reviewed, revised and passed by the Allegheny Valley School Board in March of 2014 in preparation for the Compliance Monitoring for Continuous Improvement (CMCI) process. It includes all of the required



components as listed in 22 Pa. Code 14.133 and includes the sections of Purpose, Authority, Definitions, Guidelines, and Aversive Techniques Title. The Special Education Director and Superintendent's Office has reviewed the policy and procedures with the administrators and all pertinent building and classroom staff. The policy includes the requirements of training of school personnel for the use of specific procedures, methods, and techniques, a written policy on the use of behavior management techniques and for obtaining parental consent for the use of highly restraining and intrusive procedures.

The Allegheny Valley School District provides training for Behavioral Support including the Behavior Support Policy. Behavior Support Consultants from the Allegheny Intermediate Unit provide training at the building level on how to conduct Functional Behavior Assessments and in writing effective Positive Behavior Support Plans. Individual teachers receive additional support through the School Psychologist, the Director of Special Education, and consultants from PATTAN and the Allegheny Intermediate Unit.

The Allegheny Valley School District has two administrators certified by Western Psychiatric Institute and Clinic (WPIC) in crisis prevention and de-escalation techniques. There is a coordinated plan to train all staff including paraprofessionals and administrators on a yearly basis. The district has a Safety Plan which is individualized for each building.

The district is in year one of the implementing School-Wide Positive Behavior Interventions and Systems (SWPBIS), a Multi-Tiered Systems of Support (MTSS for Behavior) at all three buildings. All schools have trained a team in Universal Supports and meet two times per month. The focus for the teams is to share the initiative with the entire staff, establish faculty consensus on 3-5 School Wide Expectations and create teaching tools to align with the plan. The teams will develop a school-wide acknowledge system to support reinforcement of the plan and work on developing the data system (consistent process for using a referral form; running reports) that the Universal/Core team can use for decision making (by problem behavior, grade, location, time, student).

The teams will move to full implementation in year two. This will include completing an assessment of behavior supports at all three tiers to analyze the gaps. Training will be provided for Student Assistant Program (SAP) teams at the Middle and High School for tier two and three interventions. Schools will select an intervention to pilot school wide such as Check In/Check Out (CICO).

Professional Development for all staff may include, as deemed appropriate by the team and administration: Basics of Behavior, Classroom Management, Strategies for addressing Challenging Behaviors, DeEscalation Training, Function Based Thinking, Functional Behavior Assessments, Positive Behavior Support Plan Development, and Individual Crisis Planning.

The LEA records all restraints which the Special Education Director maintains yearly. Restraints are recorded within the Restrain Information System Collection (RISC) system to PDE each year, including any reported restraints by Approved Private and Private School entities. The Director of Special Education shall notify the parent/guardian immediately of the use of restraints to control the aggressive behavior of the student and shall convene a meeting of the IEP team within ten (10) school days of the use of restraints, unless the parent/guardian, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, re-evaluation, a new or revised positive Behavior Support Plan or a change of placement to address the inappropriate behavior.

The use of restraints shall not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment. Restraints may be included in an IEP only if: 1) The restraint is used with specific component elements of a positive Behavior Support Plan; 2) The restraint is used in conjunction with teaching socially appropriate alternative skills or behaviors; 3) Staff are authorized to use the restraint and have received appropriate training; or 4) Behavior Support Plan includes efforts to eliminate the use of restraints.

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination and as agreed to by the student's parents/guardians. Mechanical restraints shall prevent a student from injuring him/herself or others or promote normative body positioning and physical functioning. The district permits involuntary seclusion of a student in accordance with the student's IEP or in an emergency to prevent immediate or imminent injury to the student or others, but the seclusion must be the least restrictive alternative. Per Title 22 Sec. 14.133, the district prohibits the seclusion of students in locked rooms, locked boxes and other structures or spaces from which the student cannot readily exit.

Board Policy outlines the following aversive techniques of handling behavior, are considered inappropriate and shall not be used in educational programs: 1) corporal punishment; 2) punishment for a manifestation of a student's disability; 3) locked rooms, locked boxes, other locked structures or spaces from which the student cannot readily exit; 4.) noxious substances; 5.) deprivation of basic human rights such as withholding meals, water or fresh air; 6) suspensions constituting a pattern as defined in state regulations; 7) treatment of a demeaning nature; 8.) electric shock; 9) methods implemented by untrained personnel; or 10) prone restraints, which are restraints by which a student is held face down on the floor.

Subsequent to a referral to law enforcement, an updated functional behavioral assessment and Behavior Support Plan shall be required for students with disabilities who have Behavior Support Plans at the time of such referral. If, as a result of such referral, the student is detained or otherwise placed in a residential setting located outside the district, the Director of Special Education or designee shall ensure that the responsible school district or intermediate unit is informed of the need to update the student's functional behavioral assessment and Behavior Support Plan.

### *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.

Currently, the Allegheny Valley School District is not experiencing any difficulty in ensuring FAPE for any of the disability categories. If the district would experience difficulty with a particular disability category, the district would work closely with the Allegheny Intermediate Unit's Interagency coordinator to provide supports for students who are difficult to place. If a student requires intensive interagency coordination to assist the district in the facilitation of an appropriate educational placement, the Regional Interagency Coordinator at Pittsburgh PaTTAN, after being informed of the case by PDE and the District, will assess the matter and assist in determining the barrier(s) preventing the student from receiving the agreed-upon placement. If necessary to resolve the matter, the district works with the Regional Interagency Coordinator to schedule a meeting of the local interagency team, which includes the family of the student, district representatives, representatives of the Allegheny Intermediate Unit when appropriate, and other relevant child serving agencies, such as county offices of Intellectually Disabled, Mental Health and Children, Youth and Families, and the Office of Vocational Rehabilitation. If with the help of this team the student's placement cannot be implemented within 30 calendar days, the district cooperates with the Bureau of Special Education and the Pennsylvania Department of Public Welfare with regard to appropriate interventions with other state agencies based on the student's needs and provision of FAPE.

The Allegheny Valley School District reports to the Pennsylvania Department of Education within five days those students identified but cannot currently be served in the public educational system and those who have waited more than 30 days for the provision of an appropriate educational placement (or are at substantial risk of waiting more than 30 days for a placement). The School District files timely documents updating the Department on a continuous basis until an appropriate placement is provided. The Allegheny School District reports students with disabilities who are placed on instruction conducted in the home or who receive homebound instruction in accordance with BEC 34 CFR 300.26(a)(1), Instruction Conducted in the Home, so that the Department can determine whether these students require intensive interagency coordination.

The Allegheny Valley School District currently has no students who are without a placement. No student is in a placement that has been determined to be inappropriate and/or in a placement that lacks the comprehensive services necessary to meet the student's needs as required by the district. However, the school district is aware and prepared to use Intensive Interagency Coordination services designed for those situations where it is mandated. The Allegheny Valley School District has had very rare need for the use of the Intensive Interagency Coordination model. In spite of this rare need, the district intends for the concept to be a mechanism for child-driven, family focused treatment, individualization and positive planning for the future, and a way to integrate prescribed expertise with multi-system participation.

The district continues to do everything possible to keep up-to-date with regard to the nature and extent of all services provided by all local private licensed facilities as well as Approved Private Schools. The district's Director of Special Education develops and maintains on-going relationships with personnel employed by all providers in an effort to always be familiar with local resources. The district is always equipped and ready to offer an appropriate program for all students no matter how difficult or problematic the circumstance.

### *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.

Currently the Allegheny Valley School District hosts five Learning Support classrooms and three Autistic Support classrooms K-12. All special education staff are highly qualified. The Allegheny Valley School District takes great pride in including students with disabilities in the regular education classroom to the maximum extent deemed appropriate by the IEP team. Students are supported with supplemental aides and supports as needed.

The Special Education classrooms use a variety of technology to help meet the student's needs. Promethean boards are used with curriculum technology components on a daily basis, reinforcing the skill/lesson. iPads are used by students to take notes, as communication devices, behavior reinforcements, and creative ways to supplement social skills curriculums.

The Special Education Department uses a variety of assessments to drive instruction and monitor student progress. Teachers use Direct Reading Assessments (DRA), READ Naturally, Dibels Reading and Math, Group Mathematics Assessment and Diagnostic Evaluation (GMADE), STAR assessment for both reading and math, Classroom Diagnostic Tool (CDT), classroom based assessments (CBA), Career Cruising, COPS, Brigance, Paths, . With such a variety of assessments, teachers are able to make more informed decisions about goals and everyday lessons.

The Special Education Department has an abundance of research based intervention programs that are used in the classrooms. We use "My Sidewalks", "Wilson Foundations", "Edmark", and "Language!" and "Language LIVE". The special education staff also has access to the Framework for Independent Living (FIL).

The district's transition services include a variety of innovative activities. Students participate in a coordinated set of surveys and assessments once they reach the age of 14. Teachers deliver lessons that focus on students developing self-advocacy, social and employment skills. Students have the opportunity to participate in field trips and to visit post-secondary institutions, places of employment, career and technology centers and vocational training facilities. The district's transition coordinator has implemented a school-based vocational education program that allows students to work throughout the school building to begin to develop employment skills. Work rotations include food service, library, supply, clerical and custodial duties. The district is in the process of developing a community-based vocational program that places students in non-paid internships in local businesses. Students learn the employment and social skills they may encounter in a real work setting. Strong partnerships have been established with community agencies that provide additional vocational, independent living and/or financial assistance to students.

The Allegheny Valley School District is proud to offer a Career and Community Summer Camp for students with disabilities. This camp promotes socially appropriate skills in a public setting, while exposing the students to functional skills for meaningful employment before entering the community workforce. Students study self-determination, self-advocacy, and work-readiness skills in the classroom, as well as in the community. In building their social skills, the Career and

Community students have the opportunity to partner with the Springdale Public Library as volunteers in their summer food program. Students then have the opportunity to practice using social skills by preparing, serving, and cleaning-up meals for children in the community. Students traveled into the community to ask for job applications and practiced answering questions potential employers may ask them using classroom scenarios.

In the classroom, students learn to prepare a budget, determine appropriate dress, find jobs that match their interests and skills, develop a resume and cover letter and practice going on an interview. After developing these skills students have the opportunity to have hands-on training at Giant Eagle, AVSD Food Bank, Springdale Library and Barnes and Noble.

The district has created programs to support Awareness for Disabilities building, district, and community-wide. The Steps to Awareness 5K, hosted by the District has made a positive difference throughout the community. Partnering with *The Autism Society of Pittsburgh*, all funds are used to support “Project Lifesaver”, a program with a mission is to bring loved ones home. It enables kids with disabilities to be located with a county-wide bracelet monitoring system. Funds are also used to support community field trips, our Extended School Year Program (Attack Theatre- communication and learning through movement and body language), and to promote student achievement by providing opportunities for students that they may never otherwise have. The Allegheny Valley School District prides itself on the ability to connect with and meet the needs of parents. Strong relationships have e been established by Incorporating special education trainings and information into existing district events such as Dr. Seuss Night, Education Celebration, Open House, Camp Out for the Common Core, and the Street Fair. Parents are surveyed at each IEP meeting to determine what their needs are and how to best meet those needs. Data is gathered through SurveyMonkey and analyzed by the special education department to aid in developing future trainings and events that correlate to the parental data.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))
- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))

- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

*There are no facilities.*

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Sunrise School for Exceptional Children	Special Education Centers	Center Based Program for moderate and severely intellectually disabled (LS) (AS)	4
The Day School at the Children's Institute	Approved Private Schools	Approved Private School for the moderate and severely intellectually disabled (LS)	1
Mon Valley School for Exeptional Children	Special Education Centers	Center Based Program for Emotional Support	1
Adelphoi	Other	Therapeutic Program for students with Emotional Support needs.	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Updating for special education plan.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colfax (ER)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 12	9	0.6
Colfax (ER)	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	6	0.4

### Program Position #2

*Operator:* School District

#### PROGRAM DETAILS

*Type:* Position

*Implementation Date:* July 1, 2015

*Reason for the proposed change:* Updating for special education plan.

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colfax (CY)	An Elementary	A building in which General	Itinerant	Autistic Support	9 to 10	4	0.44



	School Building	Education programs are operated					
Colfax (CY)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	11 to 14	5	0.56

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Updating special education plan.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Acmetonia (CL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	6 to 9	35	0.58
Colfax (CL)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	10 to 12	12	0.2
Springdale Jr./Sr. High School (CL)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 16	13	0.22

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 900 sq. ft.*Square footage of this classroom:* 987 sq. ft. (47 feet long x 21 feet wide)*Reason for the proposed change:* Updating for special education plan.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School (CP)	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	14 to 16	5	0.62
Springdale Jr./Sr. High School (CP)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	13 to 15	3	0.38

**Program Position #5**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Updating special education plan.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School (MG)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 14	8	0.67
Springdale Jr./Sr. High School (MG)	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	4	0.33

**Program Position #6**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Updating special education plan.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Acmetonia (MR)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	5 to 7	3	0.3
Acmetonia (MR)	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 10	6	0.7

**Program Position #7**

Operator: School District

**PROGRAM DETAILS**

Type: Position

Implementation Date: July 1, 2015

Reason for the proposed change: Updating special education plan.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Acmetonia (PN)	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Autistic Support	5 to 7	6	0.6
Acmetonia (PN)	An	A building in	Supplemental	Autistic	6 to 7	4	0.4

	Elementary School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support			
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**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Updating special education plan.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School (JN)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	17 to 18	8	0.62
Springdale Jr./Sr. High School (JN)	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 18	5	0.38

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Reason for the proposed change:* Updating special education plan**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School (JL)	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 15	6	0.43
Springdale Jr./Sr. High School (jl)	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 16	8	0.57

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 726 sq. ft.*Square footage of this classroom:* 726 sq. ft. (33 feet long x 22 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Colfax (RB)	An Elementary School Building	A special education Center in which no general education programs are operated	Itinerant	Speech and Language Support	10 to 12	6	0.2

**Program Position #11***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 726 sq. ft.*Square footage of this classroom:* 726 sq. ft. (33 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	14 to 14	1	0.2

**Program Position #12***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:* Position*Implementation Date:* July 1, 2015*Average square feet in regular classrooms:* 726 sq. ft.*Square footage of this classroom:* 726 sq. ft. (33 feet long x 22 feet wide)**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Springdale Jr./Sr. High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Blind or Visually Impaired Support	16 to 16	1	0.2

**Special Education Support Services**

Support Service	Location	Teacher FTE
Guidance Counselor (k-5)	Acmetonia Primary/Colfax Upper Elementary	1
Guidance Counselor (6-9)	Colfax Upper Elementary/Springdale Jr-Sr High School	1
Guidance Counselor (10-12)	Springdale Jr-Sr High School	1
Paraprofessional	Acmetonia	1
Paraprofessional	Acmetonia	1

Paraprofessional	Acmetonia	1
Paraprofessional	Acmetonia	1
Paraprofessional	Colfax	1
Paraprofessional	Colfax	1
Paraprofessional	Colfax	1
Paraprofessional	Springdale Jr-Sr High School	1
Paraprofessiona	Springdale Jr-Sr High School	1
Paraprofessional	Springdale Jr-Sr High School	1
Paraprofessional	Springdale Jr-Sr High School	1
Paraprofessional	Springdale Jr-Sr High School	1
Paraprofessional	Springdale Jr-Sr High School	1

### Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	2 Days
Physical Therapist	Outside Contractor	2 Days
School Psychologist	Intermediate Unit	4 Days
Director of Special Education	Multiple LEA (School Districts or Charter Schools)	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

This question has not been answered.

## District Accomplishments

### Accomplishment #1:

Springdale Junior Senior High School was awarded a Silver Medal in 2014 and a Bronze Medal in 2015 in the U.S. News & World Report's Best High Schools.

### Accomplishment #2:

The Allegheny Valley School District ranked 5th as an "Overachieving" District in 2014 in the annual Pittsburgh Times' Honor Roll ranking of 104 southwestern Pennsylvania school districts.

### Accomplishment #3:

78% of the graduating class of 2015 went on to College/University/technical schools.

### Accomplishment #4:

The District organized a 5K run to raise awareness for Autism in 2013. Over the years, the District has sponsored activities and a summer program with the proceeds. The summer program provides Allegheny Valley students with disabilities the opportunity to acquire job training and social skills within our own community.

### Accomplishment #5:

As indicated by the PVAAS 3-year average growth measure, PSSA math in Grade 6 exceeded the standard for PA academic growth standard with a score of 4.8 (dark blue).

As indicated by the PVAAS 3-year average growth measure, PSSA reading/ELS in Grades 4, 5, 6, and 8 exceeded the standard for PA academic growth standard with a score of 0.7 (dark blue).

As indicated by the PVAAS 3-year average growth measure, PSSA science in Grade 4 exceeds the standard for PA academic growth standard with a score of 72.1 (dark blue). The PVAAS 3-year average

growth measure for Grade 8 science meets the standard for PA academic growth with a score of -2.2 (green).

#### **Accomplishment #6:**

As indicated by the PVAAS three year average of .9 (green) on the Biology Keystone Exam, AVSD has successfully met the state average academic growth. As indicated by the PVAAS three year average of 9.5 (dark blue) on the Literature Keystone Exam, there is significant evidence that AVSD exceeded the state average academic growth.

#### **Accomplishment #7:**

After hours programs that support the elementary curriculum continue to thrive. Twenty-nine percent of the Acmetonia Primary School Students participate annually in the Summer Reading Bingo Program. Art Expression, Inc., an after-school program that promotes creative problem-solving skills, innovative design through art-based enrichment program, positive self-esteem and inspires interest in science and technology is open to students in grades 4, 5 and 6.

#### **Accomplishment #8:**

The Allegheny Valley School District has received over \$100,000 in competitive grant awards from the Grable/Benedum Foundations to promote STEAM education at each school building. Acmetonia Primary School developed Create U, a technology-rich, large multi-discipline area/library to encourage students to explore, create, and collaborate. Colfax Upper Elementary School developed the Living Classroom where students cross ecology with technology to monitor the environment. Springdale Junior Senior High School added Rachel's Neighborhood Garden as an extension of the Living Classroom to support STEAM education through the environment. The District was also awarded substantial grants through the National Science Foundation to promote robotics and grow the District's commitment to STEAM education .

## **District Concerns**

#### **Concern #1:**

Based on the School Performance Profile results for Springdale Junior Senior High School, the District is failing to move students from proficient to advanced levels across all tested subjects.

#### **Concern #2:**

Over the past 3 years Grade 7 students scored -5.9 (red) below the Standard for PA Academic Growth in reading.

Over the past 3 years, students in grades 5, 7 and 8 scored -2.4, -4 and -2 (red) respectively below the Standard for PA Academic Growth in math.

#### **Concern #3:**

The percent of students required to close the gap in science at Colfax Upper Elementary School was not met in 2014 and 2015.

#### **Concern #4:**

The number of graduates of Springdale Junior Senior High School with post-graduation plans that include entering a 4-year college, 2-year college or Technical Training program are decreasing by an average of 2% each year over the past four years.

#### **Concern #5:**

The number of economically disadvantaged students in the District continues to rise. Current percentage is near 50% for the 2015-2016 school year.

## **Prioritized Systemic Challenges**

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

#### **Aligned Concerns:**

Based on the School Performance Profile results for Springdale Junior Senior High School, the District is failing to move students from proficient to advanced levels across all tested subjects.

Over the past 3 years Grade 7 students scored -5.9 (red) below the Standard for PA Academic Growth in reading.

Over the past 3 years, students in grades 5, 7 and 8 scored -2.4, -4 and -2 (red) respectively below the Standard for PA Academic Growth in math.

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

#### **Aligned Concerns:**

Based on the School Performance Profile results for Springdale Junior Senior High School, the District is failing to move students from proficient to advanced levels across all tested subjects.

Over the past 3 years Grade 7 students scored -5.9 (red) below the Standard for PA Academic Growth in reading.

Over the past 3 years, students in grades 5, 7 and 8 scored -2.4, -4 and -2 (red) respectively below the Standard for PA Academic Growth in math.



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The percent of students required to close the gap in science at Colfax Upper Elementary School was not met in 2014 and 2015.

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

The percent of students required to close the gap in science at Colfax Upper Elementary School was not met in 2014 and 2015.

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The number of economically disadvantaged students in the District continues to rise. Current percentage is near 50% for the 2015-2016 school year.

**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:**

Based on the School Performance Profile results for Springdale Junior Senior High School, the District is failing to move students from proficient to advanced levels across all tested subjects.

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Over the past 3 years Grade 7 students scored -5.9 (red) below the Standard for PA Academic Growth in reading.

Over the past 3 years, students in grades 5, 7 and 8 scored -2.4, -4 and -2 (red) respectively below the Standard for PA Academic Growth in math.

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The number of economically disadvantaged students in the District continues to rise. Current percentage is near 50% for the 2015-2016 school year.

**Systemic Challenge #5** (*Guiding Question #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

The percent of students required to close the gap in science at Colfax Upper Elementary School was not met in 2014 and 2015.

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The number of graduates of Springdale Junior Senior High School with post-graduation plans that include entering a 4-year college, 2-year college or Technical Training program are decreasing by an average of 2% each year over the past four years.

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The number of economically disadvantaged students in the District continues to rise. Current percentage is near 50% for the 2015-2016 school year.

**Systemic Challenge #6** (*Guiding Question #9*) Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.

**Aligned Concerns:**

The number of graduates of Springdale Junior Senior High School with post-graduation plans that include entering a 4-year college, 2-year college or Technical Training program are decreasing by an average of 2% each year over the past four years.

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The number of economically disadvantaged students in the District continues to rise. Current percentage is near 50% for the 2015-2016 school year.

**Systemic Challenge #7** (*Guiding Question #10*) Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.

**Aligned Concerns:**

Based on the School Performance Profile results for Springdale Junior Senior High School, the District is failing to move students from proficient to advanced levels across all tested subjects.

# District Level Plan

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## Action Plans

**Goal #1: STANDARDS** We believe in a curriculum that is rigorous, relevant and drives resources to enhance student achievement. Accordingly the District shall develop and implement increased rigor and relevance in K-12 programs with an emphasis on math and science.

### 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 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 district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### Indicators of Effectiveness:

Type: Interim

Data Source: SAS, graduation requirements, PSSA, CDT, Keystone Exams

Specific Targets: More students will be able to pass end of course exams.

### Strategies:

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

**Description:** WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source:

[http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

[http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher\\_Moderation.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf) and [Common Assessments: Mike Schmoker. \(2006\) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.\)](#)

**SAS Alignment:** Assessment, Instruction

### *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](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) )

**SAS Alignment:** Assessment, Instruction

### *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source:

<http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach> ) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf) )

**SAS Alignment:** Instruction

### *Substantial Professional Development*

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

[http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel\\_2007033.pdf](http://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/rel_2007033.pdf) )

**SAS Alignment:** Instruction

### *Curriculum Mapping*

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

**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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Implementation Steps:*

#### *Curriculum Mapping*

**Description:**

Math and Science curriculum will be reviewed and realigned to include content that is aligned to PA Core Standards and competitive for 21st century skills.

**Start Date:** 7/1/2016      **End Date:** 6/30/2017

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

**Supported Strategies:**

- Instructional Coaching
- Curriculum Mapping
- Differentiating Instruction

## *Resources*

### **Description:**

Current instructional resources will be assessed with a focus on skill development and technology infusion. Decisions to replace and purchase additional resources will be made using similar criteria.

**Start Date:** 7/1/2016      **End Date:** 11/30/2017

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

### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

## *Technology Usage*

### **Description:**

Support and professional development will be provided to teachers as appropriate to improve the use of technology resources and increase District virtual learning options for students.

**Start Date:** 7/1/2016      **End Date:** 6/30/2018

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

### **Supported Strategies:**

- Instructional Coaching

- Substantial Professional Development
- Differentiating Instruction

### *Math and Science Across the Curriculum*

#### **Description:**

Support will be provided for teachers to link math and science PA Core Standards across all content areas as applicable. Implementation of appropriate math and science standards as identified will occur following alignment process.

**Start Date:** 7/1/2017      **End Date:** 6/30/2019

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

#### **Supported Strategies:**

- Instructional Coaching
- Substantial Professional Development

### *Benchmarking Student Progress*

#### **Description:**

Common local formative and summative assessments and strategies will be developed to benchmark student progress in math and science.

**Start Date:** 7/1/2017      **End Date:** 6/30/2019

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

#### **Supported Strategies:**

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development

## Common Assessments

### Description:

The District will promote the development of common formative and summative assessments. Assessments and strategies to benchmark student progress, particularly in math and science, will be implemented with fidelity across all courses. Assessment procedures will be evaluated annually to support uniformity and appropriateness.

**Start Date:** 7/1/2017      **End Date:** 6/30/2019

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

### Supported Strategies:

- Common Assessment within Grade/Subject
- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Substantial Professional Development
- Differentiating Instruction

**Goal #2: INSTRUCTION** We believe that, in order to be successful and competitive in the 21st century, students must have skills to access, evaluate and synthesize information from multiple sources. Thus, the District promotes regular and consistent use of instructional technology across all programs to engage teachers and students in effective teaching and learning practices.

### Related Challenges:

- Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.
- Establish a district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.



**Indicators of Effectiveness:**

Type: Annual

Data Source: Classroom teacher observations and PLC walk-through observations

Specific Targets: Teacher use of technology in daily instruction

**Strategies:***Common Assessment within Grade/Subject*

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

**SAS Alignment:** Assessment, Instruction

*Substantial Professional Development*

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

**SAS Alignment:** Instruction

*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](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf) ; Differentiated Instruction: Effective classroom practices report,

<http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf> ; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](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](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

### *Dual Enrollment Opportunities*

**Description:** Postsecondary Achievement of Participants in Dual Enrollment: An analysis of student outcomes in two States from the National Research Center for CTE at the University of Minnesota, reports that dual enrollment was positively related to the likelihood of earning a HS diploma, the likelihood of persisting to a second semester of college, and a statistically significant higher GPA one year after HS Graduation.

**SAS Alignment:** Safe and Supportive Schools

### *Online Learning Opportunities*

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

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

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

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

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

### **Implementation Steps:**

#### *Technology Philosophy*

**Description:**

Establish and communicate a 5-year Technology Plan that assesses infrastructure, resources, evaluates usage and establishes replacement protocol to all stakeholders.

**Start Date:** 7/1/2016      **End Date:** 6/30/2017

**Program Area(s):****Supported Strategies:**

- Dual Enrollment Opportunities
- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase

*District Technology Usage***Description:**

Evaluate options and efficiencies in technology usage for K-12 curricula.

**Start Date:** 7/1/2016      **End Date:** 6/30/2017

**Program Area(s):****Supported Strategies:**

- Common Assessment within Grade/Subject
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

*Technology Professional Development***Description:**

Expand the range and scope of technology professional development. Build internal capacity and cross training to the degree appropriate and possible

**Start Date:** 7/1/2016      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

### *Diverse Learning Environments*

**Description:**

Explore diverse learning environments. Design new or existing spaces that inspire creative and innovative learning experiences.

Offer diverse learning environments to all students such as flipped classrooms, blended learning and distance learning.

**Start Date:** 7/1/2017      **End Date:** 6/30/2019

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

**Supported Strategies:**

- Dual Enrollment Opportunities
- Online Learning Opportunities
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Differentiating Instruction

### *Technology Review*

**Description:**

The District will re-evaluate the effectiveness of processes, programs and infrastructure.

**Start Date:** 7/1/2018      **End Date:** 6/30/2019

**Program Area(s):**

### **Supported Strategies:**

- Dual Enrollment Opportunities
- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase

**Goal #3: INSTRUCTION** We believe our students need to be career and workforce prepared upon graduation. We will develop and systematize the acquisition of career and workforce ready skills for all students K-12.

### **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 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 district system that fully ensures each member of the district community promotes, enhances and sustains a shared vision of positive school climate and ensures family and community support of student participation in the learning process.
- Establish a district system that fully ensures professional development is focused, comprehensive and implemented with fidelity.
- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### **Indicators of Effectiveness:**

Type: Interim

Data Source: Quarterly reports from Technology Coordinator in conjunction with classroom/teacher observations.

Specific Targets: Students will have demonstrated 21st century skills and can identify their own strengths and weaknesses. Students will be aware of their own interests and abilities that will help them create a vision for themselves following graduation.

## **Strategies:**

### *Online Learning Opportunities*

**Description:** On average, students in online learning conditions perform modestly better than those receiving face-to-face instruction. This is based upon a small number of studies and caution is required in transferring findings to the K-12 population because the results are derived for the most part from studies in other settings (e.g. medical training, higher education).

<http://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

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

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

**Description:** The International Society for Technology in Education cites research that indicates an increase in access to technology has a positive effect on student achievement. (Source:

[http://www.k12hsn.org/files/research/Technology/ISTE\\_policy\\_brief\\_student\\_achievement.pdf](http://www.k12hsn.org/files/research/Technology/ISTE_policy_brief_student_achievement.pdf) )

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

### *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

### *Career Pathways*

**Description:** One of the characteristics of Career Pathways is the concept of learning in the context of careers; it was shown that students engaged in Career Pathways where math as taught in the context of career area learning did significantly better in math than did students not in career pathways. (Source:

[http://review.mprinc.com/connected\\_beta/downloads/MathLearningPilotStudy.pdf](http://review.mprinc.com/connected_beta/downloads/MathLearningPilotStudy.pdf) ) Career Pathways: education with a purpose provides strong support for Career Pathways but the support is inferential and not empirical. (Source: <https://www.cord.org/uploadedfiles/CareerPathwaysExcerpt.pdf> )

**SAS Alignment:** Standards

## *Problem Solving Skill Building Programs*

**Description:** WWC has reviewed a number of commercial problem solving skill building programs that have a variety of effects on achievement and behavior. (Source: <http://ies.ed.gov/ncee/wwc/sitesearch.aspx?Search=Problem+Solving+Programs&website=NCEE%2FWWC&x=6&y=9> )

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

### ***Implementation Steps:***

#### *Career Transition*

**Description:**

Research and develop career transition options for students as appropriate. Evaluate career awareness programs that emphasize STEAM careers.

**Start Date:** 7/1/2016      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Career Academies
- Career Pathways
- Problem Solving Skill Building Programs

#### *Career Partnerships and Connections*

**Description:**

Expand business partnerships to provide workplace experiences for students in grades 11 and 12. Refine and expand opportunities within the PDE 339 Guidance Plan.

**Start Date:** 7/1/2017      **End Date:** 6/30/2018

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

**Supported Strategies:**

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase
- Career Academies

*Measure of Growth***Description:**

As part of data collection, prior to the end of the 2017-2018 school year, students will complete electronic, anonymous surveys to measure self-efficacy, attitudes and motivation to develop future STEAM initiatives and career connections

**Start Date:** 7/1/2017      **End Date:** 6/30/2018

**Program Area(s):****Supported Strategies:**

- Career Academies
- Career Pathways

*Planning Forward***Description:**

Collect and review student data including pre and post surveys from all stakeholders, graduation transition data, assessment data, etc. Information analysis will be used to plan further professional development, identify best practices and refine STEAM implementation as appropriate

**Start Date:** 7/1/2018      **End Date:** 6/30/2019

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

**Supported Strategies:**

- Online Learning Opportunities
- Technology Infrastructure Enhancement/Technology Access and Training Increase



- Career Academies
- Career Pathways
- Problem Solving Skill Building Programs