

Eastern Lancaster County SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

669 E Main St
 PO Box 609
 New Holland, PA 17557
 (717)354-1500
 Superintendent: Robert Hollister
 Director of Special Education: Kara Martin

Planning Process

Eastern Lancaster County School District is committed to a continuous improvement model. Quality decisions are made based upon data and research and all stakeholders are involved in the decision process. This strong foundation lends itself to the comprehensive planning process. The comprehensive plan is a living document that will be revisited annually and revised to meet the needs of all learners - students and support and professional staff.

Our District's approach to comprehensive planning is a team-oriented one. Representatives from the District Support Administrative Team began meeting in the Winter of 2018 to outline the process for working through the Comprehensive Plan. In the Spring/Summer of 2018, the assistant superintendent met with each building principal and discussed the comprehensive planning process. In addition, the assistant superintendent invited building administrators, faculty, staff, parents, community members, and Board members to be part of a district-wide team to provide input into the development of the comprehensive district level plan and provide feedback on action plans that were developed. The District Comprehensive Planning Team met once in September of 2018 either face-to-face or virtually.

The goal of this process was to ensure that the District strengths and needs were the foundation of the District Comprehensive Plan.

Below is a timeline of meetings for the Eastern Lancaster County School District's development of the Comprehensive Plan.

January 2018	Develop Timeline for Process
Spring 2018	Provide Overview of Process to District Level Administrative Team and Building Administrators
Summer 2018	Complete District Profile Questions Comprehensive Planning Process Overview and District Profile Review

	<p>District Level Administrative Team Finalizes District Profile</p> <p>Draft of District Level Strengths, Areas of Need, and Action Plan Focus</p> <p>Development of District Goals and Action Steps</p>
September 2018	Meet with District Comprehensive Planning Team to review Draft of Comprehensive Plan and provide feedback.
October 2018	Present District Action Plan to School Board for Public Review
November 2018	School Board Approval and Submission to PDE

Mission Statement

In partnership with family, business, and community, we provide an environment in which all persons are empowered to develop the knowledge, skills, and character to be life-long contributors and leaders in a rapidly changing world community.

Vision Statement

Empowering Learners as Global Thinkers and Producers

Shared Values

In order for our District to meet its mission, we believe an environment must exist where:

- The emotional, mental, and physical safety of learners and staff is the first priority
- Staff are continuous learners
- Customized learning experiences occur for learners in the classroom and through extracurricular activities
- Mutual respect and collaboration occurs among learners, facilitators, building/district leaders, parents and community members
- Learners are inspired and guided to reach their maximum potential
- Resources are used in an efficient and fiscally responsible manner
- Collaborative partnerships are sought and developed to enhance organizational effectiveness

In order for learners to be global-ready upon graduation from the District they must have acquired a **core foundation** in the learning disciplines that include:

- Literacy (reading, writing, speaking, listening, and information literacy)
- Mathematics (numbers and operations, algebraic concepts, geometry, measurement data and probability, and standards for mathematical practice)
- Science (environment and ecology, biology, earth science, physical science, inquiry and design, technology and engineering)
- Social Studies (economics, geography, government and civics, history)
- World Languages

- Arts (Performing, Visual, Design, Music)
- Health and Wellness

In order for learners to be global-ready upon graduation from the District, learners must have acquired a **core foundation** in **21st Century Learning skills** that include:

- Critical-Thinking and Problem-Solving
- Communication
- Creativity and Innovation
- Group Dynamics and Collaboration
- Multicultural Understanding, Compatibility and Sensitivity

In order for learners to be life-ready upon graduation from the District, learners must understand personal characteristics that include:

- Ethics and Integrity
- Personal Responsibility, Productivity, and Accountability
- Social, Environmental, and Fiscal Responsibility
- Self-Initiative, Discipline, and Sacrifice
- Adaptability
- Sense of Curiosity
- Democratic Obligations and Service-Mindedness
- Health and Wellness
- Life-Long Learning
- Respect for Self, Others, and Country

Educational Community

Established in 1956, the Eastern Lancaster County School District (ELANCO) strives to keep the best of its traditions alive while inspiring and guiding each learner to take his or her place in the world community. In a district with a tradition of commitment to excellence in education, it is the staff, parents, and community working together that allows each learner to achieve his/her place in the

world. The educational programming delivered in the District was developed to serve a growing diverse student body, delivering all learners the basics, while cultivating learner curiosity and creativity into a lifetime of learning. The District is located approximately ten miles east of the City of Lancaster and covers 95 sq. miles of Lancaster County reaching to the Berks and Chester County lines. 30,000+ residents live in the communities of New Holland Borough, East Earl Township, Blue Ball, Narvon, Caernarvon, Terre Hill Borough, Bowmansville, and Brecknock Township. The District's approximately 3,246 learners are housed in five schools. Blue Ball Elementary, Brecknock Elementary and New Holland Elementary are located within 10 miles of the Garden Spot Middle School/High School complex. The three elementary buildings educate approximately 1666 learners in Kindergarten through sixth grade. Garden Spot Middle School educates approximately 500 learners in grades seven and eight, and the Garden Spot High School educates approximately 1080 learners in grades nine through twelve. Our graduating seniors announce plans for post-secondary education, military enlistment, mission work and/or full-time employment. 173 families in the District provide home education for their approximately 343 children. The District has 46 parochial schools within it's borders where the Amish and Mennonite children attend. In the Fall of 2018, the following enrollment of racial and ethnic group information was reported to the state: White: 80%; Asian/Pacific Islander: 3%; Multi-Racial: 3%; Hispanic: 10%; Black or African American: 3%; American Indian/Alaskan Native: .05%; and Unclassified learners: .05%.

The Free and Reduced Lunch population in the district is 44.22% and has grown substantially over the past five years. Eastern Lancaster County School District works collaboratively with community organizations, such as, CrossNet Ministries, to meet the needs of the community with supports and services, such as, community meals, backpack giveaways, mentoring programs, Power Pack Project, Youth programs, a food pantry, and free summer lunches. The District social worker meets with CrossNet regularly to align family needs seen in the schools with the programs offered by CrossNet for a more seamless support of families in the ELANCO community.

Eastern Lancaster County School District has a foundation that supports global contacts and initiatives for our learners to help them see themselves as part of a global community. Many of the businesses in our community have representatives sitting on the Foundation Board and support the Foundation through contributions.

Planning Committee

Name	Role
Kimberly Andersen	Administrator : Professional Education Special Education
Elias Cox	Administrator : Professional Education
Greg Frederick	Administrator : Professional Education
Steve Good	Administrator : Professional Education
Nadine Larkin	Administrator : Professional Education

Curt McCaskey	Administrator : Professional Education
Matthew Sanger	Administrator : Professional Education
Sue Sneath	Administrator : Professional Education
Jeffrey Starr	Administrator : Special Education
Abby Keiser	Business Representative : Professional Education
Dina Maio	Business Representative : Professional Education
Meredith Dahl	Community Representative : Professional Education
Joan Yunginger	Community Representative : Professional Education
Tonya Artus	Ed Specialist - Other : Special Education
Dianne D'Souza	Ed Specialist - Other : Special Education
Thomas Larkin	Ed Specialist - Other : Professional Education
John Robbins	Ed Specialist - Other : Special Education
Fisher Stephanie	Ed Specialist - Other : Professional Education Special Education
Betsy Schonour	Ed Specialist - School Psychologist : Special Education
Adam Geiman	Elementary School Teacher - Regular Education : Professional Education
Colleen Miller	Elementary School Teacher - Regular Education : Professional Education
Lynn Shugar	Elementary School Teacher - Regular Education : Professional Education
Hare Stephanie	Elementary School Teacher - Regular Education : Special Education
Lynn Bongiovanni	Elementary School Teacher - Special Education : Special Education
Lillian Coletta	High School Teacher - Regular Education : Professional Education
Tim Leister	High School Teacher - Regular Education : Professional Education
William Swinsburg	High School Teacher - Regular Education : Special Education
Sheila Harrison	High School Teacher - Special Education : Special Education
Robert Arrick	Middle School Teacher - Regular Education : Professional Education
Christina Jirele	Middle School Teacher - Regular Education : Professional Education

Karen Hechler	Parent : Professional Education
Kristen Mitchell	Parent : Special Education
Lynda Weaver	Parent : Special Education
Gerald Weaver	Parent : Special Education
Kenneth Zimmerman	Parent : Professional Education
Laura Jordan	Special Education Director/Specialist : Professional Education Special Education
Kara Martin	Special Education Director/Specialist : Professional Education Special Education

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

N/A

Elementary Education-Intermediate Level

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

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

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

N/A

Middle Level

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

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

World Language

- Eastern Lancaster County School District does not have a World Language Program at the middle level. This causes us to rate ourself as "Non-Existent" in *Mapping* and *Alignment*.

High School Level

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

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

Arts and Humanities

- The high school Arts and Humanities courses Eastern Lancaster County School District offers, focus more on isolated skills (i.e. clay, drawing, music history, etc.); however, the courses do not address some of the broader concepts in this curricular area (i.e. dance, art history, etc.) causing us to rate ourselves as a District "Needs Improvement" in both *Mapping* and *Alignment*.

Adaptations

Elementary Education-Primary Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Elementary Education-Intermediate Level

Checked answers

- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- Economics
- Environment and Ecology
- Geography
- History
- Science and Technology and Engineering Education

Unchecked answers

None.

Middle Level

Checked answers

None.

Unchecked answers

None.

High School Level

Checked answers

None.

Unchecked answers

None.

Explanation for any standards checked:

At the EEP and EEI levels, an elementary curriculum was developed that integrated ELA/Science/Social Studies along with performance tasks which anchored each module. The District also developed a STEM and MakerSpace Program which encompassed the Science, Technology and Engineering Standards, as well as, 21st Century Learning Skills.

Curriculum

Planned Instruction

Elementary Education-Primary Level

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

Processes used to ensure Accomplishment:

Eastern Lancaster County School District will do the following:

1. Coordinate with all Grade K-2 facilitators in the District to develop varied evidence of learning aligned to the PA Core Standards.

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

N/A

Elementary Education-Intermediate Level

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

Processes used to ensure Accomplishment:

Eastern Lancaster County School District will do the following:

1. Coordinate with all Grade 3-6 facilitators in the District to develop varied evidence of learning aligned to the PA Core Standards.

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

N/A

Middle Level

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

Processes used to ensure Accomplishment:

Eastern Lancaster County School District will do the following:

1. Conduct a review of the planned instruction in Grades 7-8 according to the PA Core Standards.
2. Modify existing unit maps in all subject areas Grades 7-8 that are aligned to the PA Core Standards and informed by the PA Core Instructional Framework for English Language Arts and Math.
3. Coordinate with all Grade 7-8 facilitators in the District to develop varied evidence of learning aligned to the PA Core Standards.

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

N/A

High School Level

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

Processes used to ensure Accomplishment:

Eastern Lancaster County School District will do the following:

1. Conduct a review of the planned instruction in Grades 9-12 according to the PA Core Standards.
2. Modify existing unit maps in all subject areas Grades 9-12 that are aligned to the PA Core Standards and informed by the PA Core Instructional Framework for English Language Arts and Math.

3. Coordinate with all Grade 9-12 facilitators in the District to develop varied evidence of learning aligned to the PA Core Standards.

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

N/A

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.

Eastern Lancaster County School District implements a MTSS/RtII model throughout the district. All learners are assessed as part of the District Universal Screening protocol three times per year to help facilitators and specialists provide the appropriate instruction in the general education classroom whenever possible. Specialists, ie. Title One Facilitators, Reading Specialists, and Special Education Facilitators, meet regularly with general education facilitators to determine learner progress and make modifications to instruction as determined through data analysis. Title One Facilitators, Reading Specialists, and Learning Support Special Education Facilitators, push into the general education classroom to provide instruction in the form of preview and review of material, explicit skill instruction during small group instruction, and in some cases, replacement instruction, once again based on learner need in conjunction with the general education facilitators. In addition, unit plans and daily lesson plans have sections where facilitators have or will identify modifications and accommodations needed for learners with special needs and learners that need acceleration and enrichment.

Explicitly in addressing the various needs of learners with varying mental and physical readiness levels, Eastern Lancaster County School District Special Education Facilitators write IEPs that facilitate inclusion in the general education classroom whenever possible.

The IEP is written with a group of professionals and parents focusing on learner needs and how the educational environment can be accommodated to meet the needs of the learner so that he/she can access a rigorous standards aligned curriculum. Modifications and Accommodations are written into the IEP, such as, curriculum adaptations, alternate assignments, test taking accommodations, etc in the specially designed instruction section of the IEP. The Supplementary Aids and Services Consideration Toolkit, has been used by IEP teams when general modifications and accommodations have not been successful in meeting the special needs of a learner.

Instruction

Instructional Strategies

Checked Answers

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

Unchecked Answers

- Peer evaluation/coaching

*Regular Lesson Plan Review**Checked Answers*

- Administrators
- Building Supervisors

Unchecked Answers

- Department Supervisors
- Instructional Coaches
- Not Reviewed

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

Formal Classroom Observations Focused on Instruction

- All members of our District Leadership Team, including the Assistant Superintendent, Director of Special Education and Gifted Services, and Director of Elementary Instruction conduct formal observations of tenured and non-tenured facilitators focused on all four domains of the Danielson rubric. Our Assistant Superintendent reviews all formal observations completed and does one formal observation for all non-tenured employees each year.

Walkthroughs Targeted on Instruction

- Building/District Leaders are required to conduct informal walkthroughs of tenured and non-tenured employees, not only as part of the state learning facilitator evaluation process but as fidelity checks for quality instruction.

Annual Instructional Evaluations

- Building level leaders, through collaboration with District Leadership Team, conduct end of year, summative evaluations on tenured and non-tenured teachers. Eastern Lancaster County School District uses the state level evaluation tools.

Instructional Coaching

- ELANCO School District has two technology instructional coaches; one at the elementary level and one at the secondary level. These coaches work on ways to integrate technology into the classroom; conduct PLC sessions on technology tools; and facilitate professional development on in-service and early dismissal days. Additionally, the District has two elementary instructional coaches and one secondary instructional coach to provide coaching and interventions with facilitators as needed.

Regular Lesson Plan Review

- There is a K-12 expectation in ELANCO School District that facilitators engage in regular lesson planning with the goal of being at a "Distinguished" level according to the Danielson rubric. Structures are in place (i.e. Google Docs, teacher drive, etc.) for facilitators to submit lesson plans for review by building leaders and supervisors. Additionally, facilitators are encouraged to collaborate at grade level, team, and/or department meetings to help one another develop "Distinguished" level lesson plans.

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

Peer Evaluation/Coaching

- ELANCO School District is in the process of developing a differentiated supervision model, which will include peer observation/coaching as one component that tenured facilitators can infuse into the differentiated supervision plan for their designated cycle year.

Department Supervisors

- ELANCO School District's current administrative team structure does not include department supervisors. Therefore, the task of regular lesson plan review is an expectation and requirement of building level leaders.

Instructional Coaches

- While the role of instructional coaches in the District is not designed for them to regularly review lesson plans, the District emphasis on technology does require them to be an ongoing resource and help to facilitators. Additionally, instructional coaches are encouraged to be a part of grade level, team, and/or department meetings to assist with collaborative lesson planning.

Responsiveness to Student Needs

Elementary Education-Primary Level

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

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

N/A

Elementary Education-Intermediate Level

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

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

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

N/A

Middle Level

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

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

N/A

High School Level

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

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

Differentiated instruction is used to meet learners' needs.

Our current professional development includes differentiated instruction; however, it is not fully incorporated into all classrooms. That said, as we continue the process of realigning curriculum with the PA Core Standards, we are using the PA Instructional Frameworks as guides and working with facilitators to include differentiated instruction into unit and lesson planning.

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.

Elementary & Middle Level

The District uses assessment data (both benchmark and state) to assign facilitators to the appropriate grade level. Administration also examines facilitator strengths so that they are instructing in the grade level that best suits their skill set. The District also strives to match the most highly qualified facilitators with the learners that have the greatest learning needs.

High School Level

The administration examines facilitator strengths so that they are instructing in the course and/or grade level that best suits their skill set. The administration also examines Keystone Exam scores so that the strongest instructional facilitators in the math, English, and science departments are teaching English 10, Algebra 1, and Biology where appropriate. Additionally, facilitators are selected strategically to perform interventions as needed using online tools to guide learners towards mastery.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses	28.00	28.00	28.00
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	4.00	4.00	4.00
Science	4.00	4.00	4.00
Physical Education	4.00	4.00	4.00
Health	1.00	1.00	1.00

Music, Art, Family & Consumer Sciences, Career and Technical Education	0.00	0.00	0.00
Electives	7.00	7.00	7.00
Minimum % Grade Required for Credit (Numerical Answer)	60.00	60.00	60.00

Graduation Requirement Specifics

We affirm that our entity requires demonstration of proficiency or above in each of the following State academic standards: English Language Arts and Mathematics, Science and Technology and Environment and Ecology, as determined through any one or a combination of the following: *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				
PA Core Standards: English Language Arts		X				
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				
PA Core Standards: Mathematics		X				
Economics		X				
Environment and Ecology		X				
Family and Consumer Sciences		X				
Geography		X				
Health, Safety and Physical Education		X		X		
History		X				
Science and Technology and Engineering Education		X				
World Language		X				

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
Common Mathematics Module Assessments	X	X		
Common ELA/Science/Social Studies Module Performance Tasks	X	X		
Common Unit Assessments			X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
Star Reading	X	X	X	X
Star Math	X	X	X	X
Star Early Literacy	X			
AIMSweb Reading CBM	X			
Writing Samples	X	X	X	

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Formative assessments are used by individual teachers in the classroom. There are no standardized formative assessment tools in the District at this time.	X	X	X	X

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Star Reading	X	X	X	
Star Math	X	X	X	
Star Early Literacy	X			
95% Group PSI	X	X		
95% Group PASI	X			
CDT				X

Validation of Implemented Assessments

Validation Methods	EEP	EEI	ML	HS
External Review				
Intermediate Unit Review				

LEA Administration Review	X	X	X	X
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
Professional Learning Community Review				
Instructional Coach Review				
Teacher Peer Review				

Provide brief explanation of your process for reviewing assessments.

A district assessment calendar is established for both benchmark and progress monitoring assessments. Since many of our assessments are computer-based, all facilitators have immediate access to the results of our Star Reading and Star Math assessments. Administrators review the data for schools and grade levels. Facilitators are provided common team time on a weekly basis to review and analyze data. Frequently, teams follow a protocol to examine data for their class/grade level. At some levels, with assessments which are not computer-based, Google Docs is used as a way to collect and disseminate data in a timely manner.

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.

At present the District has not developed locally administered assessments. Teams of facilitators and administrators are working on varied evidence of learning which will be used to monitor learner achievement towards mastery of the PA Core Standards. A plan for independent validation of the varied evidence of learning will be developed prior to implementing them.

Collection and Dissemination

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

A district assessment calendar is established for both benchmark and progress monitoring assessments. Since many of our assessments are computer-based, all facilitators have immediate access to the results of our Star Reading and Star Math assessments. Administrators review the data for schools and grade levels. Facilitators are provided common team time on a weekly basis to review and analyze data. Frequently, teams follow a protocol to examine data for their class/grade level. At some levels, with assessments which are not computer-based, Google Docs is used as a way to collect and disseminate data in a timely manner.

Data Informed Instruction

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

At the K-8 level, our district implements a MTSS/RtII framework. Learners who consistently score at the 25th percentile or below on our benchmark assessments are provided an intervention (Reading and Math) which addresses learner need. Goals are set for each learner. Learners who participate in an intervention are assessed using a progress monitoring assessment at a minimum of every two weeks. MTSS/RtII teams meet every 8 to 10 weeks to review learner data. Teams make changes to interventions or increase the intensity of an intervention if the learner progress monitoring graphs indicate a learner is not on target to reach his/her goal.

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

This narrative is empty.

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

This narrative is empty.

Distribution of Summative Assessment Results

Distribution Methods	EEP	E EI	ML	HS
Course Planning Guides				
Directing Public to the PDE & other Test-related Websites		X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X

Meetings with Community, Families and School Board	X	X	X	X
Mass Phone Calls/Emails/Letters				
Newsletters	X	X	X	X
Press Releases				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Title One Parent Meetings	X	X		
Back to School Night and Open House Presentations	X	X	X	X

Provide brief explanation of the process for incorporating selected strategies.

Building and District Administrators meet regularly when summative data is available to determine how to best distribute the information to families and community members.

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

Eastern Lancaster County School District appreciates and looks for public suggestions that would improve distribution of information related to summative assessments. During individual parent meetings/conferences, or during parent advisory meetings, administrators and teachers always request feedback on how to communicate more clearly with all stakeholders.

Safe and Supportive Schools

Assisting Struggling Schools

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

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

The District plans to demonstrate continued growth in learner achievement through the following strategies:

1. Implementation of the Multi-Tiered System of Support (MTSS) Framework K-8 and development of an MTSS Framework at the high school level, 9-12. This framework provides tiered support for learners struggling in academic and behavioral areas, as well as enrichment for advanced learners.
2. Use of the Learning Focused Schools Model to provide learners with research-based instructional strategies to access curriculum.

3. Use of data to inform instruction in the classroom and grouping of learners based on need and learner interests. Data is derived from universal screening measures and formative and summative assessments.
4. Development, revision, and review of curriculum aligned with the PA Core Standards and pacing guides to allow for authentic learning opportunities and opportunities for learner choice.
5. Development of opportunities of varied evidence of learning to measure mastery of standards and provide additional data to determine learner needs related to support or enrichment.
6. Increase utilization and integration of technology to enhance learning and achievement in every classroom.

Programs, Strategies and Actions

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

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

Programs and strategies related to safe and supportive schools are continually being evaluated. When data justify a need, specific programming is considered to address the concern. New programming is added as needed.

Screening, Evaluating and Programming for Gifted Students

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

The Eastern Lancaster County School District provides annual notice to notify the public of gifted education services and programs and how to request these services and programs. This annual notice is posted on the district website and published in the ELANCO Extra Newsletter that is delivered to every resident in the district.

If a parent believes that their school-age child may be in need of gifted support services, screening and evaluation processes are available to them at no cost upon written request. These processes are designed to assess the learner and determine eligibility. Parents may request screening and evaluation at any time, even if their child is not enrolled in the District’s public school program. Requests for evaluation and screening need to be made in writing to the Building Principal.

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

As required by Pennsylvania Chapter 16, Eastern Lancaster County School District uses multiple criteria in determining a learner's eligibility for gifted services. The District screens all learners in the Winter of their second grade year using a universal screener (Naglieri Non-Verbal). Those learners who meet the screening criteria are further assessed using other standardized measures to determine their eligibility. At other grades, during grade level data review meetings, universal data results are analyzed for any learner scoring above the 95%tile on universal screeners.

Parents can always request an evaluation at any time through their child's building principal. A Permission to Evaluate form and Notice of Parental Rights for Gifted Students is mailed home to parent(s) by the school psychologist. Parents may request a GMDE once per year.

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

ELANCO’s gifted matrix is designed to provide both screening and assessment of learner needs through a multi-tiered process. Our goal at ELANCO is to identify learners in need of gifted programming using multiple sources of data on learner readiness, creativity, academic achievement, performance on district assessments and performance in the classroom. With each level, assessment responsibility shifts to include various specialists at the building and district levels.

Second Grade Screening:

Second grade classroom facilitators with building team support administer the Naglieri Non-Verbal using the online administration with all learners during the testing window (Winter). All learners who meet screening benchmark are moved into a level I Screening. For learners who score 130 or above, the facilitator contacts the building school psychologist to discuss the individual case.

School Counselor - Level I:

School Counselors are contacted about a parent or facilitator request for gifted screening OR learner identified from second grade screening data.

Counselor gathers learner achievement on universal screenings.

Counselor will administer cognitive screener tool if needed (Needed for parental requests) -

NNAT-3, K-Bit, Rist

Have learner's classroom facilitator(s) complete the "Teacher Screening Form" (adapted from KOI)

Contact Parents with results of Level I using guidelines on the matrix. If learner is moving on to Level II, send learner file (include copies of all materials) to the School Psychologist. If learner did not meet criteria but parent requests to continue, proceed to Level II.

School Psychologist - Level II:

School Psychologist secures Permission to Evaluate for Gifted Services.

Sends out and scores Scales for Identifying Gifted Students (SIGS) from parent and facilitator(s) after consent is received. Parent results are included in GWR but not the matrix

School Psychologist completes Level II assessments using national-normed, individualized intelligence and achievement assessments.

A GWR is generated and parents are contacted with final results.

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.

Eastern Lancaster County School District recognizes that there are learners who possess, or are capable of possessing, extraordinary ability and/or outstanding talent. The District provides opportunities for enrichment and/or acceleration to gifted learners K-12. The gifted support program presents individualized and diverse experiences for these learners and recognizes the benefit of interaction with intellectual peers. The District's gifted support program focuses on four major domains of academic and personal development: cognitive (includes research and the development of independent study skills), creative thinking (includes brainstorming, fluency, flexibility, originality, and elaboration), critical thinking (includes inquiry, logical reasoning, problem solving, and gathering, analyzing, and interpreting information), and affective (includes self-understanding, interpersonal skills, and coping strategies). The program encourages problem solving through independent study, creativity, critical thinking, personal interaction, communication skills, and leadership. Learners develop an understanding of personal responsibility to self, school, and society.

The elementary gifted program provides enrichment and/or acceleration experiences for identified learners in their general education setting as well as weekly grade level pullout sessions that include opportunities for independent study, group research, simulation activities, and exploration of theme areas related to units of study. Identified learners receive services delivered in the context of their general education classrooms as per goals on their GIEPs. This may include enrichment or acceleration (or both) based on the individual learner's strengths. Critical and creative thinking skills are practiced. Two and three dimensional visual/spatial thinking skills are enhanced with hands-on challenges. Affective issues are explored and acceleration is provided in appropriate subject areas. The middle school gifted program provides opportunities for academic challenge through class placement and enrichment courses. Sessions are offered on a variety of topics, including deductive and critical thinking challenges, independent or collaborative theme studies related to units of study, and off-campus enrichment seminars. The secondary gifted

program provides small group meetings, individual learner interviews, off-campus enrichment seminars, and prospective for self-chosen independent study for enrichment or for credit. Off-campus enrichment seminars are available to elementary through secondary level learners. The off-campus seminars offer learners the opportunity to explore topics not normally found in the classroom. Learners have a chance to participate in hands-on activities; to hear nationally known speakers; to visit places not normally available to the public; and to meet gifted learners from other schools. Course/subject acceleration and/or grade level acceleration is available as deemed appropriate through the GIEP.

Developmental Services

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

Explanation of developmental services:

This narrative is empty.

Diagnostic, Intervention and Referral Services

Diagnostic, Intervention and Referral Services	EEP	EEl	ML	HS
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	X	X	X	X
Crisis Response/Management/Intervention	X	X	X	X
Individual Counseling	X	X	X	X
Intervention for Actual or Potential Health Problems	X	X	X	X

Placement into Appropriate Programs	X	X	X	X
Small Group Counseling-Coping with life situations	X	X	X	X
Small Group Counseling-Educational planning	X	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

This narrative is empty.

Consultation and Coordination Services

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

Explanation of consultation and coordination services:

In the event that there is a learner that needs alternative education placement at the elementary or middle school level, the District would explore various options, such as, in-house virtual programming, and neighboring school district alternative education programs.

Communication of Educational Opportunities

Communication of Educational Opportunities	EEP	EEI	ML	HS
Course Planning Guides			X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Communication of Student Health Needs

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

Frequency of Communication

Elementary Education - Primary Level

- Yearly

Elementary Education - Intermediate Level

- Yearly

Middle Level

- Yearly

High School Level

- Yearly

Collaboration for Interventions

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

At the elementary level, interventions are delivered by learning facilitators, Title One facilitators, support specialists, special education staff, and school counselors.

Collaboration between facilitators and other professionals and paraprofessionals providing interventions occurs in the following ways:

1. Weekly grade level meetings
2. Grade level data team meetings three times per year
3. 1:1 consultations with the personnel listed above.
4. Intervention progress monitoring data which is accessible to facilitators and staff who work with the learners.
5. IEP/GIEP/504 meetings.

At the middle level, interventions are delivered by learning facilitators, support specialist, special education staff, paraprofessionals, and school counselors. Collaboration between facilitators and other professionals and paraprofessionals providing interventions occurs in the following ways:

1. Weekly team meetings.
2. Quarterly data team meetings.
3. 1:1 consultations with the personnel listed above.
4. Intervention progress monitoring data in DataBlender and in GoogleDocs.
5. IEP/GIEP/504 meetings.

At the high school level, interventions are delivered by facilitators, and special education staff. Collaboration between facilitators and other professionals and paraprofessionals providing interventions occurs in the following ways:

1. Department meetings.
2. PLC meetings.
3. IEP/GIEP/504 meetings.

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 Eastern Lancaster County School District is currently not coordinating with community operated infant and toddler centers, as well as pre-school early intervention programs. However, the individualized and personalized kindergarten registration program in the District as well as our pre-kindergarten brochure mailed to all District families keep the lines of communication open with our pre-kindergarten families. The District is laying the foundation to collaborate more with infant, toddler, and pre-school programs in 2018 and beyond. Additionally, the District has established community coordination with before and after school programs and services, as well as youth workforce development and tutoring programs by doing and engaging in the following:

- Building administrators and school social workers communicate with CrossNet Ministries on tutoring, mentor programs, and individualized learner support.
- School counselors partner with Garden Spot Village to provide after school tutoring for learners.
- Seniors in Garden Spot High School have the option to participate in an internship their last year in school, which provides them the opportunity to make connections with businesses and entrepreneurs in the community, which may lead to post-secondary employment.
- The Eastern Lancaster County School District collaborates with the Lancaster-Lebanon Intermediate Unit 13 for transition from early intervention to school age programming.

While the District recognizes that community coordination remains a work in progress, a foundation has been laid to continue building upon and expanding on the partnerships that exist.

Preschool Agency Coordination

Explain how the LEA coordinates with agencies that serve preschool age children with disabilities.

1. Address coordination activities designed to identify and serve children with disabilities and the supports and accommodations available to ensure both physical and programmatic access.
2. Address pre-kindergarten programs operated directly by the LEA and those operated by community agencies under contract from the LEA.
3. Describe how the LEA provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

The Eastern Lancaster County School District does not offer pre-kindergarten services. If a parent inquires about such services, they are referred to the Lancaster-Lebanon Intermediate Unit to discuss early intervention services.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

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

Provide explanation for processes used to ensure Accomplishment.

The District carefully examines each curricular area and budgets effectively to maintain curricular programming and to implement changes as needed. Focus areas for the next three years will be on a robust supply of high quality digital resources and materials available which are accessible to learners and facilitators.

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

This narrative is empty.

Elementary Education-Intermediate Level

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

Provide explanation for processes used to ensure Accomplishment.

The District carefully examines each curricular area and budgets effectively to maintain curricular programming and to implement changes as needed. Focus areas for the next

three years will be on a robust supply of high quality digital resources and materials available which are accessible to learners and facilitators.

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

This narrative is empty.

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

The District carefully examines each curricular area and budgets effectively to maintain curricular programming and to implement changes as needed. Focus areas for the next three years will be on a robust supply of high quality digital resources and materials available which are accessible to learners and facilitators and accommodate diverse levels of student motivation, performance and educational needs.

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

This narrative is empty.

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

The District carefully examines each curricular area and budgets effectively to maintain curricular programming and to implement changes as needed. Focus areas for the next three years will be on a robust supply of high quality digital resources and materials available aligned to support academic standards which are accessible to learners and

facilitators and accommodate diverse levels of student motivation, performance and educational needs.

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

This narrative is empty.

SAS Incorporation

Elementary Education-Primary Level

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

Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in less than 50% of district classrooms

Further explanation for columns selected "

The District is currently reexamining the curriculum in Arts and Humanities and Health and Physical Education to ensure SAS resources are incorporated. We continue to work to integrate ELP and Career and Work standards into core content and improve and align Early Childhood Education programming to SAS standards.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

The District is currently reexamining the curriculum in Arts and Humanities and Health and Physical Education to ensure SAS resources are incorporated. We continue to work to integrate ELP and Career and Work standards into core content.

Middle Level

Standards	Status
Arts and Humanities	Implemented in less than 50% of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Implemented in

	50% or more of district classrooms
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
Environment and Ecology	Implemented in 50% or more of district classrooms
Family and Consumer Sciences	Implemented in less than 50% of district classrooms
Geography	Implemented in 50% or more of district classrooms
Health, Safety and Physical Education	Implemented in less than 50% of district classrooms
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in less than 50% of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms

English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Not Applicable

Further explanation for columns selected "

The District is currently reexamining the curriculum in Arts and Humanities and Health and Physical Education to ensure SAS resources are incorporated. We continue to work to integrate ELP and Career and Work standards into core content. Our focus for the next three years is on the Humanities to align them to PA standards and vertically K-12. We do not offer World Languages at the middle level.

High School Level

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

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

	less than 50% of district classrooms
--	--------------------------------------

Further explanation for columns selected "

The District is currently reexamining the curriculum in all areas which are less than 50% status to ensure SAS resources are incorporated. We continue to work to integrate ELP and Career and Work standards into core content. Our focus for the next three year is on the Humanities to align them to PA standards and vertically K-12.

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.

We already have the PA EWS/IC in our district.

Professional Education

Characteristics

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

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

academic standards.				
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.

As the world becomes more customized, so does professional development at Eastern Lancaster County School District. Moving away from the one-size-fits-all model, Eastern Lancaster County School District now offers an extensive menu of professional development options, empowering professionals to create their own learning path. Staff are surveyed annually about professional development needs, and feedback from these surveys, along with analysis of observation data, are used to develop learning options. Throughout the year facilitators make learning choices for each of our professional development events that meet their professional needs and interests. Our professional development resources are curated on our ELANCO Learns Blog at <http://blog.elanco.org/elancolearns/>. Why does learning need to happen only on scheduled in-service days? That is the question asked at ELANCO. Flexible PD days give facilitators the opportunity to “flex” two in-service days in order to attend summer conferences and workshops or take online or blended courses outside of the school day. A professional development team uses survey feedback and observation data to design a course catalog consisting of over 85 online, blended, and, face-to-face options from which facilitators can choose.

There are still two days per year where everyone meets face-to-face for professional development, but even in those two days, choice and voice of our professional staff is considered. One day has a conference-like atmosphere, with one-hour learning sessions which are pre-planned and led by a combination of in-house staff and outside trainers. Staff receive the conference schedule in advance in order to plan their learning day. Adding to the conference-like feel is a collaboration and networking room, vendor stations, and snacks and beverages available throughout the day in the Spartan Cafe. Spartan Learning Day continues to grow with over 80 session choices available to staff. The second day is facilitator-led professional development, modeled after the Edcamp Foundation's participant-driven, unconference model. Facilitators set the topics, direction, and focus for the day. An Edcamp Elanco Team, comprised of facilitators from all levels and buildings, take the lead in organizing the logistics of the day and gathering possible topics of conversation from facilitators. Within the casual atmosphere, there are rules: No scripted lectures and no PowerPoints. Possible session formats include discussion, demonstration, socratic seminar, think tank, and Q and A. Staff are gathered in the morning for a kickoff rally and reminded of the rule of two feet. Staff add to the big board of topics throughout the day as discussion ideas arise. Learning is documented on a learning wall and on social media using #edcampelanco. The day concludes with a “smackdown” where staff have the opportunity to address their colleagues to share a profound learning moment.

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

This narrative is empty.

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
2/4/2015 Educators were provided a three-hour training on Child Abuse and mandated report training.
The LEA plans to conduct the required training on approximately:
1/2/2020 Ongoing training is provided through a qualified online provider. The District monitors educators timeline and require educators to re-new the training within the five year timeline.

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

Questions
The LEA has conducted the training on:
2/12/2016 Full Training for entire District
8/22/2017 Required session as part of professional development.
8/23/2018 Required session as part of professional development.
The LEA plans to conduct the training on approximately:
8/22/2019 Required session as part of professional development.
8/27/2020 Required session as part of professional development.
8/26/2021 Required session as part of professional development.

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

Questions
Not Applicable for our school entity

Strategies Ensuring Fidelity

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.
- 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).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

- 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.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.

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

The Eastern Lancaster School District Administrative Team, in conjunction with all facilitators K-12, collaborate to review building and District data - universal screening, achievement, and growth - formal and informal observation data, and District and state initiatives to prioritize professional development needs and to set a course for action moving forward.

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

Professional development plans and activities will be designed, differentiated, and supported through implemented strategies that have been identified through the action steps in the Eastern Lancaster County School District Comprehensive Plan. Action steps, including specific strategies, are included in the comprehensive plan to address the effectiveness of professional development, including administrator participation, ongoing support, and a direct impact on teaching practices and learning.

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.

Each goal, objective, or competency chosen above is reviewed with new facilitators during the orientation meetings at the beginning of the year. On-going communication and support by the mentor and building administrator, in addition to professional development ensures that the inductee has been introduced to the goals, objectives, and competencies of the Induction Program.

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

All goals, objectives, and competencies were checked.

Needs of Inductees

Checked answers

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

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.

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

It is through ongoing communication between the mentor facilitator, inductee, and building principal that the inductee's needs are identified and addressed through ongoing support and professional development.

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

Eastern Lancaster County School District will be reviewing and revising the Induction Program as part of the Comprehensive Planning Action Plan and will incorporate the strategies not checked above into the Induction Plan at that time.

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.

Unchecked answers

- Mentors must complete mentor training or have previous related experience (e.g., purpose of induction program and role of mentor, communication and listening skills, coaching and conferencing skills, problem-solving skills and knowledge of adult learning and development).

- Mentors and inductees must have compatible schedules so that they can meet regularly.

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

Building principals serve an integral role in the identification of the mentor. Through observation and evaluation of their professional staff and first-hand knowledge of their building, administrators are able to match mentors with inductees based on a number of factors, such as, experience and professional development needs, planning schedules, and personality.

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

Eastern Lancaster County School District will be reviewing and revising the Induction Plan as part of the District Action Plan in the Comprehensive Plan. The Action Plan will include mentor training. Whenever possible, mentors are chosen with compatible schedules to inductees, however, sometimes depending on the role, after or before school time must be used for mentor/inductee meetings on a regular basis.

Induction Program Timeline

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

If necessary, provide further explanation.

This narrative is empty.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

All new professional employees in the Eastern Lancaster County School District participate in the Induction Program. Non-tenured facilitators will participate in a full three-year program. Newly hired employees who recently attended an Induction program or are

experienced facilitators may have an abbreviated program. The amount of participation will be determined at the initial planning meeting to be held by the principal with the inductee prior to the new school year. This determination will be based on the completed needs assessment worksheet and through discussion. A copy of the written plan will be given to the Assistant Superintendent to monitor to completion.

The Induction Plan for the new professional employee will include:

- Completion of a needs assessment
- Completion of Induction Activities Form
- Participation in District planned orientation
- Participation in District planned supervision training
- Participation in the District Supervision Plan
- Participation in principal and inductee chosen workshops
- Participation in Building Induction Team meetings
- Participation in regular meetings with the mentor
- Completion of Peer Observation Log
- Completion of Mentor/Inductee meeting Log for first year of the Induction Plan
- Completion of workshop/program evaluation forms
- Documentation of attendance at assigned workshops and meetings
- Coaching cycle(s) with instructional coach

Growth of the inductees will occur through ongoing communication between the mentor and the building principal as the individual progresses through the Induction process.

Based on these communications, building team meetings, completion of Induction activities, and feedback from end of year evaluations, particular needs of the Inductees, mentors, building teams and the Induction program as a whole will be evaluated for future planning.

Recording Process

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

- Mentor documents his/her inductee's involvement in the program.
- A designated administrator receives, evaluates and archives all mentor records.

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

Unchecked answers

None.

Special Education

Special Education Students

Total students identified: **420**

Identification Method

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

Rate of Improvement (ROI):

ROI is the slope of the student's progress. It is the slope of the line of best fit for data points gathered while monitoring learner progress over time. The line of best fit is determined using ordinary least squares (OLS) and linear regression (LR). When using OLS LR to determine the line of best fit, you are drawing a straight line through a set of data points that includes the least amount of error from each data point to the line. Algebraically speaking, slope is the vertical and horizontal change on an x- and y-axis graph.

Actual ROI:

The learner's ROI is calculated ROI using OLS LR. Expected ROI: The ROI of typically performing peers over a 36-week period (school year). The district has chosen to use the ROI of the 25th percentile for the current grade-level norms. The 25th percentile was determined to be the minimum expectation to maintain average performance. For example, the expected ROI for 2nd grade learners from fall to spring on AIMSweb at the 25th percentile is 1.31 words correct per minute gained per week for oral reading fluency.

Needed ROI:

The ROI needed to close the achievement gap (i.e., the slope calculated from the goal data point and the learner's baseline data point).

Consideration for Insufficient ROI:

When, after two 12-week intervention periods, the learner's ROI is not projected to close the achievement gap within 36 instructional weeks of the base line data point.)

Goal Setting:

Goals are typically set for 12-weeks of intervention (Shapiro, 2008) and occur at Tier 2 and Tier 3.

- For learners who have an instructional level on grade level, an appropriate goal would be the score at the 25th percentile during the assessment period at the end of the 12-week intervention.
 - For example, a 5th grade learner with a 5th grade instructional level whose intervention plan started in September would have a 12-week goal of the score at the 25th percentile of the winter/mid-year norms.
- For learners who have an instructional level one grade level below their enrolled grade, an appropriate goal would be the score at the 11th percentile for their enrolled grade level during the assessment period at the end of the 12-week intervention.
 - For example, a 5th grade learner whose instructional level is 4th grade with an intervention plan starting in September would have a 12-week goal of the score at the 11th percentile of 5th grade winter/mid-year norms.
- If a learner's instructional level is two or more grade levels below his or her grade of enrollment, two goals need to be created. One goal would be the score at the 25th percentile of the spring/end of year norms for the instructional grade level. The second would be the score at the 11th percentile for the assessment period during which the 12-week intervention period ends.
 - For example, if a 5th grade learner's instructional level is 3rd grade and her intervention plan begins in September, her goals would be the end of year score for the 25th percentile of 3rd grade and the score at the 11th percentile for winter of 5th grade.

Progress Monitoring at Tier 3:

Learner progress is monitored at least weekly on a consistent general outcome measure. For example, during a 12-week intervention period, 12 data points are gathered using oral reading fluency probes. General outcome measures used for progress monitoring must be brief, reliable and valid for their intended purpose, sensitive to change, and include alternate forms (Ardoin et al., 2013).

Identification Method

Identify the District's method for identifying learners with specific learning disability.

DESCRIPTION

The Eastern Lancaster County (ELANCO) School District has aligned our processes and policies for the identification of learners with Specific Learning Disability (SLD) with the recommendations set forth in the Pennsylvania Department of Education publication PA Guidelines for Identifying Students with Specific Learning Disabilities (2008) and Chapter 14 of PA State Regulations. ELANCO uses Response to Instruction and Intervention (RTII) to

rule out lack of appropriate instruction as the primary factor in explaining learners underachievement before referral for SLD eligibility. Learners referred for SLD eligibility determination receive a comprehension MDT evaluation. The evaluation will seek to; (a) confirm the learner's level of academic achievement (b) determine adequacy of response to instruction and intervention (i.e.,ROI), (c) address any additional questions identified by the evaluation planning team and (d) determine the learner's needs for Specially Designed Instruction to address the disabling condition.

1. The learner's level of achievement in the academic area of concern is determined via survey level assessment.
2. If the learner is functioning at or below the 10th percentile in the identified area(s) of concern based on curriculum-based measurement (CBM) probes using national norms, the learner's ROI is assessed weekly during a minimum period of 12 weeks of intensive instruction and intervention (screening process). This process assures that the learner's underachievement is not the result of a lack of appropriate instruction.
3. Learner's response to instruction and intervention is reviewed in terms of a dual-discrepancy, or a lack of performance in both:
 - a. Level of achievement
 - b. Rate of improvement
4. The comprehensive MDT evaluation includes additional assessment procedures as applicable to determine special education eligibility in area(s) of concern and need for specially designed instruction. The evaluation will also address any additional referral concerns identified by the evaluation planning team.

RATIONALE

An assessment begins by determining if a learner demonstrates "inadequate academic performance or achievement." Neither the IDEA 2004 nor Pennsylvania state Chapter 14 regulations specify the parameters of "inadequate performance or achievement" (i.e., how deficient a learner must be to qualify for special education under the SLD designation). Under IDEA 2004, school districts are no longer required to consider whether a learner has a severe discrepancy between achievement and intellectual ability. The Pennsylvania Department of Education has specified that it is the responsibility of individual school districts to establish or define appropriate assessment parameters (Chapter 14 Regulations) and set forth the PA Guidelines for Identifying Students with Specific Learning Disabilities (2008). Based on a review of Chapter 14 Regulations, the SLD state guidance document, and research (Fuchs & Fuchs, 1998; Kovalski, VanDerHeyden, & Shapiro, 2013), ELANCO has adopted a dual-discrepancy approach to SLD identification. To demonstrate significantly inadequate achievement relative to this standard, the ELANCO School District specifies that a learner must be significantly below level and ROI in the academic area(s) of concern.

After appropriate weekly monitoring using CBM probes and after attempts have been made to implement interventions during the 12-week intervention period with fidelity, a learner should be considered non-responsive when the learner's level of academic achievement has: a) been determined to be significantly lower than that of his or her peers (i.e., at or below the 10th percentile) and b) the gap between the learner's achievement and that of his or her peers increases (or does not significantly decrease). Learners who show limited response to instruction and intervention may be suspected of SLD and referred for comprehensive MDT evaluation unless the lack of response can be attributed to other factors. Data are systematically reviewed by the school team at a minimum of every 6 weeks of intervention. Team decisions to refer for an evaluation can be made at ANY time during the intervention process when sufficient data exists.

Once a referral for special education is initiated and informed parental consent is received, the evaluation team (MDT) must complete a comprehensive MDT evaluation to determine the presence of SLD. A comprehensive MDT evaluation typically includes additional assessment procedures and testing. A comprehensive evaluation must include formal observation of the learner by a team member during an instructional period.

The data gathered through the screening process determines when the learner is performing significantly below the level or standard of his or her peers and there exists a deficit in their ROI in response to instruction and intervention.

SPECIFIC CRITERIA

To establish an SLD the evaluation team should be able to answer, "yes" to all three questions.

1. INTERVENTION:

Were at least two phases of intensive interventions (can include Tier 2) implemented in general education with fidelity, with limited effect on the learner's achievement? The team will modify and document interventions based on progress monitoring data to include increased intensity, duration, or severity to make reasonable effort to improve responsiveness.

2. LEVEL OF ACHIEVEMENT: Does the learner continue to perform at or below the 10th percentile on multiple assessment modalities (e.g., CBM, computer adaptive tests (CAT), diagnostic/standardized achievement)?

a. A learner is below level if they perform at or below the 10th percentile on three types of measures (e.g., median of three most recent existing CBM, median of three most recent existing CAT, diagnostic/standardized assessment). If student is at or below 10th percentile on two of three assessment modalities, complete a fourth assessment.

b. A learner is considered below level if they perform at or below the 10th percentile on three of four assessment modalities (e.g., median of three most recent existing CBM, median of three most recent existing CAT, two diagnostic/standardized assessments).

3. RATE OF IMPROVEMENT: Did the learner make adequate progress?

a. Define and calculate the three ROIs

- i. Calculate the learner's actual ROI in terms of skills gained per week (i.e., weekly ROI) using ordinary least squares linear regression (refer to definition section for details).
- ii. Define expected ROI: What is the ROI for same grade-level peers at or above the 25th percentile rank during the intervention period?
- iii. Define the needed ROI: What is the slope of the baseline data point and the intervention goal data point. See Goal Setting section.

b. Compare ROIs

- i. Compare actual ROI to needed ROI - if the learner's actual ROI is equal to or greater than the needed ROI, the learner does not meet this criteria (in other words, they are making sufficient growth).
- ii. Compare actual ROI to expected ROI - determine if sufficient or insufficient.
 1. The learner's actual ROI is determined to be insufficient when their actual ROI is at or below the expected ROI. If insufficient, adequate progress was not achieved.
 2. The learner's actual ROI is determined to be sufficient when their actual ROI is above the expected ROI. If sufficient, compare to needed ROI.
- iii. Determine if learner is projected to close the achievement gap within a reasonable amount of time, which is defined as meeting the 25th percentile within 36 instructional weeks from the baseline data point. The ultimate goal of the intervention is for the learner to be performing at or above the 25th percentile (average range) within a 36-week period.
 1. If the trajectory of the learner's actual ROI will ensure that they will reach the 25 th percentile in 36 weeks or less from the baseline data point, then continue with intervention. The learner is demonstrating sufficient ROI.
 2. If the trajectory of the learner's actual ROI will not ensure that they will reach the 25 th percentile in 36 weeks or less from the baseline data point, then the learner's progress is considered insufficient.

DETERMINATION: The learner is considered dually-discrepant and eligible for special education services as a child with a Specific Learning Disability when they meet the above criteria for significantly below level of achievement AND insufficient ROI after documenting appropriate intervention. By ensuring that the learner has participated in high quality research supported intervention for a sufficient period of time, the Multi-Disciplinary Team can effectively identify the learner's need for specially designed instruction and supports.

Secondary, Nonpublic, and Evaluations for other SLD Areas (written expression, listening comprehension, oral expression)

Currently, ELANCO is approved to use RTII for SLD identification for K-6 for reading. The district is reapplying for K-8 reading and completing an initial application for K-8 math. ELANCO does not have state approval to utilize RTII for SLD identification at the secondary

level, or for other areas of SLD (i.e., listening comprehension, oral expression, written expression). The district is also choosing to use these criteria for nonpublic evaluations for SLD. The following depicts the district's plan for SLD identification at the secondary level and nonpublic evaluations.

Discrepancy Description

1. Discrepancy between expected achievement and actual achievement (i.e., intra achievement)
 2. Percentile ranks on standardized assessments are at or below the 10th percentile rank
 3. Performance at or below the 10th percentile rank on curriculum based measures
- Learner would meet 2 out of the 3 above criteria

References

- Ardoin, S. P., Christ, T. J., Morena, L. S., Cormier, D. C., & Klingbeil, D. A. (2013). A systematic review and summarization of the recommendations and research surrounding curriculum-based measurement of oral reading fluency (CBM-R) decision rules. *Journal of School Psychology, 51*, 1-18.
- Fuchs, L. S., & Fuchs, D. (1998). Treatment validity: A unifying concept for reconceptualizing the identification of learning disabilities. *Learning Disabilities Research and Practice, 13*, 204-219.
- Kovaleski, J. F., VanDerHeyden, A. M., & Shapiro, E. S. (2013). *The RTI approach to evaluating learning disabilities*. New York, NY; Guilford Press.
- Pennsylvania Department of Education. (2008). PA Guidelines for identifying specific learning disabilities. Retrieved from <http://www.pattan.net/category/Resources/PaTTAN+Publications/Browse/Single/?id=4dc09560cd69f9ac7fc90000>
- Shapiro, E. S. (2008). Best practices in setting progress monitoring goals for academic skill improvement. In A. Thomas and J. Grimes (Eds.), *Best practices in school psychology V*. (Vol. 2, pp. 141-157). Bethesda, MD: National Association of School Psychologists.
- Torgesen, J. K. (2004). Lessons learned from research on interventions for students who have difficulty learning to read. In P. McCardle & V. Chhabra (Eds.), *The voice of evidence in reading research* (355-382). Baltimore, MD: Paul H. Brookes Publishing Co, Inc.
- Vaughn, S., & Wanzek, J., Murray, C. S., Scammacca, N., Linan-Thompson, S., & Woodruff, A. L. (2009). Response to early reading intervention: Examining higher and lower responders. *Exceptional Children, 75*(2), 165-183.

Enrollment

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

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

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

Not significantly disproportionate.

Non-Resident Students Oversight

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?

We have no facilities within our geographic region for which we would be considered the host district. If one did exist, we would comply fully with the requirements of IDEA 2004 and PA Regulations in Chapter 14 regarding the identification, evaluation, placement, and provision of special education services to all eligible school-age individuals residing therein. In complying with the requirements of IDEA 2004 and PA Regulations, the Eastern Lancaster County School District would provide personnel to assess student need for special education services, participate in MDE meetings and IEP meetings, and provide feedback to students, parents, and home district on student progress.

The District does have several students who are residing in a Drug and Alcohol Treatment Center in a neighboring school district. Eastern Lancaster County School District contacts the host district's Supervisor of Special Education to notify them that a student with special needs has been placed in a facility within their district. Eastern Lancaster County School District provides copies of the child's special education paperwork in an expedited fashion in order to ensure FAPE in the LRE. ELANCO's Director of Special Education requests to be notified of any IEP team meetings regarding their Eastern Lancaster County School District student so that the district can participate in the decision regarding what is considered LRE for this child while in his/her current placement.

A barrier that the district continues to experience is obtaining copies of the annual special education paperwork from the host district for our Eastern Lancaster County School District records. Multiple requests are made to obtain special education paperwork for our district students.

Incarcerated Students Oversight

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

No correctional institution is located in our district. If one did exist, we would comply fully with the requirements of IDEA 2004 and PA Regulations in Chapter 14 regarding the

identification, evaluation, placement, and provision of special education services to all eligible school-age individuals residing therein. In complying with the requirements of IDEA 2004 and PA Regulations, the Eastern Lancaster County School District would provide personnel to assess student need for special education services, participate in MDE meetings and IEP meetings, and provide feedback to students, parents, and home district on student progress. Student progress would be monitored through weekly progress monitoring of academic, behavioral, and social goals.

When students with special needs from the Eastern Lancaster County School District are placed at the Lancaster County Prison or the Youth Intervention Center, the ELANCO Director of Special Education contacts the Supervisor of Special Education at School District of Lancaster providing notification that an identified student was placed in one of the facilities. As the host district, the School District of Lancaster provides special education services to these facilities. Eastern Lancaster County School District provides special education paperwork to the School District of Lancaster to ensure appropriate supports and services are provided to the student. The Director of Special Education for Eastern Lancaster County School District serves as LEA for district students placed in these facilities. The district hosts a juvenile probation officer at the high school to monitor students who have been court appointed probation.

Least Restrictive Environment

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

The Eastern Lancaster County School District programs for students in the least restrictive environment. The general education setting is the first consideration for the delivery of services. We always consider maximizing the supplementary aids and services for all students prior to determining that the child should receive their education outside of the general education classroom. The District provides a continuum of services in district-operated programs.

The IEP team discusses how to maximize supplementary aids and services for the child so he/she can participate in the regular education class. As a district, we have implemented co-teaching in certain subject areas to increase our inclusive practices and improve student progress. We have implemented rotational learning in the general education classrooms K-6 to provide daily small group direct instruction for all students in the general education setting with identified students receiving two direct instruction rotations in addition to their intervention session. If additional resources or supports are needed while considering supplementary aids and services in the general education classrooms, then the IEP team will reconvene to determine these needs and how they will be addressed. The IEP teams consider collaborative, instructional, physical, and social-behavioral supports to meet the needs of the student. District special education consultants and a number of special education teachers are trained in the use of the Supplementary Aids and Services Toolkit. All special education teachers, special education consultants, and school psychologists are available for consultation with general education teachers on a regular basis. Student programming is individualized to meet the needs of the given student. All students have the opportunity to participate in academic, nonacademic or extracurricular activities. Outside placements are the last consideration, but are accessed to ensure FAPE. ELANCO embraces inclusive practices as demonstrated by all three of our K-6 elementary buildings being recognized as state approved MTSS buildings in the area of reading and mathematics. ELANCO has benefitted from Intermediate Unit 13 TAC team providing professional development to our K-8 teachers on rotational/hybrid learning. In addition to providing training, the IU team provided on-site consultations, observations, and modeling for our staff.

ELANCO has participated in the PA Autism Initiative through PaTTAN since August 2009. We have expanded our Autistic Support program to a total of ten classes K-12 in the district using Applied Behavior Analysis. The District receives bi-annual site reviews from PaTTAN personnel to evaluate our program's effectiveness along with monthly consultative services for recommended programming and behavior interventions. PaTTAN has utilized our district for training purposes and visits from other school districts. With the training provided to our district staff through the PA Autism Initiative, ELANCO has been able to appropriately program for students in our district-operated programs. ELANCO continues to be very proud of our Autistic Support program.

ELANCO has a trained Concussion Management Team (CMT) at each school building consisting of the school counselor and certified school nurse and one district office administrator to support students and parents with brain injury school re-entry. We access the BrainSTEPS team for additional supports when a student exhibits symptoms beyond the designated timeline.

When reviewing Indicator 5 (Educational Environments) it appears as if the district is slightly higher than the state average in students receiving services inside the regular class 80% or more of their day (LEA 71.3%, State 62.4%). We believe our inclusive practices speak to these numbers. In the area of students receiving services inside the regular class <40% of their day, the district was slightly higher than the state (LEA 18.6%, State 9.0%). We have ten autistic support classes, four life skills support classes, three multiple

disabilities support classes, and four emotional support classes. Some of our students in these classes benefit from the additional supports available to them in the full-time setting. When we reviewed this data more closely it was determined that the students classified in this level of support, the amount of supports and services being offered was appropriate to meet their needs at this time. In efforts to increase the amount of time students spend in the regular education environment, we created a protocol to increase inclusion opportunities. We continue to train/support teachers on inclusive practices and how to increase supports to students when needed in general education in order for them to be successful. In the area of students receiving services in other settings, the district was lower than the state average (LEA 2.9%, State 4.9%).

We currently have nine students who attend an IU center-based program and seven students who attend a private-operated center-based program. The IEP team discussed appropriate programming for the students and deemed the center-based program was the LRE at that time. The IEP team will reconvene to discuss a transition plan for these students to return to district programming when their data indicates that is appropriate. Students are invited to participate in extra-curricular activities at their home school while enrolled in outside placements. The District Director/Assistant Director of Special Education attends all IEP meetings for students in outside placements to ensure the placements continue to be appropriate.

The ELANCO School District is always looking for ways to reduce the number of students who are placed out of district through the development of new programs or additional training. We are exploring the possibility of opening our own district-operated center-based Emotional Support program. We have visited a number of center-based programs and are confident that our staff can operate a similar program but need to secure a setting outside of the public school building to run the program. We are currently exploring options in the community.

Behavior Support Services

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

The Eastern Lancaster County School District has a current Behavior Support Policy that includes all components of PA Code 14.133. The Policy directly states that research-based practices must be used and that restraints may only be used as a last resort. The District provides training to all relevant staff in positive crisis intervention and prevention techniques using either Crisis Prevention Institute (CPI) and/or Quality Behavior Solutions (QBS) Safety Care systems on a regular basis to ensure that staff are trained in de-escalation techniques that are to be used prior to the use of restraint. Use of restrictive techniques including restraint are used only as a last resort.

Behavior interventions are implemented and progress is closely monitored for students that require behavior supports in the general education setting. Students that do not respond sufficiently to intervention are

referred for evaluation to consider appropriate additional behavioral supports. Eligible students that display behaviors that impede their learning or the learning of others typically have a positive behavior support plan as a component of his/her IEP. Student's positive behavior support plans focuses on use of positive techniques that are research-based and effective. A functional assessment of behavior guides the development of the behavior support plan. The District programs for students in need of behavioral supports effectively in the least restrictive environment.

Section 4 of the Policy (Delegation of Responsibility) states that "The superintendent or designee shall provide regular training, and retraining as needed, of staff in the use of specific procedures, methods, and techniques, including restraints and seclusion, that will be used to implement positive behavior supports or interventions in accordance with the student's IE and Board Policy." The District employs one Behavior Specialist and 4.6 School Psychologists to support the behavioral needs of students district-wide. Our Behavior Specialist is a certified trainer in QBS and one of our School Psychologists is a certified trainer in CPI. Additionally, on-going behavioral training opportunities are offered to school personnel including: special educators, regular educators, paraeducators, administration, school counselors, bus drivers, school psychologists, special education consultants, and other support staff to enhance their skills in identifying the function of the student's behavior and how adults can adjust their responses in order to facilitate learning. With this foundation of de-escalation and reconnection between student and staff member, a consistent approach to behavior is established within the District at all levels. In addition, the District is working with Safe and Civil Schools on Positive School-Wide Behavior Supports in all buildings as a preventative intervention for students and staff in order to allow students to continue to be educated in the least restrictive environment.

A range of counseling services are available through building level school counselors and school psychologists. The District employs a school psychologist at each building, a school counselor at each elementary building, two school counselors at the Middle School level, and three school counselors at the High School level. Students are referred to school-based counseling or outside counseling services as deemed appropriate. ELANCO currently has arrangements with a community based counseling agency to provide psychological counseling to students. Students can be referred to community based counseling services through the district's Student Assistance Program (SAP) team, by the school-based team, parent request, or by other means. The community-based agency works with families to secure permissions and to obtain appropriate authorization to begin counseling within the district buildings.

Intensive Interagency/Ensuring FAPE/Hard to Place Students

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

The District does not have students for whom we have had difficulty locating a program to ensure the provision of FAPE as documented with approved NOREPs and student progress. In the event that we did have a student for whom we had difficulty locating a program to ensure the provision of FAPE, the District would submit an initial report for students who we have determined cannot currently be serviced in the public educational setting and who have waited more than 30 days for the provision of an appropriate educational placement. This report would be filed to the regional interagency coordinator (RIC) within 5 days of initial identification. Once referred, RIC determines whether there's a need for interagency supports then the intensive interagency coordination would occur including IU and PaTTAN consultants. The Director of Special Education participated in the PaTTAN webinar training on Interagency Approach.

The District offers a continuum of services and programs within our schools. The following programs are operated at a K-12 district level: autistic support, emotional support, learning support, life skills support, and multiple disabilities support. Eastern Lancaster County School District currently has 14 students receiving special education services outside of district operated programs in an IU or other private center-based setting. All other students' needs are met within district operated programming. The district has one licensed social worker who serves as the liaison between other student serving systems (such as mental health, child protective services, juvenile probation) and the district. These school personnel attend team meetings and work closely with the family to assist them with accessing community and agency support related to the student's disability.

During the life of this plan, the district is planning to open an additional class at the secondary level in emotional support and life skills support in order to continue to provide programming for the growing population in these programs. In addition, the District is exploring the possibility of opening a district-operated center-based emotional support program to provide supports to our students who demonstrate a need for more intensive behavioral supports. This would reduce the need for outside district placements.

Assurances

Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

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

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

Special Education Assurances

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

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

24 P.S. §1306 and §1306.2 Facilities

There are no facilities.

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Intermediate Unit Community School Southeast	Special Education Centers	Center-based Emotional Support	1
Intermediate Unit Child Development Center	Special Education Centers	Center-based Emotional Support	5
Intermediate Unit Community School West	Special Education Centers	Center-based Emotional Support	1
Instruction in the Home Provided by ELANCO	Instruction in the Home	Instruction in the Home	2
River Rock Academy	Other	Center-based Emotional Support	6
New Story	Other	Center-based Emotional Support	1
Intermediate Unit Learning Center	Special Education Centers	Center-based: Life Skills, Learning Support	2

Special Education Program Profile

Program Position #1

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	25	0.5
Locations:				
Blue Ball Elementary School	An Elementary School Building	A building in which General Education programs are operated		

Program Position #2

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
Blue Ball Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #3*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 11	20	1
Justification: K-6 Supplemental class, students come at various times during day by grade spans; age range waiver obtained for all students				
Locations:				
Blue Ball Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	25	0.5
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	6 to 9	25	0.5
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	9 to 12	25	0.5
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #7*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	0.5
Locations:				
Garden Spot Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #8

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	12 to 15	25	0.5
Locations:				
Garden Spot Middle School	A Middle School Building	A building in which General Education programs are operated		

Program Position #9

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	37	0.75
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #10

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	14 to 18	37	0.75
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #11

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	35	1
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #12

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Learning Support	16 to 20	25	1
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #13

Operator: School District

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 21	15	0.75
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 11	12	1
Justification: K-6 elem ES classroom. Age range waivers will be obtained for all students.				
Locations:				
Brecknock Elementary School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	7 to 12	12	1
Justification: Age range waivers obtained via IEP and NOREP.				
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Emotional Support	5 to 11	12	1
Justification: K-6 elem ES classroom. Age range waivers will be obtained for all students.				
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 16	5	0.25
Locations:				
Garden Spot Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	15 to 20	10	0.5
Justification: Age range waivers obtained for students via IEP and NOREPs.				
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	5 to 8	12	1
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	8 to 12	9	0.75
Justification: Age range waivers obtained via IEP and NOREP.				
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	12 to 16	15	1
Locations:				
Garden Spot Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Life Skills Support	16 to 21	15	1

Justification: Age range waiver obtained via IEP and NOREP.				
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	5 to 8	8	1
Locations:				
Blue Ball Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	8 to 12	8	1
Justification: Age range waiver obtained for students in class.				
Locations:				
Blue Ball Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Multiple Disabilities Support	14 to 21	8	1
Justification: Age waivers are obtained for students in this class via the IEP and NOREP.				
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #26*Operator: School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 11	8	1
Justification: Age range waivers obtained for students in class via IEP and NOREP.				
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #27*Operator: School District*

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 11	8	1
Justification: Age range waivers obtained for students in class via IEP and NOREP.				
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	6 to 11	8	1
Justification: Age range waivers obtained for students in class via IEP and NOREP.				
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	8 to 11	8	1
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	9 to 12	8	1
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	8	1
Locations:				
Garden Spot Middle School	A Middle School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	14 to 19	8	1
Justification: Age range waivers will be obtained for all students.				
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	15 to 21	8	1
Justification: Age range waivers will be obtained for all students.				
Locations:				
Garden Spot High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #34*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: SLP provides services individually or in groups where the age range is not greater than 3 years.				
Locations:				
New Holland Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #35*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 12	65	1
Justification: SLP provides services individually or in groups where the age range is not greater than 3 years.				
Locations:				
Blue Ball Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #36*Operator: Outside Contractor for the School District***PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
-----------------	------------------	-----------	----------	-----

Itinerant	Speech and Language Support	5 to 12	65	1
Justification: SLP provides services individually or in groups where the age range is not greater than 3 years.				
Locations:				
Brecknock Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #37*Operator:* Outside Contractor for the School District**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	13 to 21	65	1
Justification: SLP provides services individually or in groups where the age range is not greater than 4 years.				
Locations:				
Garden Spot Middle/High School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Program Position #38*Operator:* Intermediate Unit**PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Deaf and Hearing Impaired Support	6 to 11	5	0.25
Justification: DHH teacher provides services individually so students are not grouped in a range greater than 3 years.				
Locations:				
Elementary Schools	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Autistic Support	11 to 15	8	1
Locations:				
Garden Spot Middle School	A Junior/Senior High School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education and Gifted Services	District Wide	1
Special Education Consultant	Elementary District Wide	1

Special Education Consultants	Secondary Level	2
Special Education Consultant	District Wide	1
Social Worker	District Wide	1
Behavior Specialist	District Wide	1
School Psychologists	District Wide	4.8
Support Specialists	Elementary District Wide	3
School Counselors	District Wide	8
Occupational Therapist	District Wide	1
Assistant Director of Special Education and Gifted Services	Secondary Level	1
Instructional Coach	Secondary	2

Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Outside Contractor	5 Days
Job Trainer Services	Intermediate Unit	5 Days
Job Trainer Services	Intermediate Unit	5 Days
Job Trainer Services	Outside Contractor	5 Days
Job Trainer Services	Outside Contractor	5 Days
Physical Therapist	Outside Contractor	5 Days
35 Paraprofessionals	Outside Contractor	1079 Hours
70 Personal Care Assistants	Outside Contractor	2125 Hours
Occupational Therapist Assistant	Outside Contractor	4 Days
Physical Therapist Assistant	Outside Contractor	3 Days

Needs Assessment

Record School Patterns

Question:

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

What other information do you still need to assess?

Answer:

After reviewing school level accomplishments, the following accomplishment patterns were identified:

- Schools are perceived as safe and inviting by students, families, and staff.
- Students achieving at Below Basic or Basic are consistently growing a year or more than a year based on PVAAS information.
- Strong attendance - 95% or higher in all buildings.
- Well resourced with materials, instructional programs, and technology.
- Strong RtII process K-8 supports identification of student need and intervention.

After reviewing school level systemic challenges, the following need patterns were identified:

- Increase in ELA and Mathematics achievement scores K-12 and Science at the middle school and high school levels (PSSA & Keystone).
- Increase in achievement and growth of students scoring advanced on PSSA.
- Standards aligned curricula needs to be revised or written for all courses and grade level subject areas. In addition to curriculum maps or unit development, pacing guides need to be established for all academic and humanities curricula.
- Planned professional development that:
 - Provides practice and collaboration time for teachers to discuss and implement learning.
 - Focused on priorities
 - Is spread over 3-5 years
- All classroom teachers design standards, aligned, differentiated instruction that reflects challenging learning expectations for all students.

- Teachers and school administrators implement specific classroom and school-wide practices to reengage students who are not actively participating in the learning process.
- Teachers and school administrators implement specific classroom and school-wide practices that promote a positive classroom and school-wide climate for all students and staff, focused on language and acceptance.

District Accomplishments

Accomplishment #1:

Eastern Lancaster County School District has designed elementary curriculum which integrates English/Language Arts with Science, Social Studies, Career Education and Work, Health, Family/Consumer Science, and Technology standards, providing learning facilitators with a flexible and supportive resource menu to design unique, meaningful, and relevant instruction. The purpose of the revision is to provide learning opportunities which seamlessly integrate subject areas, provide choice, connect to real-world issues and careers, and allow learners to demonstrate their thinking and understanding through authentic products and varied evidence of learning. The curriculum offers opportunities for learners to curate their learning over time through a digital portfolio.

Accomplishment #2:

Eastern Lancaster County School District has a comprehensive system in place to monitor attendance, support families in having their child attend school regularly, outlines consequences for non-attendance and defines expectations for record keeping and monitoring learner attendance by professional staff. The District attendance levels stands at over 95% attendance.

Accomplishment #3:

Eastern Lancaster County School District has designed a customized professional development model that empowers professionals to create their own learning paths based on their individual needs and interests.

Accomplishment #4:

Eastern Lancaster County School District has designated an administrator to ensure the universal screening process is implemented across all schools. Within our RtII framework, learners are identified as at-risk using cut points for each assessment. An assessment calendar has been established across all schools. After each universal screening, facilitator teams and administrators meet to review the data and identify learners who need instructional changes. The District uses diagnostic assessments, such as PSI and CDTs to help focus interventions. Eastern Lancaster County has a written RtII framework outlining procedures and decision rules that has been approved by the

State of Pennsylvania in compliance with using RtII as a method of identifying learners with a learning disability in reading or mathematics.

Accomplishment #5:

Eastern Lancaster County School District has developed a STEM program focused on creating and solving problems while addressing the Inquiry and Design and Technology standards. This course is offered to all elementary learners.

Accomplishment #6:

Eastern Lancaster County School District has developed and implemented a Makerspace Lab for all elementary aged learners which is a learner directed, facilitator led survey course where learners develop their skills in [collaboration](#), [critical thinking](#), [communication](#), and [creativity](#) while experiencing and exploring innovative, high-impact, authentic, challenges and/or global learning opportunities which foster curiosity, innovation, global connections, and career awareness.

Accomplishment #7:

Eastern Lancaster County School District has developed a special education program that is one of the strongest programs in the state. The District accepts learners from six other districts into its Autistic Support, Multiple Disabilities Support, and Life Skills Support Programs. Exemplary videos of the Autistic Support Program can be found on the SAS website. Last year, we had visitations to our special education program from 14 different school districts and/or Intermediate Units, including an international visitor.

Accomplishment #8:

Eastern Lancaster County School District ensures the District's resources effectively address instructional priorities aligned with the District's vision and mission and fully ensures that the expenditures and accounting of funds meets legal and ethical requirements within the parameters of generally accepted accounting procedures. The District's Chief of Finance and Operations is regularly praised for his work by outside auditors in managing the budget appropriately with no findings in the audit report.

District Concerns

Concern #1:

Coordinate with community-operated infant and toddler centers, preschool early intervention programs, preschool agencies, after-school programs and services, and stay-at-home parents to provide training and support in helping children gain appropriate skills in ELA, mathematics, social skills, and other developmentally appropriate areas prior to beginning kindergarten.

Concern #2:

The development of a customized learning framework that ensures consistent implementation of standards aligned curricula across all schools for all learners and ensures the consistent implementation of effective, customized instructional practices across all classrooms in each school. This framework should include the use of varied evidence of learning to monitor learner growth, achievement, and accomplishments.

Concern #3:

Close the achievement gap between the learners with special needs and economically disadvantaged subgroups and all District learners.

Concern #4:

Refine professional development practices to focus on the competencies of Learner, Leader, Citizenship, Collaboration, Design, Facilitator, and Analyst. Increase the amount of authentic and problem-based learning in all classrooms. Increase collaboration and feedback from peers or outside experts. We are using technology to consume and not create.

Concern #5:

Consistent implementation of a school-wide positive behavior support program with a focus on language and acceptance. Overall purpose to promote a positive school climate where all learners are treated with respect and are willing to take academic risks. There is limited screening for academic and behavioral concerns and supports for at-risk learners at the secondary level.

Prioritized Systemic Challenges

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

Aligned Concerns:

Coordinate with community-operated infant and toddler centers, preschool early intervention programs, preschool agencies, after-school programs and services, and stay-at-home parents to provide training and support in helping children gain appropriate skills in ELA, mathematics, social skills, and other developmentally appropriate areas prior to beginning kindergarten.

The development of a customized learning framework that ensures consistent implementation of standards aligned curricula across all schools for all learners and ensures the consistent implementation of effective, customized instructional practices across all classrooms in each school. This framework should include the use of varied evidence of learning to monitor learner growth, achievement, and accomplishments.

Close the achievement gap between the learners with special needs and economically disadvantaged subgroups and all District learners.

Consistent implementation of a school-wide positive behavior support program with a focus on language and acceptance. Overall purpose to promote a positive school climate where all learners are treated with respect and are willing to take academic risks. There is limited screening for academic and behavioral concerns and supports for at-risk learners at the secondary level.

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:

The development of a customized learning framework that ensures consistent implementation of standards aligned curricula across all schools for all learners and ensures the consistent implementation of effective, customized instructional practices across all classrooms in each school. This framework should include the use of varied evidence of learning to monitor learner growth, achievement, and accomplishments.

Close the achievement gap between the learners with special needs and economically disadvantaged subgroups and all District learners.

Refine professional development practices to focus on the competencies of Learner, Leader, Citizenship, Collaboration, Design, Facilitator, and Analyst. Increase the amount of authentic and problem-based learning in all classrooms. Increase collaboration and feedback from peers or outside experts. We are using technology to consume and not create.

Systemic Challenge #3 (*Guiding Question #1*) Establish a district system that fully ensures consistent implementation of standards aligned curricula across all schools for all students.

Aligned Concerns:

The development of a customized learning framework that ensures consistent implementation of standards aligned curricula across all schools for all learners and ensures the consistent implementation of effective, customized instructional practices

across all classrooms in each school. This framework should include the use of varied evidence of learning to monitor learner growth, achievement, and accomplishments.

Close the achievement gap between the learners with special needs and economically disadvantaged subgroups and all District learners.

Refine professional development practices to focus on the competencies of Learner, Leader, Citizenship, Collaboration, Design, Facilitator, and Analyst. Increase the amount of authentic and problem-based learning in all classrooms. Increase collaboration and feedback from peers or outside experts. We are using technology to consume and not create.

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

Aligned Concerns:

The development of a customized learning framework that ensures consistent implementation of standards aligned curricula across all schools for all learners and ensures the consistent implementation of effective, customized instructional practices across all classrooms in each school. This framework should include the use of varied evidence of learning to monitor learner growth, achievement, and accomplishments.

Close the achievement gap between the learners with special needs and economically disadvantaged subgroups and all District learners.

Refine professional development practices to focus on the competencies of Learner, Leader, Citizenship, Collaboration, Design, Facilitator, and Analyst. Increase the amount of authentic and problem-based learning in all classrooms. Increase collaboration and feedback from peers or outside experts. We are using technology to consume and not create.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

Indicators of Effectiveness:

Type: Annual

Data Source: Future Ready Index

Specific Targets: All learners, including learners in all historically under-performing subgroups, demonstrating proficiency on track performance in all categories in the Future Ready Index.

Type: Interim

Data Source: STAR Reading and Math assessments, Writing Samples, Common Unit Assessments

Specific Targets: Minimum of three (3) STAR Reading and Math assessments (K-10); minimum of one (1) common summative assessment per curricular unit of study; minimum of one (1) common writing assessment per genre.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf?)
Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources:

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

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

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

SAS Alignment: Assessment, Instruction

Formative Assessment

Description:

Formative assessment is any assessment task designed to promote students' learning. These tasks give both teachers and students feedback, so that teaching and learning activities can be altered according to the results. Formative assessment is different from summative assessment, the goal of which is to measure mastery. (Sources: [Formative Assessment Using the U-P-S Strategy](#), [Guiding Instruction through CFAs](#), [Strategies for Formative Assessment](#), [Tools for Formative Assessment](#), [Five "Key Strategies" for Effective Formative Assessment](#))

SAS Alignment: Assessment

Implementation Steps:

Data-Informed Instructional Practice

Description:

Achievement data collected from the following sources will be used to inform instructional practices:

1. Varied evidence of learning in all curricular areas (minimum of one (1) common summative assessment per curricular unit of study.
2. During grade level, department, and data team meetings, use summative, benchmark, and formative assessments to inform instructional practice.

3. Evidence of implementation through administrative walk throughs, observations, data team meetings, and students achievement and growth in state and local assessments.

Evidence of implementation through administrative walk throughs, observations, data team meetings, and learner achievement and growth in state and local assessments.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

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

Evidence of Learning

Description:

Create and implement varied evidence of learning, as well as, standard based reports that provide information on mastery of standards to parents and families.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education, Special Education, Student Services, Gifted Education

Supported Strategies:

- Common Assessment within Grade/Subject

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: Interim

Data Source: Bright Bytes Survey given approx every 18 months

Specific Targets: Success indicators will increase in the area of Teacher use of the 4Cs, specifically, an increase in the amount of time learners are asked to create and/or deliver multi-media presentations (current 65% never), an increase in the amount of time teachers ask learners to get feedback from other learners (currently 54% never), and an increase in the amount of time learners are asked to collect data and perform experiments with real measurement (currently 70% never).

Type: Interim

Data Source: STAR Reading and Math assessments, Writing Samples, Common Unit assessments, Performance tasks or Authentic assessment.

Specific Targets: Minimum of three (3) STAR Reading and Math assessments (K-10) per year; minimum of one (1) common summative assessment per curricular unit of study; minimum of one (1) common writing assessment per marking period.

Type: Interim

Data Source: Administrative Walk-Through Data

Specific Targets: Consistent implementation of best instructional practices to support high achievement and growth of all learners and increase in customized learning opportunities.

Type: Interim

Data Source: LEAP Survey given approx. every 18 months

Specific Targets: Increase in learner focused and learner led tasks.

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/dddmg_pg_092909.pdf?) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.) Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Instructional Coaching: The Principles of Partnership

Description: Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching> Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>)

SAS Alignment: Instruction

Substantial Professional Development

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

SAS Alignment: Instruction

Technology Infrastructure Enhancement/Technology Access and Training Increase

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

SAS Alignment: Instruction, Materials & Resources

Differentiating Instruction

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

SAS Alignment: Instruction

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

Effective Teaching Principles

Description:

Effective instruction encompasses more than your lesson plans - it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. (Sources: [Getting Acquainted with the Essential Nine](#) , [Research-Based Effective Teaching Principles](#) , [Principles of Instruction](#) , [Instructional Practices for an Effective Classroom](#))

SAS Alignment: Instruction

Technology and Student Achievement

Description:

The International Society for Technology in Education (ISTE) cites research that indicates an increase in access to technology has a positive effect on student achievement. (Sources: [Edtech research: Explore the horizons of education technology](#))

SAS Alignment: Instruction

Implementation Steps:

Professional Development - Customized Learning Practices

Description:

Provide all staff with professional development to:

1. Plan for implementation and implement customized learning communities in all schools.
2. Leverage technology to foster creation of content and entrepreneurial quest.
3. Define, discuss, and model differentiated instruction (purpose and rational).
4. Identify strategies to facilitate differentiating instruction in all classrooms.
5. Plan for implementation and implement differentiated practices in all classrooms.

Evidence of implementation through administrative walk through, and learner achievement and growth on state and local assessments and surveys.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Substantial Professional Development
- Differentiating Instruction

*Professional Development - Technology Integration***Description:**

Provide staff development opportunities related to:

1. The seamless integration of technology as a synchronous and asynchronous instructional delivery method.
2. The use of technology to connect and collaborate with global partners.
3. Integration of technology for learner use to enhance mastery of grade level standards and 21st Century Skills.
4. The use of technology to access and disaggregate learner assessment data to inform instructional practices.

Evidence of successful implementation of this step will be determined through administrative walk throughs, and learner achievement and growth on state and local assessments, and surveys of learners and facilitators.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Substantial Professional Development
- Technology Infrastructure Enhancement/Technology Access and Training Increase

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: Pre-Kindergarten Screening

Specific Targets: Increase in the readiness of entering learners in the areas of early literacy and numeracy skills.

Type: Annual

Data Source: Attendance at Pre-Kindergarten Events

Specific Targets: Increase in parent and learner attendance at pre-kindergarten events.

Type: Interim

Data Source: Monitoring of Learner Progress through CBM including rate of improvement and goal attainment.

Specific Targets: Decrease in the number of learners who require Tier 2 and 3 intervention both academically and behaviorally.

Strategies:

Family Engagement

Description:

To ensure that every child reaches academic proficiency in core academic disciplines regardless of zip code, economic status, race, ethnicity or disability, schools and districts need to consider the importance of parent engagement. Research clearly points to a strong correlation between parent involvement and student achievement (Epstein, 2005; Furger, 2006; Henderson & Berla, 1994; Henderson & Mapp, 2002). When schools implement intentional and intensive parent engagement strategies, there is a significant rise in student achievement scores (Redding, et al., 2004). PaTTAN, in partnership with the Bureau of Special Education, provides training and technical assistance to local education agencies (LEAs) in planning for continuous improvement and effective family engagement. (Sources: [Family Engagement](#) , [Top Five Reasons Schools Need to Engage Parents](#))

SAS Alignment: Instruction, Materials & Resources

Family Literacy Activities

Description:

Family literacy is defined as home literacy activities that provide literacy skill-building opportunities for young children while enhancing literacy skill development in all members of the family. (Sources: [Promoting Family Literacy: Raising Ready Readers](#) , [The Effect of Family Literacy Interventions On Children’s Acquisition of Reading From Kindergarten to Grade 3](#) , [Promoting Family Literacy: Raising Ready Readers](#) , [Celebrate National Family Literacy Day!](#) , [Shared Book Reading](#) , [Shared Book Reading](#))

SAS Alignment: Instruction, Materials & Resources

Early Childhood Transition

Description:

Significant changes occur for all of us at different times in our lives. When children in preschool early intervention reach the age of 5 or 6, they will move on to a school-age program. Examples of school-age programs are public schools, charter schools, and home education programs. During this transition to a school-age program, it is important for families to have as much information as possible about the process. The Bureau of Special Education (BSE) and the Bureau of Early Intervention Services (BEIS) have developed this guide to help families learn more about transition from preschool early intervention to a school-age program. (Sources: [Understanding Early Childhood Outcomes Family Tip Sheet](#) , [The Transition Process From Early Intervention to School-Age Programs: Guidelines to Support Parents](#))

SAS Alignment: Materials & Resources

Pre-K Programming

Description:

Pre-K Mathematics Programs, Preschool Ladders to Literacy Program, Preschool Behavior Programs, HighScope Perry Preschool Study. WWC has identified commercial pre-K mathematics programs that have a positive effect on student achievement. (Sources: [Find What Works based on the evidence](#))

SAS Alignment: Instruction

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Sources: [Multi-Tiered Systems of Support \(MTSS\)](#))

SAS Alignment: Instruction

Implementation Steps:

Pre-K Programming

Description:

Pre- Kindergarten Nights

This program is offered to all children who will be entering Kindergarten the following school year and their parents. Information on the program is sent out to all households who have children who would be of age to enter Kindergarten according to District census data. Informational flyers are also posted in local businesses surrounding each elementary school.

The goal of the program is to inform parents of critical early reading and math skills, as well as to provide parents with modeled example activities and games which they can use at home to enhance these critical skills. The focus skills presented include letter identification, letter-sound correspondence, first sound identification, name writing, letter formation, concepts of print, rhyming, colors, shapes, number identification, one-to-one correspondence, identifying and creating patterns, and counting in sequence. The program is organized and run by district instructional coaches, support specialists, and teachers.

Daytime Pre-Kindergarten Sessions

This program introduces Art, Music, PE, STEM, and Literacy skills to children who will be entering kindergarten the following year and their

parents. At each elementary building, children and their parents participate in 6 sessions in each area for a total of 30, 45-minute sessions over the course of the school year. Each session includes activities in the specific content area along with a book or literacy connection. The sessions are co-taught by district specialists.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s):

Supported Strategies:

- Family Engagement
- Family Literacy Activities
- Early Childhood Transition
- Pre-K Programming

Multi-Tiered Support System

Description:

Monitor at grades K-8 and implement at 9-12 the MTSS District Framework that will ensure:

1. All learners have appropriate access to core curriculum and instruction.
2. Appropriate intervention and enrichment is provided based on data to identify specific learner needs.
3. A systemic K-12 approach to serving historically underperforming subgroups.
4. Continued development, monitoring, and revision of a continuum of services to support struggling learners at all levels and maximizing growth of the District's highest achieving learners.
5. Use of varied evidence of learning to measure growth and determine needs.
6. Continued development, monitoring, and revision of school-wide positive behavioral support systems.

Start Date: 7/1/2019 **End Date:** 6/30/2022

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

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Goal #4: 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: Future Ready Index

Specific Targets: All learners, including learners in all historically under-performing subgroups, demonstrating proficiency on track performance in all categories in the Future Ready Index.

Type: Interim

Data Source: STAR Reading and Math assessments, Writing Samples, Common Unit Assessments

Specific Targets: Minimum of three (3) STAR Reading and Math assessments (K-10); minimum of one (1) common summative assessment per curricular unit of study; minimum of one (1) common writing assessment per genre.

Type: Interim

Data Source: Administrative Walk-Through Data

Specific Targets: Consistent instruction of the standards aligned curriculum in every classroom to support high achievement and growth of all learners.

Strategies:

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

SAS: Curriculum

Description:

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program - The Glossary of Education Reform. SAS: Curriculum offers various resources for educators to use when building and mapping curriculum. (Sources: [SAS: Curriculum](#))

SAS Alignment: Curriculum Framework

Implementation Steps:

Learning Progressions

Description:

Develop learning progressions for learning outcomes for all courses which allow for variable time for learner acquisition, varied ways for learners to show evidence of learning, and increased choice for learners as they progress toward college and career readiness, and develop interests and passions.

Start Date: 7/1/2019 **End Date:** 6/30/2022

Program Area(s): Professional Education

Supported Strategies:

- Curriculum Mapping

Appendix: Professional Development Implementation Step Details

LEA Goals Addressed: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Strategy #1: Substantial Professional Development
Strategy #2: Differentiating Instruction

Start	End	Title	Description
7/1/2019	6/30/2022	Professional Development - Customized Learning Practices	<p>Provide all staff with professional development to:</p> <ol style="list-style-type: none"> 1. Plan for implementation and implement customized learning communities in all schools. 2. Leverage technology to foster creation of content and entrepreneurial quest. 3. Define, discuss, and model differentiated instruction (purpose and rational). 4. Identify strategies to facilitate differentiating instruction in all classrooms. 5. Plan for implementation and implement differentiated practices in all classrooms. <p>Evidence of implementation through administrative walk through, and learner achievement and growth on state and local assessments and surveys.</p>
		<p>Person Responsible SH S EP</p> <p>Assistant 2.0 9 200</p> <p>Superintendent,</p> <p>Director of</p>	<p>Provider Eastern Lancaster County School District</p> <p>Type School Entity and IU</p> <p>App. No</p>

Elementary Instruction, Director of Special Education & Gifted Services, and the building administrative teams.

Knowledge

Educators will learn to differentiate instruction and customize learning within their classrooms to meet the needs of learners.

Supportive Research

Differentiated instruction and customized learning is a thoroughly reviewed and researched strategy that is shown to effectively increase learner achievement and growth.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

Training Format

- LEA Whole Group Presentation
 - Series of Workshops
 - School Whole Group Presentation
 - Live Webinar
 - Department Focused Presentation
 - Podcast
-

	<p>Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences</p>		
	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex</p>		
Participant Roles	<p>Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel Parents</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p>		<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>
Follow-up Activities	<p>Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting</p>	Evaluation Methods	<p>Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Review of written reports summarizing instructional activity Portfolio</p>

LEA Goals Addressed:	<p>Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</p>	<p>Strategy #1: Instructional Coaching: The Principles of Partnership</p> <p>Strategy #2: Substantial Professional Development</p> <p>Strategy #3: Technology Infrastructure Enhancement/Technology Access and Training Increase</p>
-----------------------------	---	---

Start	End	Title	Description
7/1/2019	6/30/2022	Professional Development - Technology Integration	<p>Provide staff development opportunities related to:</p> <ol style="list-style-type: none"> 1. The seamless integration of technology as a synchronous and asynchronous instructional delivery method. 2. The use of technology to connect and collaborate with global partners. 3. Integration of technology for learner use to enhance mastery of grade level standards and 21st Century Skills. 4. The use of technology to access and disaggregate learner assessment data to inform instructional practices. <p>Evidence of successful implementation of this step will be determined through administrative walk throughs, and learner achievement and growth on state and local assessments, and surveys of learners and facilitators.</p>
		<p>Person Responsible Assistant Superintendent, Director of Elementary Instruction, Director</p>	<p>SH S EP 2.0 9 200</p>
			<p>Provider Eastern Lancaster County School District</p>
			<p>Type School Entity</p>
			<p>App. Yes</p>

of Special Education
and Gifted Services,
and the building
administrative teams.

Knowledge

Facilitators will learn how to integrate technology for the purpose of fostering the use of the 4Cs, connecting with others globally, and creation of original content. In addition, facilitators will receive in-classroom support through technology integration coaches.

**Supportive
Research**

Research, reported through ISTE and others show when implemented and used appropriately, technology increased learner achievement and attainment of mastery goals.

Designed to Accomplish

For classroom teachers, school
counselors and education
specialists:

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

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

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

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

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

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

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

Training Format

LEA Whole Group Presentation
Series of Workshops
School Whole Group Presentation
Live Webinar

	<p>Department Focused Presentation Podcast Online-Synchronous Online-Asynchronous Professional Learning Communities Offsite Conferences</p>		
Participant Roles	<p>Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel</p>	Grade Levels	<p>Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)</p>
Follow-up Activities	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities</p>	Evaluation Methods	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Classroom student assessment data Participant survey Review of participant lesson plans Portfolio</p>

Journaling and reflecting

District Level Affirmations

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

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

Affirmed by Glenn Yoder on 11/27/2018

Board President

Affirmed by Robert Hollister on 11/27/2018

Superintendent/Chief Executive Officer

Special Education Affirmations

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

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

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

Affirmed by Glenn Yoder on 4/17/2018

Board President

Affirmed by Robert Hollister on 4/17/2018

Superintendent/Chief Executive Officer