

Mt Lebanon SD

**District Level Plan**

07/01/2020 - 06/30/2023

# District Profile

---

## Demographics

7 Horsman Dr  
 Pittsburgh, PA 15228  
 (412)344-2077  
 Superintendent: Timothy Steinhauer  
 Director of Special Education: Heather Doyle

## Planning Process

As described below, Mt. Lebanon School District initiated a Stakeholder-Driven Strategic Planning Process during the 2017-2018 school year. This process continued into the next school year and the plan developed was approved by the School Board in November of 2018. This resulting strategic plan has an end date of 2025. Relative to the Department of Education's Comprehensive Planning requirement, this plan will serve in this capacity. As in the past, the District will annually provide updates on progress towards goals to the School Board and community through our already developed processes.

The process for creating a long-range mission, vision, goals, and strategies is called strategic planning. The purpose and primary value of strategic planning is its power to involve a school's community in a process leading to new understandings and insights about what a school district might confront in the future and how it should react to those possibilities. The steps of the Mt. Lebanon School District Stakeholder-Driven Strategic Planning process were designed as a complete planning process. The plan includes reaffirmation of the mission, vision, and core values of our District. It also identifies the major challenges our District will need to address between 2019-2024, what priorities Mt. Lebanon community members identified as the most important skills and abilities students need to learn, as well as fiscal priorities. Also, our strategic plan includes a strategy map that defines what strategies the District will use to achieve the mission, vision, goals, and student learning targets; a system to track progress; a systems map illustrating how all the functions of the District and the strategic plan fit together; and finally, a deployment plan that specifies how the plan moves to action.

The Mt. Lebanon School District Stakeholder-Driven strategic planning steps included:

- 1) Determine the Membership of the Planning Committee

The Mt. Lebanon strategic planning process was led by co-chairs from the community as selected by the Board of School Directors.

The planning teams consisted of **core**, **executive**, and **steering** committees:

- The purpose of the **core** committee, comprised of five key District leaders, was to be advisory to the co-chairs of the steering committee during the entire process and to assist with the design of activities for each step in the process.
- The purpose of the **executive** committee was to provide information to the steering committee at certain steps in the process and create a strategy map and Balanced Scorecard that the steering committee reviewed and included as components of the strategic planning document.
  - The **executive** committee was comprised of all central office leaders and school principals in the District.
- The purpose of the **steering** committee was to develop the strategic plan and transmit the completed plan to the Superintendent of Schools for School Board review and approval.
  - To ensure that a representative sample of the demographics, beliefs, and ideologies of the community were on the steering committee, Lasswell's community sectors was suggested as the criteria for steering committee membership. It was important that the steering committee reflected the diversity of the Mt. Lebanon community as it went about the task of determining a preferred future for the School District. Using Lasswell's community sectors, examples of the types of people who would represent each segment included: **Government, Information, Finance, Public Health/Human Services, Education, Families, Community- and Faith-Based Organizations, Legal, and Students.**

The Mt. Lebanon community-at-large was invited to provide critical information needed for the steering committee to make decisions about the focus and priorities that were defined in the strategic plan. This included external scanning and survey information about what was most important for Mt. Lebanon to prepare for and address over the next six years. Community involvement in this strategic planning process was significant and essential.

## 2) First Steering Committee Meeting

### Agenda:

- Getting acquainted
- Superintendent charge
- Reviewing the strategic planning process and committee meeting calendar
- Overview what an external scanning process is and does
- Review the prepared external scan document

- External scan homework assignment (*read articles from newspapers and other sources about trends and issues in education that could influence the direction or sustainability of the Mt. Lebanon school district over the next six years and bring those sources to the next meeting*)

### 3) Finalize the External Scan and Develop the Stakeholder Involvement and Input Process

#### Agenda

- Review district demographic and performance data
- Finalize external scan data
- Identify priorities under each heading (*multivoting*)
- Overview community survey collection process
- Brainstorm responses that would be relevant to the intent of the first 4 questions based on external scan results and other information
- Determine how many responses will be included in each question (*no more than 20*)
- Determine how to disaggregate the data (*parent, community member, staff member, students, etc.*)
- List all the collection events and identify which steering committee members can attend each event (*school calendars, community calendars, and other documents need to be identified before this meeting so that scheduling can take place*)
- List what community organizations steering committee members belong to and who will be collecting survey data

During meeting #3 the strategic planning committee designed a selected response survey to collect information from the various stakeholders of the District. The survey asked four essential questions:

1. *What are the greatest challenges and issues MT. LEBANON has to address over the next six years in order to provide an excellent education to our students?*
2. *What are the most important skills and abilities students need to know or be able to do?*
3. *What evidence do you use to judge the quality of education in MT. LEBANON?*
4. *What should the financial priorities be for MT. LEBANON during the next six years?*

The specific priority statements found under each of these survey questions were developed by committee members from the priorities identified in the external scan.

There was the opportunity at the end of the survey for narrative answers to the following two questions:

- a. *What could MT. LEBANON do that would delight you?*
- b. *What information or advice would you give the strategic planning team as they make decisions about long-term priorities and goals?*

It was determined to be important to also hold a Community Forum to gather more input. The format for this forum was a large group session to provide overview of the process followed by breakout sessions with groups of the steering committee focused around the six questions above. This data was tabulated with the survey results.

#### *4) Draft Strategic Plan*

The purpose of the meeting was to take the information from the various community sources and prioritize District challenges, student learning targets, how educational quality was determined, financial issues, and what delights the community. It was up to the steering committee members, who were now the most informed about these issues, to make the final determination of priorities for the plan.

#### **Agenda**

- Review survey data
- Identify district challenge priorities
- Identify student learning target priorities
- Identify measures of quality education priorities
- Identify financial priorities
- Draft the strategic plan based on priorities

#### **5) Review and Finalize Strategic Plan**

The steering committee meeting was devoted to reviewing the draft of the strategic plan and then finalizing the plan. All the information analyzed and the content of discussions during steering committee meetings were reviewed one more time.

#### **Agenda**

- Review all information used to develop the strategic plan
- Determine if the plan reflected the reviewed information and revise if necessary

- Review the strategy map and scorecard for inclusion into the final strategic plan document
- Review the draft of the strategic plan
- Finalize the plan based on suggested changes by committee members (use consensus developing tools during this process)
- Steering committee member approve the plan and give it to the Superintendent
- School Board member(s) and the Superintendent thank steering committee members for their work and ask them to be in attendance at the School Board meeting when the plan is presented for approval

#### 6) Mt. Lebanon School Board Approval

The Superintendent presented the strategic plan to the School Board for approval.

### **Mission Statement**

*To Provide the Best Education Possible for Each and Every Student.*

As defined by its constituents, students, staff, parents and community, the mission of the Mt. Lebanon School District is to provide the best education possible in a fiscally responsible manner. This means operating within the constraints of local, state, and federal resources and limitations. Additionally, the Mt. Lebanon School District provides the best education possible for each individual student and every student collectively. Mt. Lebanon School District constituents will know this mission has been accomplished when the strategic plan goals have been achieved.

### **Vision Statement**

*A relentless pursuit of excellence.*

In order to achieve our mission, the District must pursue organizational excellence. The Mt. Lebanon School District uses criteria recognized throughout the nation as the best measure for defining organizational excellence and manages the performance of the school district by aligning to the strategic plan goals and by deploying and continually improving all systems and processes.

### **Shared Values**

The core values set the stage for providing the best education possible for Mt. Lebanon students. Core values are a system of beliefs and behaviors that an organization exhibits on a day to day basis.

They guide all processes and conditions in the District. By the District's commitment to continuous improvement at all levels of the organization and the meticulous attention to quality processes in management of the District, the Mt. Lebanon School District remains a provider of exemplary public education. The District's Core Values, which are found in [School Board Policy AE](#), are as follows:

- High Expectations for All
- Respect, Honesty, and Integrity
- Student Centered Learning
- Teamwork and Collaboration
- Continuous Improvement
- Data-Informed Decisions
- Value Stakeholder Contributions

## **Educational Community**

### **Description of the Educational Community:**

Mt. Lebanon is a Pittsburgh suburb with a national reputation for excellence. Located six miles from downtown Pittsburgh, this predominantly residential community is home to approximately 35,000 residents. Mt. Lebanon is a full-service municipality and ranks as one of Western Pennsylvania's few suburban communities that has very healthy and traditional business districts, as well as providing the possibility of living in a home, within neighborhoods that have sidewalks and tree-lined streets. The population is highly educated, with most adults having a college education. The community has a strong commitment to education and is actively involved in an educational partnership with the school district.

The commercial and business areas within the community are diverse and include small neighborhood commercial districts, a strong central and identifiable downtown area and mall-like developments. The area provides access to a regional market well in excess of one million persons. Mt. Lebanon is within minutes of world class cultural, educational, and recreational facilities and professional sports events. Mt. Lebanon is strategically located six miles southwest of the city of Pittsburgh, the site of more than 100 universities and corporate centers and one of the nation's leaders in research and development for software engineering, robotics, artificial intelligence, advanced materials and biomedicine.

In 2017 Mt. Lebanon received a Safe Communities America designation from the National Safety Council, placing it among an elite number of United States cities dedicated to preventing injury and death.

**Description of the School District:**

The Mt. Lebanon School District is a nationally recognized and award-winning school district. The District operates seven elementary schools (grades k-5), two middle schools (grades 6-8) and a high school (grades 9-12). The combination of a highly trained staff with educated and committed families results in students who achieve local, state and national honors in instructional, athletic and arts forums.

The District operates a K-12 program with various services and programs. Again, most students attend school in 1 of 10 buildings located in the township of Mt. Lebanon. These 10 buildings consist of seven elementary buildings (grades K-5), two middle school buildings (grades 6, 7, and 8), and one high school (grades 9-12). Some students requiring specialized attention due to educational needs may receive their educational program through a contracted service outside the district's boundaries. Elementary level students are served in their "neighborhood school" which is a unique trait of the District. Based on residence attendance zones, these students feed into one of the two middle schools. All students attend the centralized high school.

The delivery of educational services is organized around the traditional grade-level structure. A half-day kindergarten is in place at all elementary schools and multi-disciplinary teaming is used at the middle school. Graduation from high school requires the attainment of 43 total credits (each semester counts as 1 credit) including 8 credits of English, 6 credits of Math, 6 credits of Science, 6 credits of Social Studies, 1 credit of Physical Education, 1 credit of Health, 4 credits of Arts/Humanities, 1 credit of Information Technology, and 10 general credits. Some services available at various levels within the school district include the following: Title I Special Education, Gifted Education, STRIVE, Guidance Counseling, School Psychologists, Athletic Programs, Student Activities, Continuing Adult Education, Summer School, and Summer Enrichment.

At the onset of the 2018-2019 school year, The District consisted of 713 employees, including approximately 452 professional staff of teachers, guidance counselors, psychologists, and administrators. Nearly 75% of the professional staff held a master's degree or higher including 11 with doctorates. There were approximately 261 support staff including custodial and maintenance personnel, secretaries, administrative assistants, classroom aides, and personal care assistants. The Central Administration consisted of the District Superintendent, Assistant Superintendent of Secondary Education, Assistant Superintendent of Elementary Education, and five other District-wide directors in charge of communications, facilities, finance, human resources, and technology. Each of the District's 10 schools had one Building Principal. Each of the District's middle schools have an Assistant Principal. The high school had three Unit (Assistant) Principals.

**Student Enrollment within the School District in 2018-2019:**

'18-'19	Enrollmen	Asian	Black/Africa	American	Hawaiian/Pacifi	White	Hispani	Two
---------	-----------	-------	--------------	----------	-----------------	-------	---------	-----

			<u>n American</u>	<u>Indian/Alaska</u>	<u>c Islander</u>		<u>c</u>	<u>or</u>
				<u>n</u>				<u>More</u>
								<u>Races</u>
Foster Elementary	250	8.37%	0.8%	0.4%	0%	78.88%	3.19%	8.37%
Hoover Elementary	269	14.13%	2.6%	0%	0%	79.18%	0.74%	3.35%
Howe Elementary	375	5.84%	1.33%	0%	0%	86.74%	1.59%	4.51%
Jefferson Elementary	319	5.94%	2.19%	0%	0%	84.38%	1.88%	5.63%
Lincoln Elementary	427	3.29%	1.64%	0%	0.23%	85.21%	3.05%	6.57%
Markham Elementary	307	1.63%	1.3%	0%	0%	92.18%	1.63%	3.26%
Washington Elementary	426	6.57%	2.11%	0%	0%	82.86%	3.99%	4.46%
Jefferson Middle School	692	6.08%	1.01%	0.58%	0%	86.4%	2.03%	3.91%
Mellon Middle School	676	6.08%	2.23%	0%	0%	84.87%	3.26%	3.56%
High School	1,771	5.14%	1.58%	0.11%	0.34%	88.31%	2.48%	2.03%
District Totals	5,512	5.82%	1.65%	0.13%	0.13%	85.99%	2.49%	3.79%

**Educational Policy - School District Policy AD:**

It is the policy of the Board to promote the philosophy that education is a continuous process that involves the acquisition and application of knowledge, skills and a responsible attitude toward learning. The District will be organized to provide varied and adaptable educational programs to accommodate students who vary in ability, aptitude, cultural background and motivation.

Education should be intellectual in its direction, individualized in its approach, demanding in its efforts, character-building in its nature, humane in its treatment, and scientific in its method. The goal of our schools is to prepare students to be self-directed, creative life-long learners and responsible citizens.

Education is a shared responsibility among the students, schools, families and community. Sound educational decisions are best made when staff, students and parents/guardians work

collaboratively to aid student learning. This partnership with families and community strives to motivate and assist each student:

- To acquire the knowledge, skills, habits and experiences necessary to be productive in a global society;
- To utilize strategies to enhance personal wellness;
- To develop critical thinking skills and use problem-solving strategies;
- To develop self-discipline;
- To accept responsibility, acquire self-reliance and develop leadership skills;
- To formulate social and ethical values consistent with living in a democratic society;
- To appreciate the value of individual effort;
- To learn to adapt to change;
- To learn to collaborate with others; and
- To gain a fundamental knowledge that will serve as a basis for further development.

In accordance with the District's mission to provide the best education possible for each and every student, we believe that:

- Every individual has a unique combination of abilities and attributes that when recognized, nurtured and challenged help him/her achieve his/her full potential;
- Each individual has worth and deserves dignity and respect;
- All students can be successful learners;
- Successful learning builds self-esteem;
- Excellence in education is worth the commitment of time, effort and money;
- Learning is most effective in a safe, caring environment, taught by highly qualified teachers;
- High expectations directly affect performance;
- An educated citizenry is vital to a strong foundation for a democratic society;

It is the responsibility of elected school board members to define clearly the direction of the educational program, as proposed by professional staff, through policy and strategic planning and to see that policy is adhered to through planned evaluation activities. Policies of the Board can be most

clearly translated into an educational program if its policy is executed through the administrative staff, and through this leadership, to the entire staff.

The District values varied curricular areas, contributing to a broad educational experience.

The use of representative, non-political advisory groups at various levels of operation is advantageous to the decision-making process.

Support services are of value to the achievement of District goals. Therefore, the District will offer such services to the extent that they directly assist the student in the attainment of educational goals.

All experiences of the learner have educational potential and are not confined solely to formal curriculum. The District values extra-curricular activities that support the goals of the formal curriculum and needs of students.

Accountability for quality of the instructional program is best met through a continuing process of evaluation, research, data review, program development and professional development education activities.

School facilities are educational tools that should be maintained as carefully as any other instructional tool used in the educational program.

### **The School District Financial Position:**

Budget goals continue to provide for an excellent education system in adequate facilities at a cost reasonable for all residents. The superintendent and administration are annually given the direction to prepare a budget which addresses maintaining the core instructional programs and Strategic Plan goals. Annually, a budget with as low a millage rate increase as possible is prepared for the School Board. For example:

2018-2019 Financial Facts:

- Total budget - \$98,933,314
- Total Cost Per Student - \$18,001
- 2017-2018 Tax Rate - 23.93 mills
- 2018-2019 Tax Rate - 24.32 mills

## Planning Committee

Name	Role
Cissy Bowman	Administrator : Professional Education
Ron Davis	Administrator : Professional Education
Marybeth Irvin	Administrator : Professional Education
Hugh Beal	Board Member : Professional Education
Sarah Olbrich	Board Member : Professional Education
Ben Canan	Building Principal : Professional Education Special Education
Ron Kitsko	Building Principal : Professional Education
Aaron Lauth	Business Representative : Professional Education
Keith McGill	Business Representative : Professional Education
Nick Sohyda	Business Representative : Professional Education
Robyn Vittek	Business Representative : Professional Education
Noah Evans	Community Representative : Professional Education
Alex Greenbaum	Community Representative : Professional Education
Marie Reese	Community Representative : Professional Education
Mike Houck	Ed Specialist - Other : Special Education
Tina Tolkacevic	Ed Specialist - Other : Special Education
Casey Bowles	Ed Specialist - School Counselor : Professional Education
Heather Rehrig	Ed Specialist - School Psychologist : Professional Education Special Education
Jen Lombardo	Elementary School Teacher - Regular Education : Professional Education
Kim Robbins	Elementary School Teacher - Regular Education : Professional Education
Tina Raspanti	High School Teacher - Regular Education : Professional Education
Jodi Dunlap	High School Teacher - Special Education : Professional Education Special Education
Chris Stengel	Instructional Technology Director/Specialist : Professional Education
Emily Kirkham	Middle School Teacher - Regular Education : Professional Education
Louise Marino	Middle School Teacher - Regular Education :

	Professional Education
Jason Baer	Parent : Professional Education
Katie Caste	Parent : Professional Education
Jennifer Curran	Parent : Professional Education
Chris Dee	Parent : Professional Education
Stephanie Fedro-Byrom	Parent : Professional Education
Rob Gardner	Parent : Professional Education
Ellen Giarrusso	Parent : Professional Education
Rachna Jain	Parent : Professional Education
Bethann Lloyd	Parent : Professional Education
Lisa Silverman	Parent : Professional Education Special Education
Heather Doyle	Special Education Director/Specialist : Special Education
Kelly Donis	Student : Professional Education
Marissa Joseph	Student : Professional Education

# Core Foundations

---

## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

*None.*

#### Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Accomplished
Career Education and Work	Accomplished	Accomplished

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

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

*None.*

#### **Middle Level**

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

<b>Reading</b>		
<b>American School Counselor Association for Students</b>	Accomplished	Accomplished
<b>English Language Proficiency</b>	Accomplished	Accomplished
<b>Interpersonal Skills</b>	Accomplished	Accomplished
<b>School Climate</b>	Developing	Developing
<b>World Language</b>	Accomplished	Accomplished

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

*None.*

### High School Level

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

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

*None.*

### *Adaptations*

#### Elementary Education-Primary Level

*Checked answers*

- PA Core Standards: Mathematics

*Unchecked answers*

*None.*

**Elementary Education-Intermediate Level***Checked answers*

- Arts and Humanities
- PA Core Standards: Mathematics

*Unchecked answers*

*None.*

**Middle Level***Checked answers*

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers*

*None.*

**High School Level***Checked answers*

- Arts and Humanities
- PA Core Standards: English Language Arts
- PA Core Standards: Mathematics

*Unchecked answers*

*None.*

Explanation for any standards checked:

The elementary primary and intermediate level math programs have been designed to be developmentally appropriate, while exceeding the academic standards. Students are offered the opportunity to conceptually develop and enhance their cognitive math skills. The secondary math program has expanded the curricular standards to meet the needs of the community, specifically by creating and delivering post high school and/or career elements.

Arts and Humanities have enriched the academic standards through the development of competitions and showcases for students to demonstrate their skills.

**Curriculum**

## *Planned Instruction*

### Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of design, implementation, and refinement. The framework for the District's work is Understanding by Design as articulated by Wiggins and McTighe. The District utilizes an electronic mapping and alignment system, Atlas, to articulate the desired results, assessment evidence, and learning plans. The elementary program recently accomplished the procedures for measurement of mastery of objectives with the implementation of a standards-based report card in the 2015-2016 school year.

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

*None.*

### Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of design, implementation, and refinement. The framework for the District's work is Understanding by Design as articulated by Wiggins and McTighe. The District utilizes an electronic mapping and alignment system, Atlas, to articulate the desired results, assessment evidence, and learning plans. The elementary program recently accomplished the procedures for measurement of mastery of objectives with the implementation of a standards-based report card in the 2015-2016 school year.

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

*None.*

### Middle Level

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

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of design, implementation, and refinement. The framework for the District's work is Understanding by Design as articulated by Wiggins and McTighe. The District utilizes an electronic mapping and alignment system, Atlas, to articulate the desired results, assessment evidence, and learning plans.

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

*None.*

### High School Level

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

<b>instructional time to be devoted to achieving the academic standards are identified.</b>	
<b>The relationship between the objectives of a planned course, instructional unit or interdisciplinary studies and academic standards are identified.</b>	Accomplished
<b>Procedures for measurement of mastery of the objectives of a planned course, instructional unit or interdisciplinary studies are identified.</b>	Accomplished

Processes used to ensure Accomplishment:

Curriculum planning is viewed as a continuous process of design, implementation, and refinement. The framework for the District's work is Understanding by Design as articulated by Wiggins and McTighe. The District utilizes an electronic mapping and alignment system, Atlas, to articulate the desired results, assessment evidence, and learning plans.

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.

#### **Universal design for learning (UDL)**

is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The UDL framework guides the design of instructional goals, assessments, methods, and materials that can be customized and adjusted to meet individual needs. In the past decade, there have been unprecedented ways Universal Design for Learning (UDL) was inspired by such advances in cognitive neuroscience research and offers a framework that integrates what we know about the learning brain to inform the design of environments that support all learners. Generally, incoming sensory information, such as what we see and hear, is received in the back of the brain, including the occipital and temporal lobes of the brain (Recognition networks), processed and relayed for meaning in the center of the brain (Affective networks), and is organized in the frontal lobes for response or action (Strategic networks). While there is no linear progression for this process, this model for thinking about three broad learning networks can be helpful when we design learning experiences. The UDL Guidelines and associated checkpoints align to this neurological organization and help educators address the predictable variability in learning that we know will be present in any environment. UDL recognizes variability in:

- Engagement (the why of learning, which aligns with affective networks): interest, effort and persistence, and self regulation

- Representation (the what of learning, which aligns with recognition networks): perception, language and symbols, and comprehension
- Action & Expression (the how of learning, which aligns with strategic networks): physical action, expression and communication, and executive function

With this background, the following hand-out (<https://goo.gl/jgwQuv>) illustrates the connection to curriculum and instruction, as well as the thoughtful and purposeful means by which educators can impact the learning of their students.

## Instruction

### *Instructional Strategies*

#### *Checked Answers*

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

#### *Regular Lesson Plan Review*

##### *Checked Answers*

- Not Reviewed

##### *Unchecked Answers*

- Administrators
- Building Supervisors
- Department Supervisors
- Instructional Coaches

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

The District employs a comprehensive supervision model based on the work of Charlotte Danielson. The District's Differentiated Growth Model provides four tracks for supervision. Track 1 requires participation in induction, a minimum of 1 comprehensive observation per semester and unlimited classroom visits and feedback sessions. Peer coaching is required as part of the induction process. Track 2 requires a comprehensive observation and unlimited classroom visits per year as well as unlimited feedback sessions. Track 3 requires a formalized professional development plan, optional observations and unlimited classroom visitations and feedback sessions. Track 4 necessitates the development of a focused assistance plan including multiple observations and supervisory meetings.

Additionally, the structure of support for teachers includes teacher leaders at both the elementary and secondary levels. These leaders provide peer coaching and professional development. Walkthroughs are completed by building, as well as central office, administrators.

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

Lesson plans are an indication of what is intended to be taught by the classroom teacher. For a multitude of reasons, what is intended to occur in a classroom during any given period might not translate to what actually occurred. For this reason, the District has placed its emphasis on assessment, a measurement of what actually has occurred in the classroom. Additionally, the emphasis on assessment aligns with the District's adopted curriculum process of Understanding by Design (Wiggins & McTighe). Therefore, the District's curriculum mapping software, Atlas, identifies all assessments that are to be incorporated into a course, and it is this data source that is used during the observation/evaluation process.

### *Responsiveness to Student Needs*

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

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

If necessary, provide further explanation. (Required explanation if column selected was *None*.)

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

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

If necessary, provide further explanation. (Required explanation if column selected was *None*.)

**Middle Level**

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

If necessary, provide further explanation. (Required explanation if column selected was *None*.)

**High School Level**

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

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

The high school uses a traditional 8-period schedule. Double periods are implemented in the delivery of science, allowing teachers flexibility during the integration of lab experiences. Student schedules are planned accordingly to provide opportunities for those in need to receive additional academic support.

***Recruitment***

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

The District employs a comprehensive screening and hiring process to recruit the most effective and highly qualified teachers in order to meet the needs of all students including those who are below proficiency and are at risk of not graduating. 100% of district employees have obtained the highly qualified status.

The District utilizes AppliTrack as the software package to facilitate the hiring process. Screening begins with an application review. Most applications are gathered from our District's web-site advertisement and the PA Educator site, however on occasion, the District will place ads in various educational publications as well as the local newspaper to increase the applicant pool. Selected candidates are then asked to participate in several rounds of interviews, which includes either an observation of actual classroom teaching or a demonstration lesson in the presence of students. Interviews are conducted by building administrators and teacher instructional leaders. Finalists are sent to the assistant superintendents and superintendent for a final interview and then if recommended, the name(s) are forwarded to the School Board for approval.

Assignment of staff is typically predicated on the review of the applicant's strengths, educational background, training(s), and experience(s), efforting to make the best fit between the District's needs and the candidate's capacities.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 20/21	SY 21/22	SY 22/23
<b>Total Courses</b>	33.00	33.00	33.00
<b>English</b>	5.00	5.00	5.00
<b>Mathematics</b>	3.00	3.00	3.00
<b>Social Studies</b>	4.00	4.00	4.00
<b>Science</b>	3.00	3.00	3.00
<b>Physical Education</b>	2.00	2.00	2.00
<b>Health</b>	1.00	1.00	1.00
<b>Music, Art, Family &amp; Consumer Sciences, Career and Technical Education</b>	5.00	5.00	5.00
<b>Electives</b>	10.00	10.00	10.00
<b>Minimum % Grade Required for Credit (Numerical Answer)</b>	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: *Checked answers*

- Completion of secondary level coursework in English Language Arts (Literature), Algebra I and Biology in which a student demonstrates proficiency on the associated

Keystone Exam or related project-based assessment if § 4.4(d)(4) (relating to general policies) applies.

*Unchecked answers*

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

- Completion of an Advanced Placement exam or International Baccalaureate exam that includes academic content comparable to the appropriate Keystone Exam at a score established by the Secretary to be comparable to the proficient level on the appropriate Keystone Exam.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

### *Methods and Measures*

#### Summative Assessments

Summative Assessments	EEP	E EI	ML	HS
PSSA		X	X	
Teacher developed content based common assessments, textbook assessments, and performance assessments	X	X	X	X
Semester Exams				X
Final Exams			X	X
Career Unit Self-Reflections			X	X
Student Writing Portfolios	X	X	X	X
Advanced Placement Results				X
SAT/ACT Results				X

<b>Olweus Survey</b>	X	X	X	
<b>Research Papers</b>				X
<b>Basic Facts Assessment C</b>	X	X		
<b>Science Lab Reports</b>	X	X	X	X
<b>School College and Ability Test and Curriculum-Based Assessment</b>		X		
<b>Keystone Exams</b>				X

### Benchmark Assessments

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Fitness Grams</b>	X	X	X	X
<b>Measure of Academic Progress (MAP)</b>	X	X		
<b>AIMSweb Reading</b>	X	X	X	
<b>AIMSweb Mathematics</b>	X			
<b>Common Art Assessment - Grade 5</b>		X		
<b>Common Vocal Music Assessment - Grade 3</b>		X		
<b>Common Semester Exams</b>				X
<b>CDTs</b>			X	X
<b>Study Island</b>		X	X	

### Formative Assessments

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Classroom assessments</b>	X	X	X	X
<b>Observation of student performance</b>	X	X	X	X
<b>AIMSweb Reading and Mathematics</b>	X	X		
<b>Anticipatory Sets</b>	X	X	X	X
<b>Closures</b>	X	X	X	X
<b>Journaling</b>	X	X	X	X
<b>Basic Fact Assessment A and B</b>	X	X		

### Diagnostic Assessments

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>TOWRE</b>	X	X	X	
<b>GORT</b>	X	X	X	
<b>Key Math</b>	X	X		
<b>Language Live</b>			X	X

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>External Review</b>				
<b>Intermediate Unit Review</b>				

<b>LEA Administration Review</b>				
<b>Building Supervisor Review</b>	X	X	X	X
<b>Department Supervisor Review</b>	X	X	X	X
<b>Professional Learning Community Review</b>	X	X	X	X
<b>Instructional Coach Review</b>				
<b>Teacher Peer Review</b>	X	X	X	X

Provide brief explanation of your process for reviewing assessments.

The District has regularly scheduled grade level and department professional meetings. At these meetings, as well as during professional development days, teachers discuss assessment procedures and reach consensus on types of assessments to be used throughout the year. Building supervisors participate in these discussions. The measures are recorded in the electronic curriculum mapping system, Atlas. These assessments are then used as the basis for assigning grades for report cards.

### *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.

Not Applicable.

### *Collection and Dissemination*

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

The District utilizes a variety of systems to collect, analyze, and disseminate assessment data efficiently and effectively for use by District instructional leaders and teams. The process originates each summer with the PSSA/Keystone Exam raw data file provided by the Department of Education. Assistant Superintendents and Principals organize the raw data files into grade level, subject-area, and eventually teacher data. This data is cross-verified when Emetrics, PVAAS, and Eidex sites are populated with data. Additionally, the College Board site and/or District/building-level paper reports are used to understand Advanced Placement and SAT/ACT data.

As a core value, data informed decisions, are viewed as an integral component of all processes and the Strategic Plan. Data is used as part of the Plan, Do, Study, Act (PDSA) cycle with the emphasis being on continuous improvement. The administration and staff use data to develop individual, grade level, departmental, building level, and district level improvement plans. The Superintendent has required that Individual Learning Plans be developed for all students who are not proficient on the PSSA. This has been expanded to

include all students who demonstrate significant difficulties on DIBELS or MAP. Grade level plans are developed when there is a concern across a particular grade level. Plans for professional development are derived from this analysis. Data is analyzed by departments to determine district level effectiveness. At times, major curricular revisions occur based on the data analysis. Other plans may reflect minor curricular adjustments. The District analyzes various data sets to determine if system modifications are necessary. Data reporting mechanisms vary depending on the data source and its intended purpose. Some data, such as the District and Building Level Report Cards, are reported publicly through the District's website. Annually, building principals present a building-level academic performance data presentation to their respective Parent-Teacher-Association (PTA/PTSA). Data is also presented to the Board in a Student Academic Outcomes Report. This report is also posted on the website. Finally, District and building-level data is reported to the public via the Future Ready PA Index web-site.

### *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.

Information from the various assessments is used to assist students who have not demonstrated achievement of the academic standards. Individual Learning Plans are developed to focus on goal attainment and highlight supports that will be utilized to assist the each student in achieving proficiency. Supports may be provided in the regular classroom through differentiation or in-class remediation. Supports may also be provided within or outside of the regular classroom setting through intervention specialists such as reading specialists or special education teachers. Additionally, students may be required to take remedial courses to develop the skills and knowledge necessary to demonstrate proficiency on the academic standards.

### *Assessment Data Uses*

<b>Assessment Data Uses</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
<b>Assessment results are reported out by PA assessment anchor or standards-aligned learning objective.</b>	X	X	X	X
<b>Instructional practices are identified that are linked to student success in mastering specific PA assessment anchors, eligible content or standards-aligned learning objectives.</b>	X	X	X	X
<b>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.</b>	X	X	X	X

<b>Instructional practices modified or adapted to increase student mastery.</b>	X	X	X	X
---------------------------------------------------------------------------------	---	---	---	---

Provide brief explanation of the process for incorporating selected strategies.

The selected strategies are incorporated into the Individual Learning Plans as described above.

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

Not applicable.

### *Distribution of Summative Assessment Results*

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

Provide brief explanation of the process for incorporating selected strategies.

The District routinely distributes summative data results to the public. Yearly, the Board is presented with the Student Academic Outcomes Report. The report is a compilation of data sets and includes comparative and longitudinal data. The presentation can be viewed on the local cable channel. The presentation is linked to the District's web site. Annually, building principals present a building-level academic performance data presentation to their respective Parent-Teacher-Association (PTA/PTSA). Also, data sets, including building and District Report Cards, are linked to the web. Finally, student summative data will be publicly displayed on the Future Ready PA index.

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

The District provides a multitude of methods to distribute summative assessment results.

## Safe and Supportive Schools

### *Assisting Struggling Schools*

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

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

Each school in the District is expected to develop Building Level Actions plans to address student achievement. In addition to building level plans that address issues of educational processes, content delivery and/or student motivation, each building level administrator is expected to develop an Individual Learning Plan (ILP) for every student who scores below proficiency on the state assessments. Multiple data points are considered when developing an ILP, including but not limited to student course grades, prior performance results on summative assessments, benchmarking assessments, and diagnostic assessments.

### *Programs, Strategies and Actions*

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

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

The School District added a School Resource Officer at the high school at the onset of the 2018-19 school year. Additionally, the District has a positive working relationship with the local law enforcement agency. The juvenile protection officer and the schools' administrators are in continual communication with one another. Two crime prevention unit officers are frequently in the elementary and middle schools making formal presentations to the students on a myriad of topics. On duty officers complete walk through visits to all ten school buildings on a weekly basis.

### *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.)**

Information about Gifted Services is available on the District's web-site. Parental awareness meetings occur at elementary, middle and high school annually. A parent can ask for a gifted evaluation at any point in the student's academic career. The District also had a thorough process to identify students who may be gifted in elementary school. Students in grades 1 and 3 are screening based upon their NWEA MAP data; following addition assessments, those who meet the criteria are moved forward in the process to get permission to conduct a gifted evaluation in 2nd grade. This same process occurs in 3rd to 4th grade.

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

Students may be referred for consideration as mentally gifted through a teacher or parent nomination or when their performance meets established District screening criteria.

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

The District obtains parental consent to conduct a multi-disciplinary evaluation. An evaluation team comprised of school personnel (principal, teachers, school psychologist) and the child's parents contribute data regarding the child's intellectual ability, academic achievement, and classroom performance. Findings are summarized in a Gifted Written Report (GWR). Following completion of the evaluation, the child's parents, the school psychologist, teachers and principal (or designee) meet as a Gifted Individual Education Program (GIEP) team to review the evaluation results and determine the child's eligibility for identification as mentally gifted. Generally, the team seeks evidence that the child possesses and displays characteristics viewed as significantly different in comparison to peers. Specific indicators include the student's level on an individual measure of ability, performance on achievements tests, superior classroom performance as evidenced by report card grades, and observation of characteristics associated with giftedness by the child's teachers and parents.

#### **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.**

When the GIEP team identifies the student as mentally gifted and in need of specially designed instruction, a GIEP is written to describe the extent of the supportive intervention appropriate for the child. The child's GIEP is reviewed annually. As a student's needs change, a reevaluation may be necessary to determine if a continued need exists for specially designed instruction. The following best describes the options for a continuum of services to meet the needs of students identified as gifted:

- Enrichment activities designed to increase the depth and/or breadth of the student's learning experiences through differentiated assignments, independent study, alternative learning projects, and higher-level instructional materials
- Acceleration to enable a student to complete the program in less time or at an earlier age than usual
- Special groupings which involve placing a student in instructional groups and classes according to significant factors such as ability, interest, achievement, or instructional purpose
- Specialized study opportunities which extend the curriculum by providing offerings that appeal to individual student interest and capabilities

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
<b>Academic Counseling</b>	X	X	X	X
<b>Attendance Monitoring</b>	X	X	X	X
<b>Behavior Management Programs</b>	X	X	X	X
<b>Bullying Prevention</b>	X	X	X	X
<b>Career Awareness</b>	X	X	X	X
<b>Career Development/Planning</b>			X	X
<b>Coaching/Mentoring</b>			X	X
<b>Compliance with Health Requirements -i.e., Immunization</b>	X	X	X	X
<b>Emergency and Disaster Preparedness</b>	X	X	X	X
<b>Guidance Curriculum</b>	X	X	X	X
<b>Health and Wellness Curriculum</b>	X	X	X	X
<b>Health Screenings</b>	X	X	X	X
<b>Individual Student Planning</b>	X	X	X	X
<b>Nutrition</b>	X	X	X	X
<b>Orientation/Transition</b>	X	X	X	X
<b>RTII/MTSS</b>	X	X		
<b>Wellness/Health Appraisal</b>	X	X	X	X

### *Diagnostic, Intervention and Referral Services*

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

### *Consultation and Coordination Services*

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

### *Communication of Educational Opportunities*

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

District classroom teachers and individuals providing interventions collaborate on a regular basis to discuss student need and academic progress. As was mentioned previously, individual student learning plans are developed for student's who have not obtained proficiency. Collaborations occur during common planning time. At the elementary level, an RTII/MTSS process is utilized. This requires regular data reviews and ensures collaboration between the classroom teacher and the intervention specialist.

### *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 District shares information with area child care providers through bi-annual meetings to discuss programing and transitions from child care to school. Principals attend early intervention meetings for students scheduled to attend school in their buildings. Each elementary school houses its own after school program on site, thus enabling frequent communication. Members of the guidance department interact on a regular basis with the local workforce investment board.

### *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.

Building principals and special education staff attend early intervention program meetings to ensure a smooth transition between programs. In the spring of each year, District school psychologists meet with parents of potential kindergarten students who have special needs, to assist with the transition process. Permission to Evaluate forms are signed so that a comprehensive evaluation can be conducted in a timely manner. Evaluations are concluded prior to the beginning of the fall term so that the District can determine the supports and accommodations necessary for the child.

The District holds a Kindergarten Orientation in the spring of each year to assist the child and the family with the transition to the kindergarten program. A presentation is made to the parents highlighting various aspects of the kindergarten program. General questions are answered at that time. Incoming students are also able to visit the kindergarten classroom and interact with the teacher. They are given a short assessment to provide data to the teachers and principal. At the beginning of the year, there is a "meet the teacher" event before school starts. Additionally, each kindergarten teacher conducts an individual interview with the student and his/her parent(s). Finally, individual parent conferences are held in the fall to provide parents with information about their child's acclimation and progress.

Parents are encouraged to contact building staff at any time should they have a question or concern.

## Materials and Resources

### *Description of Materials and Resources*

#### Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are identifying and obtaining the aligned supports to deliver their curriculum. A line item in the District budget is allocated to ensuring that each grade level has the capacity to obtain necessary

supplies. Many resources are made available to staff and students through technology resources. Specifically, the District uses a Dashboard system, whereby teachers place student work expectations, links to relevant materials, electronic resources, etc. And, the District allocates resources to meet the individual needs of the students, thereby differentiating the supports based on student need.

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

*None.*

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

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

Provide explanation for processes used to ensure Accomplishment.

High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are identifying and obtaining the aligned supports to deliver their curriculum. A line item in the District budget is allocated to ensuring that each grade level has the capacity to obtain necessary supplies. Many resources are made available to staff and students through technology resources. Specifically, the District uses a Dashboard system, whereby teachers place student work expectations, links to relevant materials, electronic resources, etc. And, the District allocates resources to meet the individual needs of the students, thereby differentiating the supports based on student need.

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

*None.*

### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are identifying and obtaining the aligned supports to deliver their curriculum. A line item in the District budget is allocated to ensuring that each department has the capacity to obtain necessary supplies. Many resources are made available to staff and students through technology resources. Specifically, the District uses a Dashboard system, whereby teachers place student work expectations, links to relevant materials, electronic resources, etc. And, the District allocates resources to meet the individual needs of the students, thereby differentiating the supports based on student need.

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

*None.*

### High School Level

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

Provide explanation for processes used to ensure Accomplishment.

High quality, aligned instructional materials and resources are ensured through the curriculum development process whereby instructional staff are identifying and obtaining the aligned supports to deliver their curriculum. A line item in the District budget is allocated to ensuring that each department has the capacity to obtain necessary supplies. Many resources are made available to staff and students through technology resources. Specifically, the District uses a Dashboard system, whereby teachers place student work expectations, links to relevant materials, electronic resources, etc. And, the District allocates resources to meet the individual needs of the students, thereby differentiating the supports based on student need.

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

*None.*

### *SAS Incorporation*

#### Elementary Education-Primary Level

Standards	Status
<b>Arts and Humanities</b>	Implemented in

	50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms

<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Full Implementation
<b>Early Childhood Education: Infant-Toddler</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

- The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students.

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

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

	district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

- Full compliance with the career readiness benchmark requirements.

- The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students.

### Middle Level

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

	classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Full Implementation
<b>School Climate</b>	Full Implementation
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

- PDE 339 Plan developed, approved, and implemented.
- Full compliance with the career readiness benchmark requirements.
- The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students.
- SAS materials and resources, particularly as it relates to the Keystone Exams, are integrated into each ELA and math classroom.
- Olweus is adopted and implemented to address school climate and interpersonal skill standards.
- The ASCA model is implemented to address the school counselor standards.
- Career standards are explicitly addressed in the guidance department. Content teachers discuss relevant careers to the course of study being taught.

### High School Level

Standards	Status
-----------	--------

<b>Arts and Humanities</b>	Implemented in 50% or more of district classrooms
<b>Career Education and Work</b>	Implemented in 50% or more of district classrooms
<b>Civics and Government</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: English Language Arts</b>	Full Implementation
<b>PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects</b>	Implemented in 50% or more of district classrooms
<b>PA Core Standards: Mathematics</b>	Full Implementation
<b>Economics</b>	Implemented in 50% or more of district classrooms
<b>Environment and Ecology</b>	Implemented in 50% or more of district classrooms
<b>Family and Consumer Sciences</b>	Implemented in 50% or more of district classrooms
<b>Geography</b>	Implemented in 50% or more of district classrooms
<b>Health, Safety and Physical Education</b>	Implemented in 50% or more of district classrooms
<b>History</b>	Implemented in 50% or more of district classrooms
<b>Science and Technology and Engineering Education</b>	Implemented in 50% or more of district classrooms
<b>Alternate Academic Content Standards for Math</b>	Implemented in 50% or more of district

	classrooms
<b>Alternate Academic Content Standards for Reading</b>	Implemented in 50% or more of district classrooms
<b>American School Counselor Association for Students</b>	Full Implementation
<b>English Language Proficiency</b>	Full Implementation
<b>Interpersonal Skills</b>	Implemented in 50% or more of district classrooms
<b>School Climate</b>	Implemented in 50% or more of district classrooms
<b>World Language</b>	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

- PDE 339 Plan developed, approved, and implemented.
- Full compliance with the career readiness benchmark requirements.
- The District has embarked on a Social and Emotional Learning journey to advance CASEL's (Collaborative for Academic, Social and Emotional Learning) framework that incorporates Mindfulness as one strategy to achieve more emotionally balanced students.
- SAS materials and resources, particularly as it relates to the Keystone Exams, are integrated into each ELA and math classroom.
- The ASCA model is implemented to address the school counselor standards.
- Link Crew, a high school transition program that welcomes freshmen and makes them feel comfortable throughout the first years of their high school experience, from the Boomerang Project is implemented.
- Career standards are explicitly addressed through the guidance department. Content teachers discuss relevant careers in the course of study being taught.

### ***Early Warning System***

The free PA Educator Dashboard Early Warning System and Intervention Catalog (PA EWS/IC) utilizes the metrics of Attendance, Behavior and Course grades to identify students who may be on a path to dropping out of school. Please indicate your selection of the following options.

Yes, we are interested in the PA EWS/IC for our district, and would like more information regarding the process.

## Professional Education

### *Characteristics*

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

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

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

- The District employs a "teacher leader" management model whereby faculty throughout the K-12 spectrum can assume leadership roles in grade level or department leadership.

- Building administrators are responsible for a curriculum area and/or grade level to ensure fidelity with standards, assessments, and resources.
- The tenants of a Professional Learning Community are embedded within the District culture.
- The District provides administrators with direct access to student performance data so that appropriate considerations can be made during the decision-making process.
- The District provides faculty with access to student data through various tools and resources (raw data, Emetrics, PVAAS, Eidex).
- The District employs a PIL program for its administrators.
- The Districts provides a needs-based professional development plan so as to develop specific individual skills in the areas of curriculum, instruction, assessment, interventions, standards and management.

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

All strategies are included.

### *Professional Development*

#### **Mt Lebanon SD Professional Development**

<b>Title:</b>	Universal Design for Learning
<b>Description</b>	<p>Universal Design for Learning (UDL) is a framework for thinking about teaching and learning based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments that can accommodate individual learning differences.</p> <p>The District will offer professional learning opportunities around the understanding of UDL and the research base behind it. Teachers will make connections to UDL with regard to their current students and instructional responsibilities. They will be provided time to find resources and create learning activities that encompass the principles of UDL. The CAST</p>

	website will be an important source of knowledge.
<b>Person Responsible</b>	Assistant Superintendents
<b>Start Date:</b>	7/1/2020
<b>End Date:</b>	6/30/2026
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education
<b>Hours Per Session</b>	3.5
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	450
<b>Provider:</b>	Mt Lebanon School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Teachers will understand the research base behind Universal Design for Learning. They will recognize the importance of this concept in meeting the needs of all learners. They will apply this knowledge in the creation of their unit and lesson plans.
<b>Research &amp; Best Practices Base:</b>	CAST is a nonprofit education research and development organization that works to expand learning opportunities for all individuals through Universal Design for Learning.  <a href="http://www.cast.org/">http://www.cast.org/</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>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.</li> <li>Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>Series of Workshops</li> <li>Online-Asynchronous</li> </ul>

	<ul style="list-style-type: none"> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• New Staff</li> <li>• Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussion</li> <li>• Lesson modeling with mentoring</li> <li>• Joint planning period activities</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Review of participant lesson plans</li> </ul>

**Mt Lebanon SD  
Professional Development**

<b>Title:</b>	Social and Emotional Learning
<b>Description</b>	Social and emotional learning (SEL) is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
<b>Person Responsible</b>	Assistant Superintendents
<b>Start Date:</b>	7/1/2020
<b>End Date:</b>	6/30/2026
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Student Services
<b>Hours Per Session</b>	3.5
<b># of Sessions:</b>	4
<b># of Participants Per Session:</b>	450
<b>Provider:</b>	Mt Lebanon School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Participants will learn the social and emotional competencies, how they impact student health, wellbeing, and learning. They will identify strategies that increase social and emotional wellbeing in learning environments.
<b>Research &amp; Best Practices Base:</b>	The Collaborative for Academic, Social, and Emotional Learning (CASEL) is the world's leading organization advancing one of the most important fields in education in decades: the practice of promoting integrated academic, social, and emotional learning for all children in preschool through high school.  <a href="https://casel.org/">https://casel.org/</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with parents and community partners.</li> </ul>
<b>For school or LEA</b>	<ul style="list-style-type: none"> <li>• Empowers leaders to create a culture of teaching and learning,</li> </ul>

<b>administrators, and other educators seeking leadership roles:</b>	with an emphasis on learning.
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• School counselors</li> <li>• Paraprofessional</li> <li>• Classified Personnel</li> <li>• New Staff</li> <li>• Other educational specialists</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Journaling and reflecting</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Participant survey</li> <li>• Review of participant lesson plans</li> </ul>

**Mt Lebanon SD  
Professional Development**

<b>Title:</b>	Technology to Support Student Learning
<b>Description</b>	Technology is a catalyst for learning that provides authentic learning environments and experiences where students are able to seamlessly use and move between multiple devices Technology resources are equitably deployed across all buildings to allow teachers to use technology to enable and enhance student learning
<b>Person Responsible</b>	Director of Technology
<b>Start Date:</b>	7/1/2020
<b>End Date:</b>	6/30/2026
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Teacher Induction, Special Education, Gifted Education, Educational Technology
<b>Hours Per Session</b>	3.5
<b># of Sessions:</b>	6
<b># of Participants Per Session:</b>	450
<b>Provider:</b>	Mt Lebanon School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Teachers will be knowledgeable about technology tools that enhance student learning as well as those that provide remediation and enrichment for students. They will develop lesson plans that incorporate technology for the purpose of better engaging students in the content and skills addressed.
<b>Research &amp; Best Practices Base:</b>	Bloom's Digital Taxonomy  <a href="https://www.teachthought.com/critical-thinking/blooms-digital-taxonomy-verbs-21st-century-students/">https://www.teachthought.com/critical-thinking/blooms-digital-taxonomy-verbs-21st-century-students/</a>  SAMR  <a href="https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration">https://www.schoology.com/blog/samr-model-practical-guide-edtech-integration</a>
<b>For classroom teachers, school counselors and education specialists:</b>	<ul style="list-style-type: none"> <li>• Enhances the educator's content knowledge in the area of the educator's certification or assignment.</li> <li>• Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Provides leaders with the ability to access and use appropriate data to inform decision-making.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• Online-Asynchronous</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / Asst. Principals</li> <li>• New Staff</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Lesson modeling with mentoring</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Classroom student assessment data</li> <li>• Participant survey</li> </ul>

**Mt Lebanon SD  
Professional Development**

<b>Title:</b>	Student Mastery of Academic Standards
<b>Description</b>	The most important goal of the District is student master of academic standards. This is best achieved by an ongoing focus on unwrapping the standards, ensuring curricular alignment, designing assessments to measure competency and using best-practice instructional methodologies.
<b>Person Responsible</b>	Assistant Superintendents, Principals, Department Chairs and Facilitators
<b>Start Date:</b>	7/1/2020
<b>End Date:</b>	6/30/2026
<b>Proposed Cost/Funding:</b>	Start Year End Year Cost Funding Source
<b>Program Area(s):</b>	Professional Education, Teacher Induction, Special Education, Gifted Education, Educational Technology
<b>Hours Per Session</b>	3.5
<b># of Sessions:</b>	12
<b># of Participants Per Session:</b>	450
<b>Provider:</b>	Mt Lebanon School District
<b>Provider Type:</b>	School Entity
<b>PDE Approved:</b>	Yes
<b>Knowledge Gain:</b>	Teachers will fully understand the curricular standards for which they are responsible, including the prerequisite knowledge and skills. They will understand how to design instructional activities and assessments that align to and support those standards using best practices. They will be aware of strategies to utilize when student fail to master the standards, as well as how to enrich students who already mastered them.
<b>Research &amp; Best Practices Base:</b>	The PDE Standards Aligned System  <a href="https://www.pdesas.org/">https://www.pdesas.org/</a>  Professional Learning Communities  <a href="http://www.allthingsplc.info/about">http://www.allthingsplc.info/about</a>  Understanding by Design  <a href="http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx">http://www.ascd.org/research-a-topic/understanding-by-design-resources.aspx</a>
<b>For classroom teachers, school counselors and</b>	<ul style="list-style-type: none"> <li>Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for</li> </ul>

<b>education specialists:</b>	<p>struggling students.</p> <ul style="list-style-type: none"> <li>• Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.</li> </ul>
<b>For school or LEA administrators, and other educators seeking leadership roles:</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.</li> </ul>
<b>Training Format:</b>	<ul style="list-style-type: none"> <li>• LEA Whole Group Presentation</li> <li>• Series of Workshops</li> <li>• Department Focused Presentation</li> <li>• Online-Asynchronous</li> <li>• Professional Learning Communities</li> </ul>
<b>Participant Roles:</b>	<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• School counselors</li> </ul>
<b>Grade Levels:</b>	<ul style="list-style-type: none"> <li>• Elementary - Primary (preK - grade 1)</li> <li>• Elementary - Intermediate (grades 2-5)</li> <li>• Middle (grades 6-8)</li> <li>• High (grades 9-12)</li> </ul>
<b>Follow-up Activities:</b>	<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Joint planning period activities</li> </ul>
<b>Evaluation Methods:</b>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Classroom student assessment data</li> </ul>

### *Educator Discipline Act 126, 71*

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

Questions
<b>The LEA has conducted the required training on:</b>
<b>5/14/2014 A training video series was acquired from the Allegheny Intermediate Unit for all staff to initially participate. This requirement is met for subsequent hires as part of the orientation process.</b>
<b>5/21/2019 Course Available on the PDE SAS Portal.</b>

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

Questions
<b>The LEA plans to conduct the training on approximately:</b>
<b>5/19/2020 Plans will be made to complete the required training during the May Inservice date of the 2019-2020 school year.</b>

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

Questions
<b>The LEA plans to conduct the training on approximately:</b>
<b>5/19/2020 Plans will be made to complete the required training during the May Inservice date of the 2019-2020 school year.</b>

### *Strategies Ensuring Fidelity*

#### *Checked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.

- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

#### *Unchecked answers*

- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- 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 District has traditional Inservice days, 8 hours that can be allocated in a flexible manner, several evening obligation opportunities, and numerous volunteer professional development opportunities to meet the various identified professional development needs. A professional development needs assessment is conducted each school year with teacher leaders to identify and plan for key initiatives. The results of this needs assessment, in addition to strategic plan goals, building level initiatives and student outcome data, are reviewed by the District's administrators to determine how the needs will be served. Implementation occurs at the building level, typically by the building administrator and/or the teacher leaders. A feedback instrument is required to ascertain from the participants the quality of the experience. Then, follow-up to the training is embedded into walkthrough and/or observational visits to the classrooms.

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

Many, but not every, professional development experience, includes components to provide ongoing support to teachers during implementation. Additionally, the impact of the professional development on teaching and learning is usually measured in qualitative terms. Identifying ongoing support needs and measurable impacts are areas that the District will consider relative to future needs assessments.

### ***Induction Program***

#### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.

- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

*Unchecked answers*

*None.*

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

The District employs a formal orientation program and a structured induction program to ensure the selected characteristics are met.

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

All strategies are included.

### *Needs of Inductees*

*Checked answers*

- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Submission of inductee portfolio.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

- Survey and feedback data

#### *Unchecked answers*

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Review of written reports summarizing instructional activity.
- Knowledge of successful research-based instructional models.

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

The District requires an induction log, whereby the identified needs are recorded with corresponding activities to address the needs. The formal, induction meetings have as a standing agenda item to address any needs that the inductees identify.

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

Standardized test, including PSSA data, is typically not available during much of the inductees experience. This data is reviewed with the inductee in the subsequent school year, as it is done with all staff members. Inductees will review their lesson plans, research-based instructional strategies, and evaluation feedback with their respective administrator and/or mentor. Additionally, inductees will observe colleagues who are using research-based instructional strategies.

### ***Mentor Characteristics***

#### *Checked answers*

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

#### *Unchecked answers*

*None.*

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



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

*Unchecked answers*

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

# Assurances

---

## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

## Needs Assessment

---

### District Accomplishments

#### Accomplishment #1:

2019 Niche.com rankings - The Mt. Lebanon School District was ranked the #1 district in the region (Western Pennsylvania), the #3 district in the state, and #15 district in the nation (out of 10,758) in the 2019 Niche Rankings.

#### Accomplishment #2:

2019 Niche.com rankings - The Mt. Lebanon School District was ranked the #1 Safest School District in the Pittsburgh Area and the #3 safest district in the state.

#### Accomplishment #3:

2018 Pittsburgh Business Times Guide to Western Pennsylvania Schools - Mt. Lebanon School District ranked #3 in Allegheny County and #6 in the state in the 2018 Pittsburgh Business Times Guide to Western PA Schools. The annual Honor Roll ranks the 105 school districts in the region and the 495 districts in the state based on three years of scores from the Pennsylvania System of School Assessment tests. Mt. Lebanon Schools have ranked among the top three schools on this list since it was first published in 2005.

#### Accomplishment #4:

The Mt. Lebanon School District was named among the Best 100 Communities for Music Education (BCME) in 2018 by the NAMM Foundation. BCME is a nationwide survey that acknowledges schools and districts across the U.S. for their commitment and support for music education as part of the core curriculum. This is the 10th year in a row that the Mt. Lebanon School District has been designated a Best Community for Music Education.

#### Accomplishment #5:

Mt. Lebanon High School was honored in 2018 by the U.S. Department of Education as 1 of 46 schools from across the United States to receive the distinction as a U.S. Department of Education Green Ribbon School for innovative efforts to reduce environmental impact and utility costs, improve health and wellness for students and staff, and provide effective environmental and sustainability education.

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

The Association of School Business Officials International (ASBO) awarded the Mt. Lebanon School District with the Meritorious Budget Award (MBA) during the 2017-2018 budget year. The MBA promotes and recognizes excellence in school budget presentation and is conferred only to school districts whose budgets have undergone a rigorous review by financial professionals and have met or exceeded the program's stringent criteria. This is the 24rd year in a row the District was selected for this award.

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

The Association of School Business Officials (ASBO) International awarded Mt. Lebanon School District its Certificate of Excellence in Financial Reporting for the 34th year in a row for excellence in financial reporting and accountability for its Comprehensive Annual Financial Report for the fiscal year ending 2018.

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

2017 School Digger - The Mt. Lebanon School District performed better than 99.5% of other districts in Pennsylvania; The District ranked #3 School District out of the 572 ranked in the Commonwealth; All 10 Mt. Lebanon School District schools received a 5-star rating; and Markham is ranked as the #1 elementary school in Pennsylvania.

#### **Accomplishment #9:**

In 2017 Superintendent Dr. Tim Steinhauer was awarded the 2017 Pennsylvania School Study Council (PSSC) William E. Caldwell Award in Administration and Supervision.

#### **Accomplishment #10:**

Mt. Lebanon School District's Global Studies Program received the 2017 Bringing the World to Pennsylvania: K-16 Collaboration Award from the Pennsylvania Council on International Education. The Bringing the World to Pennsylvania Award gives support and visibility to international/multi-cultural collaborative projects between K-12 and higher education institutions in the Commonwealth of Pennsylvania.

#### **Accomplishment #11:**

U.S. News & World Report released their 2017 rankings of the Best High Schools in America. Mt. Lebanon High School achieved a Silver Award ranking #638 in the nation, #11 in the state and #2 in Western PA.

#### **Accomplishment #12:**

Mt. Lebanon High School was recognized in 2015 by Three Rivers Youth for its commitment to serving disadvantaged families and youth by being inducted into the agency's "Hall of Fame". In 2013, the High School was recognized by receiving the Three River's Youth "Nellie Leadership Award".

#### **Accomplishment #13:**

Mt. Lebanon School District was recognized as a **District of Distinction** (March 2015) in a national publication known as *District Administration*. The program review committee is recognizing “Building G.R.E.A.T. Schools: The Role of Leadership”, our focused leadership development program fostering our principals and leaders. From the program materials, “Districts of Distinction is a new national recognition program created by *District Administration* magazine to honor school districts that are demonstrating education excellence with innovative approaches and ideas that work.”

#### **Accomplishment #14:**

District Composite PSSA Scores (% Proficient or Advanced):

	<u>Math</u>	<u>Reading</u>	<u>Science</u>	<u>Writing</u>
2009	88.3	91.8	80.8	93.5
2010	91.4	91.1	82.6	93.4
2011	92.4	92.8	84.8	95.1
2012	91.1	92.6	86.7	93.7
2013	92.1	91.2	91.3	92.8
2014	91.9	91.4	89.9	93.5

	<u>Math</u>	<u>ELA</u>	<u>Science</u>
2015*	68.8	90.4	90.1
2016	73.0	90.0	90.9
2017	75.1	91.6	93.1

	<u>Math</u>	<u>ELA</u>	<u>Science</u>
2018**			

\*1st year of alignment to the PA Common Core.

\*\*PSSA Test modified.

#### **Accomplishment #15:**

Keystone Exams

	2013	2014	2015	2016	2017
Algebra 1	92	91.4	91.4	92	93.3

Biology	82.9	87.8	88.7	86.9	90.5
English Literature	95	96.1	95.7	94.1	96.2

\*Percentage  
Proficient  
or  
Advanced

### Accomplishment #16:

Mean SAT Results:

	<u>Critical Reading</u>	<u>Mathematics</u>	<u>Writing</u>
2007	568	573	561
2008	565	581	562
2009	568	579	566
2010	563	567	560
2011	575	589	573
2012	557	570	568
2013	553	573	559
2014	569	575	576
2015	566	572	566
2016	568	573	570

	<u>ERW</u>	<u>Mathematics</u>
2017	607	591

### Accomplishment #17:

Meann ACT Results:

English Mathematics Reading Science Composite

2009	25.8	25.1	26.0	25.2	25.6
2010	25.1	24.3	25.8	24.4	25.1
2011	25.9	25.5	26.2	24.9	25.8
2012	25.2	24.4	24.7	24.1	24.7
2013	25.1	24.6	24.9	24.7	24.9
2014	25.8	25.4	26.1	25.2	25.7
2015	25.9	25.0	25.8	25.1	25.6
2016	26.2	25.3	26.6	25.9	26.1
2017	26.2	25.6	26.3	25.1	25.9

#### Accomplishment #18:

AP Exam	2016 "N"	2017 "N"	2018 "N"	2016 Mean	2017 Mean	2018 Mean
Biology	43	67	61	4.09	4.09	4.05
Calculus BC	37	49	35	4.59	4.18	2.8
Chemistry	62	63	51	3.76	3.49	3.94
Computer Science A	20	9	7	3.8	3.44	2.86
English Language and Comp	31	36	18	4.23	4.08	4.22
English Literature and Comp	18	12	18	4.11	4.17	4.33
Environmental Science	143	151	180	3.94	4.21	3.91
European History	8	7	14	3.25	3.86	3.86
French Language	6	8	10	4.33	3.86	3.7
German Language	7	9	18	2.86	3.89	3.67
Music Theory	5	6	5	3.2	3.5	3.4
Physics C: E&M	10	12	15	4.5	4.17	4.27
Physics C: Mechanics	42	44	37	3.45	3.89	3.6
Psychology	72	52	57	3.97	3.42	3.46
Spanish Language	15	13	17	4.4	4.15	3.65
Statistics	32	32	39	3.78	3.44	3.44
Studio Art	7	7	7	4.57	4.57	4.14
US Government &	25	15	28	3.92	3.6	3.68

Politics						
US History	75	67	76	3.31	3.27	3.71
	658	659	693			

### Accomplishment #19:

#### College Attendance by College

##### Competitiveness

	2011	2012	2013	2014	2015	2016	2017
Most Competitive	15.5	11.1	12.3	10	10.8	15.4	14.7
Highly Competitive	17.1	16.8	21.2	22.6	18.9	16.8	16
Very Competitive	27.5	24.7	29.8	34.1	31.9	27.7	29.9
Competitive	26.2	31.6	22.6	20.5	19.7	18.4	22.4
Less Competitive	4	13.8	4.3	4.1	5.1	6.7	1.8
Non-Competitive	9.4	1	7.7	7.4	11.1	14.5	12.4
Specialized	0.3	1	2.2	1.3	2.5	0.5	2.8

\*Percentages

### Accomplishment #20:

#### Merit Semifinalists and Commended Students:

	Semi-Finalists	Commended Students
2008	10	22
2009	8	22
2010	5	12
2011	12	19
2012	7	13
2013	3	14
2014	11	16

2015	4	15
2016	10	15
2017	9	9
2018	11	14

## District Concerns

### Concern #1:

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

### Concern #2:

There is a complementary set of skills to the standards that separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. An education that develops the skills of analysis, critical thinking, problem solving, creativity, communication, global awareness and collaboration is essential to prepare students for the future.

### Concern #3:

Mastery of standards and a complementary set of skills are best achieved in a thriving and compassionate community of students and adults whose performance and well-being are fostered by an intentional focus on evidence-based Social and Emotional Learning.

### Concern #4:

For students to learn and demonstrate their knowledge, skills, and abilities, the District must foster a safe, welcoming, and inclusive environment in each of its schools.

## 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:

Student mastery of expanding and increasingly complex standards in reading and language arts, mathematics, the sciences, world languages, social sciences, physical and mental health, and practical and fine arts is essential to maintain the District's standard of excellence. Related is the need to provide a balance of experiences in academics, athletics, and the arts.

**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:**

There is a complementary set of skills to the standards that separate students who are prepared for increasingly complex life and work environments in the 21st century, from those who are not. An education that develops the skills of analysis, critical thinking, problem solving, creativity, communication, global awareness and collaboration is essential to prepare students for the future.

**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:**

Mastery of standards and a complementary set of skills are best achieved in a thriving and compassionate community of students and adults whose performance and well-being are fostered by an intentional focus on evidence-based Social and Emotional Learning.

---

For students to learn and demonstrate their knowledge, skills, and abilities, the District must foster a safe, welcoming, and inclusive environment in each of its schools.

# District Level Plan

---

## Action Plans

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

### Indicators of Effectiveness:

Type: Annual

Data Source: Data sources reported upon in the District's Student Academic Outcome Report - PSSA, Keystone Exams, Advanced Placement Exams, PSAT, SAT, ACT.

Specific Targets: Data-informed decisions in relation to the goal of student academic growth - AimsWeb, End-of course grades, Common assessments, Language proficiency assessments, Participation rates in supplemental programs, Graduate satisfaction survey, Student's individualized fitness test results, BMI, student self-report data about confidence, effort, and responsibility for learning, Promotion rate, Internal "D/E" list, and graduation rate for students in alternative educational programs.

### 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.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

**SAS Alignment:** Assessment, Instruction

#### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: [Getting Results with Curriculum Mapping](#))

**SAS Alignment:** Curriculum Framework

### *Standards-Based Instruction/Student-Focused Learning*

**Description:**

Strategies established in the Constituent-Driven Strategic Plan include:

Standards-based education creates high expectations for all students and provides a consistent guide for the evaluation of student work. A core set of standards-based concepts and competencies form the basis of what all students should learn.

Frequent measures of student achievement, using a variety of assessments, ensure multiple opportunities for students to demonstrate mastery.

Being standards-based means that every teacher, in every classroom, every day employs effective pedagogical strategies focused on achieving student mastery of the District's standards.

Such a learning environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning.

**SAS Alignment:** None selected

### *ACT/SAT Test Preparation and Coaching Programs*

**Description:**

Test preparation programs—sometimes referred to as test coaching programs—have been implemented with the goal of increasing student scores on college entrance tests. They generally (a) familiarize students with the format of the test; (b) introduce general test-taking strategies (e.g., get a good night's sleep); (c) introduce specific test-taking strategies (e.g., whether the test penalizes incorrect answers, and what this means for whether or not one should guess an answer if it is not known); and (d) specific drills (e.g., practice factoring polynomial expressions). The programs can be delivered in person or online, and in whole class settings,

in small groups, and individually. (Source: [ACT-SAT Test Prep and Coaching Program](#))

**SAS Alignment:** Instruction

### *Differentiated Instruction*

**Description:**

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction (Readingrockets.org) (Sources: [What Is Differentiated Instruction \(Tomlinson\)?](#) , [What Is Differentiated Instruction \(Robb\)?](#) , [Learning Styles: Concepts and Evidence](#) , [Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms: It's impact on the Quality and Equity Dimensions of Education Effectiveness](#) ) , [Assisting Students Struggling with Reading: Response to Intervention \(RtI\) and Multi-Tier Intervention in the Primary Grades](#))

**SAS Alignment:** Instruction

### *PSSA*

**Description:**

Pennsylvania System of School Assessment (PSSA) includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA. The English Language Arts and Mathematics PSSAs include items that are consistent with the Assessment Anchors/Eligible Content aligned to the Pennsylvania Core Standards in English Language Arts and Mathematics. The Science PSSA includes items that are aligned to the Assessment Anchors/Eligible Content aligned to the Pennsylvania Academic Standards for Science, Technology, Environment and Ecology. (Sources: [Pennsylvania System of School Assessment \(PSSA\)](#) , [Pennsylvania Department of Education \(PDE\)](#))

**SAS Alignment:** Assessment

### *Keystone Exams*

**Description:**

The Keystone Exams are end-of-course assessments designed to assess proficiency in three subjects: Algebra I, Literature and Biology. The Keystone Exams are one component of Pennsylvania's system of high

school graduation requirements. Keystone Exams will help school districts guide students toward meeting state standards. (Sources: [Keystone Exams \(PDE\)](#), [Keystone Exams](#))

**SAS Alignment:** Assessment

### *Understanding by Design*

**Description:**

The Understanding by Design® framework (UbD™ framework) offers a planning process and structure to guide curriculum, assessment, and instruction. Its two key ideas are contained in the title: 1) focus on teaching and assessing for understanding and learning transfer, and 2) design curriculum "backward" from those ends. (Sources: [Understanding by Design](#))

**SAS Alignment:** Curriculum Framework

### *Implementation Steps:*

#### *Standards-Based Instruction/Student-Focused Learning*

**Description:**

- Students achieve proficiency in the District curriculum standards in reading and language arts.
- Students achieve proficiency in the District curriculum standards in mathematics.
- Students achieve proficiency in the District curriculum standards in the sciences.
- Students achieve proficiency in the District curriculum standards in the social sciences.
- Students achieve proficiency in the District curriculum standards in world languages.
- Students achieve proficiency in the District curriculum standards and develop an appreciation for the practical and fine arts.
- Students acquire the knowledge to be able to make good health and physical activity decisions and set life-long wellness priorities.
- The teaching staff will master the delivery of instruction as described by the TEH handbook and rubric.
- Students gain confidence in their own ability to learn; students put more effort into their work; and students take more responsibility for their own learning.
- All students are prepared for success at the next grade or subject level, make expected academic progress, and are provided appropriate program /service options to support their learning.

**Start Date:** 1/2/2019    **End Date:** 12/31/2024

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

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Standards-Based Instruction/Student-Focused Learning

*Stimulating Intellectual Work/Project-Problem Based Learning*

**Description:**

- Students apply critical thinking and problem-solving skills, communication, and creativity in all subject areas.
- Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer.
- Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class.
- Students are engaged in higher order cognitive learning through the study of concepts and principles of a discipline.

**Start Date:** 1/2/2019    **End Date:** 12/31/2024

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

**Supported Strategies:**

- Standards-Based Instruction/Student-Focused Learning

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Performance and Survey Data

Specific Targets: SAT and ACT performance rates, Graduate and student self-report rubrics for critical thinking and problem solving communication and creativity, Advanced Placement performance rates, and College enrollment data

## **Strategies:**

### *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/dddmg\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddmg_pg_092909.pdf))

**SAS Alignment:** Assessment, 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); 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

### *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

### *Standards-Based Instruction/Student-Focused Learning*

**Description:**

Strategies as determined through the Constituent-Driven Strategic Plan:

Students think critically, creatively, and solve problems by mastering the elements of thought (information, interpretation and inference, concepts, assumptions, implications and consequences, points of view, the purpose of thinking, and questions about problems). Instruction is designed so that students engage in internalizing and applying the concepts they are learning and by evaluating their level of understanding of each.

An emphasis is put on developing student ability to collaboratively discuss academic and other relevant, challenging problems, define what they know, generate and test hypotheses, organize approaches to solving problems, and be able to communicate the results of their work in appropriate formats and media.

**SAS Alignment:** None selected

### *Universal Design for Learning (UDL)*

**Description:**

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. (Sources: [Universal Design for Learning \(UDL\)](#))

**SAS Alignment:** Curriculum Framework

### *25 Quick Formative Assessments for a Differentiated Classroom*

**Description:**

Scholastic: Judith Doge - Formative assessments are ongoing assessments, observations, summaries, and reviews that inform teacher instruction and provide students feedback on a daily basis (Fisher & Frey, 2007). While assessments are always crucial to the teaching and learning process, nowhere are they more important than in a differentiated classroom, where students of all levels of readiness sit side by side. Without the regular use of formative assessment, or checks for understanding, how are we to know what each student needs to be successful in our classroom? How else can we ensure we are addressing students' needs instead of simply teaching them what we think they need? (Source: [25 Quick Formative Assessments](#))

**SAS Alignment:** Assessment

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

## *Stimulating Intellectual Work/Project-Problem Based Learning*

### **Description:**

- Students apply critical thinking and problem-solving skills, communication, and creativity in all subject areas.
- Students become capable of taking what was learned in one situation and apply it to new situations, learning for transfer.
- Students regularly experience authentic learning activities designed to answer a question, solve a problem, or develop something that reflects the kinds of issues and situations found outside of class.
- Students are engaged in higher order cognitive learning through the study of concepts and principles of a discipline.

**Start Date:** 1/2/2019      **End Date:** 12/31/2024

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

### **Supported Strategies:**

- Problem Solving Skill Building Programs
- Standards-Based Instruction/Student-Focused Learning

## *"Always On" Learning/Teamwork & Engagement/Professional Learning Communities*

### **Description:**

- Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.
- Mt. Lebanon students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites.
- Students, staff, and parents, are satisfied with the Mt. Lebanon technology learning infrastructure.
- Applications accessed by a web browser eliminate the need to have specific software loaded on to every student, staff, parent, or community member computer. Cloud-based computing allows all stakeholders to access information from any device with a web browser.
- Scalable "Bring Your Own Technology" (BYOT) program. Students use devices for learning that they use in their daily lives.
- Students become more sophisticated information producers, as well as information consumers; learning activities become more self-directed; and opportunities for collaboration are expanded.

- The District will engage community organizations and groups in collaborative efforts.
- Staff expands professional growth opportunities by utilizing Web 2.0 applications and social networking to create, collaborate, edit, categorize, exchange, and promote ideas and information.
- Instructional staff members participate in professional learning communities.
- Instructional staff members are satisfied with their Professional Learning Community experience.

**Start Date:** 1/2/2019    **End Date:** 12/31/2024

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

**Supported Strategies:**

- Differentiating Instruction
- Problem Solving Skill Building Programs
- Universal Design for Learning (UDL)

**Goal #3:** 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: Safe and Supportive Schools Annual Report

Specific Targets: Staff engagement in the District's Social and Emotional Learning/Mindfulness initiative; Response and Survey data relative to a safe, welcoming, and inclusive school.

**Strategies:**

*Anti-Drugs/Anti-Violence Program - Too Good for Violence*

**Description:**

Too Good for Violence promotes character values, social-emotional skills, and healthy beliefs of elementary and middle school students. (Sources: [Too Good for Violence](#))

**SAS Alignment:** Safe and Supportive Schools

## *Character and Social Skill Building Programs - Social Skills Training*

### **Description:**

Social skills training is not a specific curriculum, but rather a collection of practices that utilize a behavioral approach to teaching preschool children age-appropriate social skills and competencies, including communication, problem solving, decision making, self-management, and peer relations. Social skills training can occur in both regular and special education classrooms. (Sources: [Social Skills Training](#))

**SAS Alignment:** Standards, Curriculum Framework, Instruction, Safe and Supportive Schools

## *Culturally Competent Mental Health Services in the Schools: Tips for Teachers*

### **Description:**

Specifically culturally competent mental health services are policies and practices that enable school personnel to effectively address the social, behavioral, and mental health needs of students from diverse cultures. (Sources: [Culturally Competent Mental Health Services in the Schools: Tips for Teachers](#))

**SAS Alignment:** Safe and Supportive Schools

## *Mental Health Professional Development*

### **Description:**

Mental Health First Aid is the help offered to a person developing a mental health problem or experiencing a mental health crisis. The first aid is given until appropriate treatment and support are received or until the crisis resolves. (Sources: [Mental Health Services 2](#))

**SAS Alignment:** Safe and Supportive Schools

## *SAS: Safe and Supportive Schools*

### **Description:**

Safe and Supportive Schools supplies resources and exemplars to promote active student engagement in a safe and positive learning environment. (Sources: [SAS: Safe and Supportive Schools](#))

**SAS Alignment:** Safe and Supportive Schools

### *Universal Design for Learning (UDL)*

**Description:**

Universal Design for Learning (UDL) is an approach to designing curriculum and learning experiences so that all students can be successful. It originated from the concept of Universal Design found in architecture. Universally-designed environments have features that minimize or remove barriers and allow access for all possible users. (Sources: [Universal Design for Learning \(UDL\)](#))

**SAS Alignment:** Curriculum Framework

### *CASEL's SEL Framework*

**Description:**

Utilization of CASEL's Social and Emotional Learning framework, as well as tenants of Mindfulness.

**SAS Alignment:** Safe and Supportive Schools

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

#### *"Always On" Learning/Teamwork & Engagement/Professional Learning Communities*

**Description:**

- Mt. Lebanon utilizes state-of-the-art technology that creates collaborative, engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disability and extends the access of this technology to parents and community members.
- Mt. Lebanon students demonstrate the knowledge of and practice the accepted norms, rules, and laws of being a digital citizen, especially those norms, rules, and laws related to social networking sites.
- Students, staff, and parents, are satisfied with the Mt. Lebanon technology learning infrastructure.
- Applications accessed by a web browser eliminate the need to have specific software loaded on to every student, staff, parent, or community member computer. Cloud-based computing allows all stakeholders to access information from any device with a web browser.

- Scalable "Bring Your Own Technology" (BYOT) program. Students use devices for learning that they use in their daily lives.
- Students become more sophisticated information producers, as well as information consumers; learning activities become more self-directed; and opportunities for collaboration are expanded.
- The District will engage community organizations and groups in collaborative efforts.
- Staff expands professional growth opportunities by utilizing Web 2.0 applications and social networking to create, collaborate, edit, categorize, exchange, and promote ideas and information.
- Instructional staff members participate in professional learning communities.
- Instructional staff members are satisfied with their Professional Learning Community experience.

**Start Date:** 1/2/2019    **End Date:** 12/31/2024

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

**Supported Strategies:**

- SAS: Safe and Supportive Schools
- Universal Design for Learning (UDL)
- CASEL's SEL Framework

END of DRAFT

Note: The District's Special Education Plan is due May 2019 & is not included in this draft.

---