Pleasant Valley SD

District Level Plan

07/01/2019 - 06/30/2022

District Profile

Demographics

2233 Route 115
Suite 100
Brodheadsville, PA 18322
(570)402-1000
Superintendent: David Piperato
Director of Special Education: Alfred Kise

Planning Process

During the summer of 2016, a team of administrators attended a Comprehensive Planning professional development session to begin the Phase 3 district planning process. As a result, a strategy for development of a Comprehensive Planning Committee was established.

The Pleasant Valley School District Comprehensive Planning Committee (CPC) consisted of approximately thirty members representing students, parents, teachers, administrators and local community, and business leaders. The CPC was brought together for an initial meeting on October 11, 2016 and has met during the evenings at the Pleasant Valley District office and virtually through Google Classroom, during the 2016-2017 and 2017-2018 school years. Sub-committees for professional development, special education, and technology were formed to foster their respective departmental plans. Progress on the development of the required plans will be shared during Board of Education Meetings as well as on the Pleasant Valley School District website. The completed plan will be shared with all staff upon acceptance by the Pennsylvania Department of Education.

This Comprehensive Plan was developed with a high level of community involvement and will guide the instructional actions of the Pleasant Valley School District. Student achievement data, along with stakeholder surveys, were the key resources used to guide the CPC in its planning conversations. This plan recognizes the strengths of our schools while identifying opportunities for improvement and recommendations for taking action, monitoring progress, and modifying instructional designs.

Mission Statement

The Pleasant Valley School District mission is : Excellence in Education: A Community Commitment.

The Pleasant Valley School District's mission statement defines what drives our district's actions, goals, decision making process and overall purpose. We strive for excellence in all that we do. We also understand that for students to be successful we must rely on quality educators, sound fiscal management, and a strong and supportive community of stakeholders.

Vision Statement

Pleasant Valley School District will provide a safe learning environment that promotes academic excellence for all learners. Our vision is to equip students with the skills necessary to be informed, healthy, productive, and responsible citizens in a progressive society.

Shared Values

- We believe that education is a partnership among students, parents, educators, and the community to develop the "whole" student to become a productive member of a strong, culturally diverse nation and a changing global society.

- We believe that everyone can learn in a safe, student-centered environment through a variety of learning opportunities and life experiences that support and engage individual differences.

- We believe that the school community should model and promote wellness, honesty, integrity, self-reliance, accountability, acceptance of diversity, and a positive work ethic as values essential to responsible citizenship.

- We believe that all stakeholders have the responsibility to ensure a safe, positive, and respectful community.

- We believe that high expectations, a challenging curriculum, quality differentiated instruction, and an engaging learning environment develop a healthy lifestyle, foster greater student achievement, and promote self-esteem.

- We believe that students have the responsibility to put forth their best effort to achieve their individual potential.

- We believe that education is a lifelong process and key to a successful society.

Educational Community

The Pleasant Valley School District is rurally located in northeastern Pennsylvania, in Monroe County, and encompasses approximately 120 square miles. This dynamic community sits on the southern fringe of the greater Pocono Mountain recreation area. The Pleasant Valley School District is comprised of four townships; Chestnuthill, Eldred, Polk, and Ross.

Recreation and tourism represent the major employment categories in the school district. Light retail business establishments are also present. The school district is the largest employer in the community. The school district has steadily reduced the number of employees over the past several years. However, the majority of residents are employed outside the school district, with numerous residents commuting to the Lehigh Valley, New Jersey, and New York on a daily basis.

The community is diverse not only culturally but also in level of household income, level of education, and home values. We have also experienced an increase in homelessness within our community in recent years. Our community has responded to this increased need through multiple initiatives. The community works collaboratively with the district on many of these initiatives, which has enabled the collection of thousands of toys for children, hundreds of meals for families in need, and thousands of dollars to support multiple community agencies to continue services. When our community hears the call for help they respond.

The value of a Pleasant Valley education goes beyond high academic performance. A Pleasant Valley education is about engaging the "whole" student – building relationships and enabling and encouraging our students to grow, explore, achieve, and develop skills for life. This includes experiences within our vast array of curricular, co-curricular, and extracurricular programs.

We are grateful to our community for our schools and for the support of the continued investment in our most important resource – the young people of the West End.

Pleasant Valley School District consists of one grade nine through twelve high school (October 2018 enrollment of 1426), one grade seven and eight middle school (October 2018 enrollment of 712), one grade four through six intermediate school (October 2018 enrollment of 1011), one grade kindergarten through three elementary school (October 2018 enrollment of 1,206). In addition to the brick and mortar schools, Pleasant Valley Cyber Academy offers an online cyber school program for students in Kindergarten through twelfth grade. Current enrollment in the Pleasant Valley Cyber Academy is 126 students. For 2018-2019 school year, additional Cyber programming will be offered in Kindergarten-fourth grade which was not previously available.

Planning Committee

Name	Role
Todd Breiner	Administrator : Schoolwide Plan
Erica Greer	Administrator : Professional Education
John Gress	Administrator
Cassandra Herr	Administrator : Professional Education
Robert Hines	Administrator
Robert Hines	Administrator
Joshua Krebs	Administrator
Shavonne Liddic	Administrator : Professional Education

Susan Mowrer Benda	Administrator : Professional Education
Douglas Palmieri	Administrator : Special Education
David Piperato, Superintendent	Administrator
Roger Pomposello	Administrator : Professional Education
Rocco Seiler	Administrator
Diane Siani	Administrator : Special Education
Matthew Triolo	Administrator : Professional Education
Kenneth Newman	Assistant to the Superintendent
Susan Kresge	Board Member : Professional Education
Linda Barney	Business Representative : Professional Education
Lisa Eick	Business Representative : Professional Education
Marvin Bard	Community Representative : Professional Education
Laura Jecker	Community Representative : Professional Education
Lorraine McCutchan	Community Representative
Sherri Fallon	Ed Specialist - School Counselor
Susan Scully	Ed Specialist - School Counselor : Professional Education
Margaret Sanders	Ed Specialist - School Psychologist : Professional Education
Margaret Sanders	Ed Specialist - School Psychologist
Christie Doll	Elementary School Teacher - Regular Education
Nadia Gauronsky	Elementary School Teacher - Regular Education : Professional Education
Mark Getz	Elementary School Teacher - Regular Education : Professional Education
Teresa Greggo	Elementary School Teacher - Regular Education
Francesca McCutchan	Elementary School Teacher - Regular Education : Professional Education
Susan Price	Elementary School Teacher - Regular Education : Professional Education
Renee Schuler	Elementary School Teacher - Regular Education : Professional Education
Kimberly Ware	Elementary School Teacher - Regular Education : Special Education
Danielle Staples	Elementary School Teacher - Special Education : Special Education
Miranda Ford	High School Teacher - Regular Education : Professional Education

Ann Parham	High School Teacher - Regular Education
Carol Patterson	High School Teacher - Regular Education : Professional Education
Deb Lowenberg	Instructional Coach/Mentor Librarian
Lee Lesisko	Instructional Technology Director/Specialist : Special Education
Todd VanNortwick	Intermediate Unit Staff Member
Kathy Dekmar	Middle School Teacher - Regular Education : Professional Education
Tara Orefice	Middle School Teacher - Regular Education : Professional Education
Kathy Baumgardner	Parent : Professional Education Special Education
Michael Galler	Parent : Professional Education Special Education
Mary Murphy	Parent : Professional Education Special Education
Keri Ramsay	Parent : Professional Education
William Stephani	Parent : Professional Education
Cheryl Caines	Special Education Director/Specialist : Special Education
Alfred Kise	Special Education Director/Specialist : Special Education
Michelle Heckelman	Student
Lori Hagerman	Student Curriculum Director/Specialist : Professional Education Schoolwide Plan

Core Foundations

Standards

Mapping and Alignment

Elementary Education-Primary Level

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

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

The Pleasant Valley Elementary School reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as departmental and/or grade level meetings throughout the school year. Course curriculum writing committees then use the feedback and discussion points from these meetings to revise/rewrite curriculum as needed.
The Pleasant Valley School District curriculum review cycle ensures all courses and grade level curriculum is reviewed within a five-year time frame. The current curriculum review cycle has been realigned and carries through until the 2023-2024 school year. The curriculum review cycle encompasses all the K-12 curricular areas within the school district and phases of curriculum review and implementation in each of the respective areas.

Pleasant Valley School District has created the required K-12 School Counseling Plan as part of Chapter 339 requirements. This plan is reviewed annually to ensure the school district is meeting all requirements and making necessary adjustments.

The Pleasant Valley School District currently has a technology integration Scope and Sequence in grades K-12. As part of the PVSD Technology Plan, this Scope and Sequence will be under review throughout the life of this Comprehensive Plan to address and increase technology integration and access in grades K-12.

Elementary Education-Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Accomplished	Developing
Career Education and Work	Developing	Developing
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	Accomplished	Accomplished
Economics	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Accomplished	Accomplished
Health, Safety and Physical Education	Accomplished	Accomplished
History	Accomplished	Accomplished
Science and Technology and Engineering Education	Accomplished	Developing
Alternate Academic Content Standards for Math	Developing	Developing
Alternate Academic Content Standards for Reading	Developing	Developing
American School Counselor Association for Students	Accomplished	Accomplished
English Language Proficiency	Accomplished	Accomplished
Interpersonal Skills	Developing	Developing
School Climate	Accomplished	Accomplished

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

The Pleasant Valley Intermediate School reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as departmental and/or grade level meetings throughout the school year. Course curriculum writing committees then use the feedback and discussion points from these meetings to revise/rewrite curriculum as needed.

The Pleasant Valley School District curriculum review cycle ensures all courses and grade level curriculum is reviewed within a five-year time frame. The current curriculum review cycle has been realigned and carries through until the 2023-2024 school year. The curriculum review cycle encompasses all the K-12 curricular areas within the school district and phases of curriculum review and implementation in each of the respective areas.

Pleasant Valley School District has created the required K-12 School Counseling Plan as part of Chapter 339 requirements. This plan is reviewed annually to ensure the school district is meeting all requirements and making necessary adjustments.The Pleasant Valley School District currently has a technology integration Scope and Sequence in grades K-12. As part of the PVSD Technology

Plan, this Scope and Sequence will be under review throughout the life of this Comprehensive Plan to address and increase technology integration and access in grades K-12.

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

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

The Pleasant Valley Middle School reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as departmental and/or grade level meetings throughout the school year. Course curriculum writing committees then use the feedback and discussion points from these meetings to revise/rewrite curriculum as needed.

The Pleasant Valley School District curriculum review cycle ensures all courses and grade level curriculum is reviewed within a five-year time frame. The current curriculum review cycle has been realigned and carries through until the 2023-2024 school year. The curriculum review cycle encompasses all the K-12 curricular areas within the school district and phases of curriculum review and implementation in each of the respective areas.

Pleasant Valley School District has created the required K-12 School Counseling Plan as part of Chapter 339 requirements. This plan is reviewed annually to ensure the school district is meeting all requirements and making necessary adjustments.

High School Level

Standards	Mapping	Alignment

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

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

The Pleasant Valley School District reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as departmental and/or grade level meetings throughout the school year. Course curriculum writing committees then use the feedback and discussion points from these meetings to revise/rewrite curriculum as needed.

The Pleasant Valley School District curriculum review cycle ensures all courses and grade level curriculum is reviewed within a five-year time frame. The current curriculum review cycle has been realigned and carries through until the 2023-2024 school year. The curriculum review cycle encompasses all the K-12 curricular areas within the school district and phases of curriculum review and implementation in each of the respective areas.

All curriculum in the Pleasant Valley School High School has been aligned to PA Academic Standards and Anchors and/or PA Core Standards. Those areas indicated as developing are in the process of curriculum revision but have been previously aligned to PA Academic Standards and will continue to be aligned to the PA Academic Standards and/or PA Common Core Standards as they are revised.

Pleasant Valley School District has created the required K-12 School Counseling Plan as part of Chapter 339 requirements. This plan is reviewed annually to ensure the school district is meeting all requirements and making necessary adjustments.

The Pleasant Valley School District currently has a technology integration Scope and Sequence in grades K-12. As part of the PVSD Technology Plan, this Scope and Sequence will be under review throughout the life of this Comprehensive Plan to address and increase technology integration and access in grades K-12.

Adaptations

Elementary Education-Primary Level

Checked answers
> *None.*

Unchecked answers
> *None.*

Elementary Education-Intermediate Level

Checked answers
> *None.*

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:

This narrative is empty.

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.	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:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align with their instruction in the classroom. P.C.C.G.s are frequently reviewed and revised to improve instruction. The Pleasant Valley K - 6 division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed.
Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. Common planning time and faculty meeting time is available for teachers to collaborate and coordinate instruction.
Administrators review lesson plans, participate in classroom walkthroughs, and complete formal clinical observations or differentiated observations of staff to ensure that planned instruction is aligned and appropriate for curriculum delivery. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration.
The supports for the processes used and that are currently in progress are the following:

- The instructional schedule has been designed to meet the instructional time expectations as part of the RTII/MTSS instructional model.

- ELA(Grades K-2), Math, and Science Scope and Sequence documents are available for all staff to build consistency in all areas of instruction including CORE instruction, Small Group Reading and Math, Special Education/Gifted and ESOL. The third grade ELA Scope in Sequence for Units of Study is currently being developed throughout the 2018-2019 school year.

- A CORE Program has been implemented in Math and ELA (K-2) across all grade levels; a textbook plan has been implemented in addition to a reading/writing workshop framework.

- A custom standards based report card is in place for all content areas. The report cards will be updated throughout the Units of Study implementation process to reflect curricular updates.

- Professional development to provide testing and grading procedures to ensure consistency and fidelity.

- On-going high quality professional development for staff related to research based best practices in instruction in provided throughout the staff development workshops.

- The SAS website is used as a resource in the process of aligning objectives and standards. The staff will continue to be offered various professional development opportunities in their content areas in order to meet the differentiated instructional needs of the students in their classrooms.

Pleasant Valley School District is currently in the process of growing and enhancing our STEM/STEAM/STREAM initiative K-12 to increase opportunities for students to adopt an engineering mindset through Science, Technology, Engineering, the Arts and Mathematics. These core areas will serve as access points for guiding student inquiry, dialogue, and critical thinking.

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.	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:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align with their instruction. These P.C.C.G. are frequently reviewed and revised to improve instruction as part of the K-12 Curriculum Review Cycle. The Pleasant Valley K - 6 division reviews curriculum on an annual basis through curriculum task force sessions during the summer months, as well as during departmental and grade level meetings throughout the school year. Curriculum writing committees are developed and then use the feedback/suggestions from these meetings to revise/rewrite curriculum as needed.
Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. The SAS website is used as a resource in the process of aligning objectives and standards. In addition, administrators review lesson plans, complete classroom walk-throughs, and complete formal clinical observations or differentiated observations of staff to ensure that planned instruction is aligned and appropriate for curriculum delivery. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration.
The supports for the processes used and that are currently in progress are the

following:

- The instructional schedule is aligned to an MTSS instructional model to meet necessary minutes of instruction.

- Implementation and professional development for the English Language Arts (ELA) Units of Study in reading and writing is in process throughout the 2018-2019 and 2019-2020 school years. Construction of the ELA Scope and Sequence is currently in process for the Units of Study implementation.

- A CORE program in Math is currently in place; a textbook plan has been implemented.

- Math Scope and Sequence documents available for all staff to build consistency in all areas of instruction including Small Group, Special Education, and ESOL.

- A custom report card is currently in place including standards and competency based reporting in grades 4-6. The report cards will be updated throughout the Units of Study implementation process to reflect curricular updates.

- Improved grading procedures in Math and ELA to ensure consistency.

- Instructional programming is in place to provide students with targeted data-driven instructional support.

- Accelerated math is being utilized to address remediation and enrichment needs of students.

- Science instruction has been aligned grades K-6 to ensure all science concepts and standards are instructed at the appropriate grade and within the curriculum.

- On-going high quality professional development for staff related to research based best practices in instruction.

The SAS website is used as a resource in the process of aligning objectives and standards. The staff will continue to be offered various professional development opportunities in their content areas in order to meet the differentiated instructional needs of the students in their classrooms. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal clinical observations or differentiated observations of staff to ensure that planned instruction is aligned and appropriate for curriculum delivery. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize informal walkthroughs to gain additional data.

Pleasant Valley School District is currently in the process of growing and enhancing our STEM/STEAM/STREAM initiative K-12 to increase opportunities for students to adopt an engineering mindset through Science, Technology, Engineering, the Arts and Mathematics.

These core areas will serve as access points for guiding student inquiry, dialogue, and critical thinking.

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.	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.	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:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align with their instruction. P.C.C.G.s are frequently reviewed and revised to improve instruction. The Pleasant Valley secondary division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects.
To support the instructional and curricular needs of our students, Pleasant Valley Middle School offers high school credit options for students in the areas of English Honors Prep (.25 credit), German, Spanish, Algebra 1, and Algebra 2 Honors (1 credit each).
The SAS website is used as a resource in the process of aligning objectives and standards. The staff will continue to be offered various professional development opportunities in their content areas in order to meet the differentiated instructional needs of the students in their classrooms. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal clinical observations or differentiated observations of staff to ensure that planned instruction is aligned and appropriate for curriculum delivery. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize informal walkthroughs to gain additional data.
Pleasant Valley School District is currently in the process of growing and enhancing our STEM/STEAM/STREAM initiative K-12 to increase opportunities for students to adopt an engineering mindset through Science, Technology, Engineering, the Arts and Mathematics. These core areas will serve as access points for guiding student inquiry, dialogue, and critical thinking.

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.	Accomplished
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.	Accomplished

Processes used to ensure Accomplishment:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align with their instruction. P.C.C.G.s are frequently reviewed and revised to improve instruction. The Pleasant Valley secondary division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects.
The SAS website is used as a resource in the process of aligning objectives and standards. The staff will continue to be offered various professional development opportunities in their content areas in order to meet the differentiated instructional needs of the students in their classrooms. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal clinical observations or differentiated observations of staff to ensure that planned instruction is aligned and appropriate for curriculum delivery. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize informal walkthroughs to gain additional data.
Pleasant Valley School District is currently in the process of growing and enhancing our STEM/STEAM/STREAM initiative K-12 to increase opportunities for students to adopt an engineering mindset through Science, Technology, Engineering, the Arts and Mathematics. These core areas will serve as access points for guiding student inquiry, dialogue, and critical thinking.

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.

The Pleasant Valley School District designs modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. This is accomplished by first looking at all students as individuals and then designing and providing appropriate modifications and accommodations that allow for student growth from their present level. All students receive Core instruction which is then supplemented by instruction and services based on the students' individual needs. During Core instruction any adaptations or modifications are implemented as recommended by the SIRS and/or IEP team.

Students not demonstrating grade level proficiency are progress monitored by a building level team. The team, led by an administrator, regularly review student academic and behavioral data to determine adaptation based on student strength and need. These adaptations and modifications may include, modified curriculum, behavior support, extended time, the services of a Para-professional or other appropriate supports and services that allow access to instruction. Pleasant Valley implements the appropriate and allowable adaptions and modifications as directed by the Pennsylvania Department of Education for all State Assessments.

At the middle level, teachers work in cross-content grade level teams and have additional team planning time which is used to discuss how to best serve students based on their learning needs.

At the high school level, all students who do not show proficiency on graduation exams receive additional instruction based on need.

In grades 7-12, an alternative educational program for students, as well as the PV Cyber Academy offer opportunities for students who are not successful in the traditional classroom. These programs have been made available to any student that shows a documented need for the program.

Instruction

Instructional Strategies

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

Regular Lesson Plan Review

    Checked Answers
- Administrators
- Building Supervisors
- Department Supervisors

    Unchecked Answers
- Instructional Coaches
- Not Reviewed

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

The Pleasant Valley School District currently uses the Charlotte Danielson Model for effective teaching to observe teachers through a differentiated supervision model as prescribed by Act 82. Differentiated supervision options include Clinical, Peer Coaching, and Portfolio models for the 2018-2019 school year. Going forward, the committee is currently researching the implementation of Action Research and Study Groups models for the 2019-2020 school year.

Building administrators and curriculum supervisors informally perform walkthroughs throughout the school year in addition to both formal and informal observations of instruction. Administrative feedback is provided to teachers as well. The district utilizes Literacy Coaches K - 12 to implement the Literacy Plan by providing coaching and support for staff. Teacher leaders at each level are also active in promoting teacher collaboration and peer coaching.

All lesson plans across the district are required to be stored digitally within building level folders on a shared drive as a way to promote collaboration and coaching. The high school utilizes a Technology Coach to help teachers implement appropriate technology that supports standards aligned instruction. All coaches perform modeling of lessons, coaching, and co-teaching as appropriate.

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

Lesson plans are regularly reviewed by administration as well as through periodic collaborative discussions during department and grade level meetings.

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.	Implemented in 50% or more of district classrooms

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

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

N/A

Middle Level

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	Full Implementation
Differentiated instruction is used to meet student needs.	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 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

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.

Current Strategies:

1.   The Pleasant Valley School District only recruits highly-qualified candidates.
2.   Advertising: Local newspaper, District website, PSBA jobs portal, internal postings, outreach to I.U. 20 Human Resources network
3.   Provide on-going professional development for research-based best practices to current staff followed up with modeling and coaching.
4.   Substitute Job Fair through the Intermediate Unit to find highly qualified substitutes for when our staff is in professional development during the school year.
5.   Provide adequate supplemental pay to attract our current high-performing teachers to provide after-school tutoring for students.
6.   Encourage high-performing teachers to obtain appropriate additional certifications that they are qualified for.
7. Participate in an emergency substitute certification program with the Intermediate Unit to recruit and train highly-qualified substitute candidates.
8. Assign the historically higher performing teachers to classes that include struggling learners and provide coaching and additional professional development to those teachers that may need to improve performance.

Assessments

Local Graduation Requirements

Course Completion	SY 19/20	SY 20/21	SY 21/22
Total Courses			
English	4.00	4.00	4.00
Mathematics	4.00	4.00	4.00
Social Studies	3.00	3.00	3.00
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	4.00	4.00	4.00
Electives	5.00	5.00	5.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00

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	X
Career Education and Work	X	X	X		X	X
Civics and Government		X				X
PA Core Standards: English Language Arts		X				X
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects		X				X
PA Core Standards: Mathematics		X				X
Economics		X				X

Environment and Ecology		X				X
Family and Consumer Sciences		X				X
Geography		X				X
Health, Safety and Physical Education		X				X
History		X				X
Science and Technology and Engineering Education		X				X
World Language		X				X

Methods and Measures

Summative Assessments

Summative Assessments	EEP	EEI	ML	HS
PSSA Assessment Mathematics	X	X	X	
PSSA Assessment English Language Arts	X	X	X	
PSSA Science Assessment		X	X	
Standards-aligned unit/chapter tests	X	X	X	X
Grade level research project	X	X	X	X
Keystone Exam Literature				X
Keystone Exam Biology				X
Keystone Exam Algebra 1		X	X	X
PSAT/SAT/ACT				X
AP Exam				X
ACCESS for ELL	X	X	X	X
Course level common final exams			X	X
Work of Art/Music	X	X	X	X
Career Portfolio	X	X	X	X
Graduation Project				X
PELI Literacy Assessment (K Registration)	X			
CIRCLE Math Assessment (K Registration)	X			
PASA	X	X	X	X

Benchmark Assessments

Benchmark Assessments	EEP	EEI	ML	HS
DIBELS Next	X			
Quarterly Benchmark Assessments	X	X	X	X
Curriculum-Based Assessments	X	X	X	X
STAR Reading Assessments	X	X	X	
STAR Math Assessments	X	X	X	X
Middle and End of Year Assessment			X	X

Works of art/music/theater			X	X
CDT				X

Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Intervention Logs	X	X		
Progress Monitoring DIBELS Next Data	X			
Quizzes	X	X	X	X
Anecdotal Notes	X	X	X	X
Progress Monitoring Other	X	X	X	X
Demonstration, performance, presentation	X	X	X	X
Informal Observations	X	X	X	X
Locally Normed Writing Screening Tool	X	X	X	
Units of Study Writing Checklists/Rubrics	X	X	X	
Running Records	X	X		

Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Core Phonics Survey		X		
QRI	X	X	X	X
Classroom diagnostic assessments			X	X
Core program diagnostic assessments	X	X	X	X
Quick Phonics Screener	X			
Blevins Phonological Awareness Assessment	X			
DRA	X	X	X	X

Validation of Implemented Assessments

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

Provide brief explanation of your process for reviewing assessments.

At PVE all classroom teachers, reading teachers, and reading specialists and at PVI some grade level reading and math support teachers have a data analysis period built into their schedule to review data and make data-informed decisions. All schedules also include time for teachers to meet as a team each morning to review student data and plan instruction. Our reading and math specialists also review STAR and PSSA data starting in the beginning of the school year to help target non-proficient skills.

Following each DIBELS Next/STAR benchmark assessment windows instructional teams meet to analyze data and plan instruction. Our instructional teams continue to work with building administration and hold individual SIRS meetings based on 3 data points below the students aim line. In these meetings, teams analyze students' assessment data and develop action plans to improve student achievement. Our district-wide administrative team also reviews local and state-wide assessments to drive decisions that are in the best interest of students and the school district as a whole. The school district has implemented district-wide data analysis days in which all staff will review assessment results and the associated assessments. Additionally, assessments are reviewed/analyzed during curriculum task force sessions, individual teacher SLO meetings, as well as departmental/grade level meetings. Teachers/coaches, building administrators, and district level administrators attend and participate in these meetings.

ML & HS: Departments meet to review student data, plan instruction, and review assessments at Curriculum Taskforce Meetings, during department meetings and throughout the scheduled professional development days. Teachers review the standards and eligible content to ensure all areas are addressed and review the vertical articulation between grades. Assessments are updated annually as needed.

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.

Our procedures for developing locally administered assessments and how they are independently and objectively validated are as follows:
-Department Task Force Meetings
-Building Level Recommendations
-Central Office Recommendations
-Strategic/Comprehensive Planning

Collection and Dissemination

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

At Pleasant Valley School District staff collects, analyzes, and disseminates assessment data efficiently and effectively by housing our data in Performance Tracker so that LEA leaders and instructional teams can view and make data-driven decisions. We also use M-Class to view DIBELS Next data to monitor students' benchmarking and progressing monitoring data in reading and the STAR reporting system for ELA and Math data storage. Additionally,

we house school-based attendance and assessment data in ESchool in which teachers and parents can monitor daily. Administrators at each level also utilize data obtained through DRC edirect, Emetric, and PVAAS to share appropriate data within their buildings to the appropriate personnel.

Data is collected and readily accessible to teachers who are assigned to each student. Depending on the source of the data, it is immediately accessible or disseminated from district office. Once disseminated, the data is evaluated on an individual student basis by teachers and administrators in order to develop appropriate instructional plans for students.

Data Informed Instruction

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

Information from assessments is used to create targeted skill groups to help assist students who have not demonstrated achievement at a proficient level or higher. We also use this information to help guide our scheduled daily remediation periods, as well as use it to create invites for our after school and summer tutoring programs (Stepping Up and Summer Reading/Math Camp).

Assessment Data Uses

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

Provide brief explanation of the process for incorporating selected strategies.

In the Pleasant Valley School District staff collects, analyzes, and disseminates assessment data efficiently and effectively by housing our data in Performance Tracker so that LEA leaders and instructional teams can view and make data-driven decisions.

At PVE/PVI in grades K-6, teachers incorporate selected strategies via an RTII/MTSS, three-tiered approach and a reading/writing workshop model to instruct its students. In addition,

student science notebooks and inquiry based science instruction is utilized to gather student assessment data. The curriculum is aligned to PA Core Standards and PA Standards. PVMS instructional teams use data to develop supplemental and remedial instruction and resources in Math, ELA, and Physical Science. This process will continue to develop through the duration of the plan. This methodology ensures that all students receive standards based instruction, yet the support and enrichment they receive varies based upon their instructional and developmental needs.The curriculum is aligned to PA Core Standards and PA Standards.

PVHS instructional teams use data to develop supplemental and remedial instruction and resources in Math, ELA, and Biology. This process will continue to develop through the duration of the plan. This methodology ensures that all students receive standards based instruction, yet the support and enrichment they receive varies based upon their instructional and developmental needs.The curriculum is aligned to PA Core Standards and PA Standards.

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

N/A

Distribution of Summative Assessment Results

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

Provide brief explanation of the process for incorporating selected strategies.

The PVSD regularly distributes summative assessment information. Each year, it develops a district-wide report card for the public that includes PSSA/Keystone results, enrollment, and demographic information. Parents may also access their child's in-school assessment information by using our Home Access Center. The school district also works closely with local media outlets to share school and district-wide assessment data, such as PSSA and Keystone results. Teachers also meet with parents at parent-teacher conferences, in which

assessments are discussed. The district presents overall information formally at a public board meeting and uses social media to share out district assessment data A mass phone call system, individual student parent/guardian letters, and building newsletters to share information about the summative tests that are given as well as ways that parents can help students and families be prepared.

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

N/A

Safe and Supportive Schools

Assisting Struggling Schools

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

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

As of the 2018-2019 school year, none of the district's schools are classified as priority or focus schools. Three of four schools have earned School Performance Profile scores above 75 for the 2017-2018 school year. The district provides time to all teachers for student data analysis throughout each school year. All teachers K -12 are supported by building and curriculum administrators, instructional coaches, reading specialists and department leaders when analyzing student data and planning for instruction. For teachers in grades kindergarten through twelve the district focus on academic improvement has been fundamental in providing a framework for professional development, data analysis and instructional planning for all content areas.

Professional development has focused on improving instruction and providing intervention and enrichment for all students through ongoing classroom and small group instruction, data analysis, and instructional planning followed up with modeling and coaching for teachers. Teachers look at multiple points of data appropriate to their grade level or content area. All teachers within the district have developed Student Learning Objectives that aim to improve student achievement. Professional development and data analysis days are fully focused on improving instruction, student achievement and safe schools. A Title 1 school-wide program has been developed at our Intermediate school with a defined focus on improving student achievement and parent involvement. Each year, staff and ancillary members are trained in strategies of de-escalation, student and parent engagement, and multiple source data analysis.

In addition, the school district has provided, and continues to provide ongoing professional development for staff in Nonviolent Crisis Intervention (CPI), Youth First Aid Mental Health, Suicide Awareness and Prevention Training, CPR/First Aid, Severe Allergy Training, and Seizure Disorder Training.

Programs, Strategies and Actions

Programs, Strategies and Actions	EEP	EEI	ML	HS
Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement	X	X	X	X
School-wide Positive Behavioral Programs	X	X	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				
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:

Pleasant Valley has an armed school police force consisting of six positions consisting of highly-qualified individuals. A chief of police oversees the assignments of officers assigned to each of the four district buildings. The remainder of the un-armed security force patrols the district areas on a 24/7 basis. The Pennsylvania State Police conduct school safety checks daily at every school within their jurisdiction. Checks consist of a trooper driving through the school property and at times, they may walk about the property on foot. The checks are conducted at various times so as not to become routine to anyone. Local police forces are not currently established within the Pleasant Valley School District enrollment area.

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.)

Describe your entity's process for identifying gifted children.

The district utilizes its own rubric, in which points are assessed as determined on the scores obtained in each of three domains: **Intelligence Testing**

(a maximum of 200 points) , **Achievement Testing**

(a maximum of 30 points) and **Multiple Criteria**

(Gifted Rating Scale (grades K-8) and the Gifted Evaluation Scale (grades 9-12)—a maximum of 24 points). A total of 100 points is required to determine eligibility for gifted programming.

Additionally, for each student who is evaluated to determine eligibility for gifted programming, supplementary evaluations, as needed, are conducted to rule out the presence of any disability which may impact the outcome of the determination results. Requests for an evaluation may be made through parent/guardian request, teacher recommendation or the district may contact the parent requesting permission to evaluate following a review of the student's data on multiple state and local assessments as well as qualitative data. If a parent has had his/her child evaluated by an independent evaluator, the district requests that the information be submitted, a permission to evaluate is issued and the report is reviewed to determine if the student meets the qualifications.
Describe your gifted special education programs offered
.
Using the goals and objectives which are detailed in each student's GIEP, a student self-selected project is identified. The students, choosing to work individually or in a small group (no more than 3 students), meet with the gifted support teacher to collaboratively (the student, the gifted support teacher and/or the parent and/or any one of the students' other teachers) develop a rubric for the project. The rubric details purpose for the project, expected outcome(s), timeline(s) and materials needed to complete the project.
Each class session, begins with a warm-up activity. The activities involve the students' use of divergent and convergent thinking to solve a presented problem. In the lower elementary grades (K-3) the problems are usually teacher-selected and usually involve solving the problem through the use a hands-on activity. For students in grades 4-6, the problems are a combination of teacher-selected and student created. For grades 7-8, the problems are developed and presented by the students, with approval from the gifted support teacher and for students in grades 9-12, the problems are a combination of teacher-selected / student-created and frequently involve content related to information presented in one of the general education courses and/or a "real-life" situation.

For all of the students in grades K-12, in-class time is provided to work on the project; but time out-of-class is also required. The students in grades K-6 are provided with pull-out, small group instruction in the gifted support classroom for between 60 and 120 minutes in duration. This happens at least once per 6-day cycle. Additionally, the gifted support teacher also may provide, one time per 6-day cycle for at least 40 minutes per session, push-in/whole class instruction for the homerooms to which the identified students are assigned. In grades 7 and 8 students receive pull-out gifted support programming for at least 45 days per quarter (some students enroll for more than one quarter). Each session is at least 40 minutes in duration. At the high school level (grades 9-12), the students have the option of receiving gifted support programming as an elective course (45 days or 90 days depending on their schedules). These sessions are about 60 minutes in length. Many of the high school students also enroll in Higher Learning (HL) classes and/or take the Advanced Placement (AP) exams for class placement, as an additional way to meet their enrichment and/or advancement needs.

In an effort to meet the advancement needs of the students, the district also employs a variety of methods which include providing direct Algebra I instruction to students in grades as low as grade 5 and continuing through to grade 8. In addition, the district provides direct reading instruction for students in grades 4 and 5, via video conferencing with one of the 8th grade Language Arts classes. Some students have also taken advantage of learning a second language either through instruction through the district's cyber academy and/or through direct instruction from one of the high school foreign language teachers.

Other opportunities to meet the divergent and convergent needs of the students who receive gifted programming include using the ***Reveal***
App where students develop a virtual reality novel presentation which was made available throughout the district. Other students created a virtual tour of their school building for the incoming students. Additionally students participated in the ***Odyssey of the Mind***
competition and during the 2017-2018 school year students at the high school participated in a Science program provided by MIT. A final opportunity which is used in various grades throughout the district is for something known as "lunch bunch". During this time, students who share a common lunchtime meet in the gifted support classroom, with the gifted support teacher, to share ideas, continue to work on projects or to have a time to assemble with their like-minded peers. This helps to meet the social and emotional needs of the students identified as being in need of gifted programming.

Subject acceleration will be considered given further assessment to accommodate students who are performing consistently two grade levels above their current placement.

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

Initially, the district looks at data (top 5% performance) from state and district assessments in reading and math, as well as recommendations from teachers for students to proceed to step two of the screening process. Parents can also request a screening or evaluation at any time. Step two of the screening process involves the use of both group and individual brief intelligence measures.

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

The district utilizes its own rubric, in which points are awarded based on the scores obtained in each of three domains: Intelligence Testing - a maximum of 200 points), Achievement Testing - a maximum of 35 points, and Multiple Criteria (Gifted Rating Scale (grades K-8) and/or the Gifted Evaluation Scale (grades K-12)—a maximum of 20 points). A total of 100 points is required to determine eligibility for gifted programming.

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.

At the Elementary/Intermediate levels, students identified as gifted receive appropriate individualized programming through the options of enrichment, acceleration, or both. Enrichment services includes up to 120 minutes of pull out programming allowing for time

to address individual academic, and/or cognitive strengths as well as social-emotional needs related to giftedness. In addition to participating in units, activities, and warm ups designed to enhance specific areas of strength, and develop individual interests, students are supported in exploring independent studies through completion of individual or small group projects, mini courses, technology and/or mentorship.

Enrichment programming at the elementary level may also include adaptations to the general education programming within the regular classroom setting. Cluster grouping designed to group students by their strengths and interests allows opportunities to interact with intellectual peers and manipulate challenging content within their regular education setting. When determined necessary by the Gifted Individualized Educational Plan Team, individuals may be given content that is more challenging, classwork, or homework. Routines and pace of instruction are considered as well. Curriculum compacting may be utilized to provide greater depth or challenge. The gifted support teacher, the regular education teacher, and potentially a specialist in the area of strength will support students in need of such considerations. The gifted instructor may push into classrooms containing the gifted clusters to accommodate these individual modifications and other needs related to giftedness.

Subject acceleration will be considered given further assessment to accommodate students who are performing consistently two grade levels above their current placement. Options for acceleration are decided upon on by the GIEP team on a case-by-case basis allowing the student to work on material that is a year or more beyond their expected grade level based on demonstrated need. Options include but are not limited to a change in placement into the appropriate instructional grade level, skyping into the next grade level, cyber, or appropriate grade level instruction provided in a small group setting by a reading or math specialist.

At the secondary level, a wide variety of services is offered to meet the needs of identified gifted students. One of the most common options chosen is to enroll in Gifted Seminar - a 45 day class that can be taken up to four times a year. In Gifted Seminar students work individually or in groups to answer a self-created driving question, linked to one or more Pennsylvania state standards, as well as to their measurable strengths. The precepts of Project Based Learning are employed to ensure that the undertaking is both academically rigorous and authentic. Gifted Seminar also includes warm-up activities related to all types of giftedness as well as daily lateral thinking puzzles.

Other options at the secondary level to service gifted students include acceleration by grade, taking individual classes at an accelerated pace (especially in English/Language Arts, Mathematics and Foreign Language), dual enrollment in both high school and college, and enrollment in college level MOOCS (non-credit). A plethora of AP courses is available and college credit can be earned, dependent upon test scores and college criteria. Teachers of the Gifted may push in to regular education classes on an as-needed basis. They consult with regular education teachers on a continuing basis.

In conclusion, the gifted instructor also serves as a resource offering opportunities to educate general education teachers of various characteristics and unique needs of the gifted population. Various multimedia resources are shared in addition to in-service presentations and meetings.

Developmental Services

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

Explanation of developmental services:

Comprehensive School Counseling Plan/Chapter 339 requirements:

The Pleasant Valley School District Comprehensive School Counseling Plan under Chapter 339 has been developed, implemented and is reviewed annually addressing the comprehensive program of student services as required under Chapter 12.
In addition, student career portfolios are housed in the Pleasant Valley School District providing evidence for the meeting of Academic Standards for Career Education and Work to support the importance of career readiness for all students in grades 3-12.
At Pleasant Valley High School and Middle School, individual academic/career planning will be conducted with all students. Students are provided with assistance in forming their individual academic and career plans through a combination of career planning courses, small group presentations, and individual counseling sessions.
District-Wide Information:

Pleasant Valley School District currently has a K-12 Anti-Bullying Committee, Wellness Committee, and Diversity Task Force which serve as action groups to lead initiatives in support of students, staff, and the community. Student support programs, positive behavior objectives, and activities are incorporated into all educational levels within the district.
Building Level Information:

At Pleasant Valley High School, students have the opportunity to participate in group counseling sessions. Students may also enroll in Peer Listening classes which incorporate the understanding of behavioral characteristics. Additionally, the high school health classes address mental health and behavioral objectives to support a healthy lifestyle.
The Pleasant Valley Middle School offers students opportunities to participate in social

skills groups with school counselors, as well as Insight Groups and Normal but Bumpy groups through the Tri-County Drug and Alcohol organization. Students are also introduced to mental health and behavioral concepts in health classes to support positive pro-social development.

The Pleasant Valley Intermediate School offers targeted small group counseling including stress, anger management, divorce/separation, and friendship social skills groups with school counselors. In addition the Tri-County Drug and Alcohol organization offers Normal but Bumpy, Concerned Persons, and Brain Power groups. Students are also introduced to mental health and behavioral concepts in health classes to support their growth and development.

The Pleasant Valley Elementary School offers friendship, anxiety, anti-bullying, and divorce/separation small groups and individual support for various student needs. School Counselors support K-3 classrooms once per quarter to address social and emotional development. Additionally in second grade, the Babes Program occurs including classroom presentations weekly for 7 weeks during Health class. The Babes program is offered through the Tri-County Drug and Alcohol organization.

In grades K-6, trained teachers and counselors provide Super Hero Social Skills and Second Step social skills targeted instruction for students identified as needing more intensive social skills support. These are research-based programs that promote the social-emotional development, safety, and well-being of elementary aged children.

In addition to these services, the district contracts with the RedCo Group and Colonial Intermediate Unit IU 20 (CIU 20) for the provision of mental health assessments. The organizations also provide individual, group, and family counseling as needed to all age levels.

The Pleasant Valley Elementary and Intermediate Schools have extensive school wide positive behavior support programs that have been developed with the support of students, staff, and parents. Each program has a reward system recognizing students who demonstrate positive behavior on a consistent basis. Each school not only includes instructional professionals into the program, but has also completed training with support staff to provide consistency in all areas of the students' day.

Other services include:

A. Counseling
The district offers a comprehensive, developmental counseling program from K-12. The counselors meet with classes in grades K-12. These sessions deal with a range of topics designed for all students addressing developmental issues at each grade level. Other major activities in the developmental counseling schedule include:

- Implementing K-12 School Counseling 339 Plan

- Orientations and transition programing for all students

- Academic/Social and Emotional counseling

- Monitoring of student academic performance and progress

- College and Career development

- Participate in SHARe Teams (SAP)

- Crisis Management

B. Health

The district has a dedicated nurse at each building to appraise and monitor normal development of students. This includes specified screenings such as height, weight, body mass index, vision, hearing, and scoliosis screening. Developmental health services also coordinate with the district wellness policy and implementation.

C. Psychological

The district has four, full-time psychologist positions to provide psychological counseling for identified exceptional students. Physiologists also participate in the RTII/MTSS/IST process to assess student development and make suggestions for classroom and curricular adjustments.

Diagnostic, Intervention and Referral Services

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

Explanation of diagnostic, intervention and referral services:

Student Assistance Programs (PVSD SHARe Teams) are integrated into each building level in the district. Each program is designed to help identify high-risk students who are experiencing difficulty with alcohol or drug use, depression, or other mental health problems. Additionally, students are interviewed and referred to appropriate in school or community services. The programs support the district vision and beliefs that the school community should model and promote wellness, provide and ensure a safe student centered environment. Each building is charged with meeting to establish district goals by developing programs and action steps to address students in need.

The following represent the district's current diagnostic, intervention, and referral services:

- Counseling- Counseling of individuals and groups occurs in a variety of contexts. Examples are: personal and social development, educational planning, and coping with specific life situations. Counselors also refer to district contracted service providers for individuals and families as needed.

- Health-Initial screening results are used to refer students to outside health care professionals as needed. The district contracts with local doctors for physical and dental exams as needed. In addition, we work with the Mobile Dentist to provide dental services to students while in school. For all faculty and staff, the district provides the opportunity to receive a free flu vaccine annually.

- Psychologist-Coordinate student testing/evaluation to determine appropriate educational services and interventions are completed on an ongoing basis.

- The SHARe Team (Student Assistance Program) operates in all buildings for grades K-12. The teams consist of representatives from the building including guidance counselors, nurses, psychologists, teachers, administrators, and agency representatives. The team meets to evaluate referrals from peers, staff, or self-referrals. Information is gathered based on the appropriate data. Students may be referred to community services, scheduled for counseling, or referred to a facility for support. Parental involvement is a beneficial piece to servicing students, but is not mandatory to put supports in place. Students are monitored for progress following initial referrals. At all four schools, students are provided information annually by school counselors or administrators on how they can access support either individually or through participation in student support groups. Teachers and administrators are given the opportunity to refer students to the Student Assistance Program who they feel might be at risk. Upon referral, assessments may be completed with recommendations for available services.

Consultation and Coordination Services

Consultation and Coordination Services	EEP	EEI	ML	HS
Alternative Education	X	X	X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans	X	X	X	X
Coordination with Families (Learning or Behavioral)	X	X	X	X
Home/Family Communication	X	X	X	X
Managing Chronic Health Problems	X	X	X	X
Managing IEP and 504 Plans	X	X	X	X
Referral to Community Agencies	X	X	X	X
Staff Development	X	X	X	X

Strengthening Relationships Between School Personnel, Parents and Communities	X	X	X	X
System Support	X	X	X	X
Truancy Coordination	X	X	X	X

Explanation of consultation and coordination services:

The school district has internal and external services available for identification and intervention of students in need of assistance. The district's school psychologists become involved where there is a belief that a child may have a condition that is impeding his or her learning such as an identifiable learning disability or emotional disturbance. If the Multi-Disciplinary Team (MDT), which includes parents/guardians, determines student needs cannot be met in the current setting, the district will make arrangements for the appropriate placement.
The district works cooperatively within and among agencies and service providers to meet the needs of all students. For identified students, a case manager is assigned to help with the coordination of services. The district strives to establish relationships with various agencies and organizations to support our students and families. Mental health agencies, law enforcement, institutions of higher education, and private providers are available for families in need. Training for instructional staff on services provided and available for students occurs on an ongoing basis as well as how agencies can aid the teacher in the instructional process to benefit all students.

Communication of Educational Opportunities

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

Communication of Student Health Needs

Communication of Student Health Needs	EEP	EEI	ML	HS
Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

Frequency of Communication

Elementary Education - Primary Level

- More than once a month

Elementary Education - Intermediate Level

- More than once a month

Middle Level

- More than once a month

High School Level

- More than once a month

Collaboration for Interventions

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

Teachers are members of student intervention teams from data collection to intervention implementation. Teachers regularly provide appropriate information to school counselors, SHARe Teams (SAP), IEP, and SIRS teams. Teachers receive 504/IEP plan training to ensure proper collaboration and delivery of service are provided. A specific referral process is in place in each building for teachers to identify students that show academic need are directed to appropriate interventions.

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

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

1.   Child care

2.   After school programs

3.   Youth workforce development programs

4.   Tutoring

The district provides transportation to and from school for students that are in before or after school child care programs. After school programs are available throughout the district for families. Additional programs provided by the district are intramural programs, clubs and various academic programs. These are all optional to students. Additional sports teams hold programs throughout the school year. After school tutoring is provided by the district for K-6 students for math and reading. Tutoring – Stepping Up in Reading and Math at PVE and PVI, Grades 1-6 (Kindergarten does not participate in Stepping Up). The district has a process and policy in place to allow for community use of facilities. Requests for use of facilities are board approved throughout the school year.

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.

Preschool age students with disabilities are usually referred to educational services by the pediatrician. Most physician offices post information (usually in the form of a district-provided poster) directing them to contact either their local school district or Colonial Intermediate Unit 20 (CIU20) for services for which their child may be eligible. The district works collaboratively with CIU 20 to ensure that appropriate services are provided to those students who are eligible for services. Additionally, the school district has an Early Intervention liaison, who holds information sessions through site visits or school-sponsored Open Houses where information is disseminated.
The district utilizes their Early Intervention liaison who visits the early childhood centers located within the community. Invitations to participate in "Open Houses" and information

session are shared and parents/guardians are invited to attend these events. Additionally, information is provided through the district website, social media, school district newsletters, and in local/community newspapers. Finally, every January/February, there is an Early Intervention information session, which is a collaborative effort between Colonial Intermediate Unit 20 (CIU 20), and the Early Intervention service provider. Included in this information session are district personnel from the areas of special education, school counseling, building administration, transportation and registration. They all work together to provide information to the parents/guardians and assist with registering the children and obtaining information to ensure that all students receive appropriate programming upon reaching school age.

The district does not operate pre-school programs and there are no community agencies that are under contract with the Pleasant Valley School District. The Pleasant Valley School District annually updates the Pre-K Transition Plan to support students entering kindergarten from local providers. One of our community based non-for-profit pre-school programs is housed on the district campus (The Growing Place). The lead administrators from The Growing Place are members of the district's Comprehensive Planning Teams and work collaboratively with school district representatives to engage with students and families. The Growing Place currently holds Pre-K Counts funding to support 100+ spots for at-risk students to attend preschool programming in our community. School district representatives including special education teachers, speech and language therapists, school counselors, school psychologists, and administrators visit various providers to support the early intervention transition process for incoming kindergarten students. In addition, the Growing Place staff and other preschool providers in the community are actively involved in planning, attending, and supporting early childhood training and transition sessions as well as providing input to make the transition from preschool to school age programming as smooth as possible for both the parents/guardians and incoming students.

Materials and Resources

Description of Materials and Resources

Elementary Education-Primary Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
Accessibility for students and teachers is effective and efficient	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.

K-12 district curriculum task forces for ELA, math, science, and social studies research and review available materials and resources annually to ensure alignment to standards, a sufficient supply of resources for teacher use and the availability of possible differentiation of materials and resources based upon student need. For all other curricular areas K-12 department meetings are used to research and review materials and resources. Administrators teacher leaders and instructional coaches continually search for new materials and resources as appropriate through training and educational conferences. The district will frequently try a research based material or resource on a pilot basis prior to adoption as well.
The Pleasant Valley School District Technology Plan is currently under construction. The plan will ultimately increase the access to instructional and technology resources for all school learning community members in grades K-12.

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

N/A

Elementary Education-Intermediate Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Accomplished
A robust supply of high quality aligned instructional materials and resources available	Accomplished
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.

K-12 curriculum task forces for ELA, math, science and social studies research and review available materials and resources annually to ensure alignment to standards, a sufficient supply of resources for teacher use is available and that the possibility for differentiation of materials for individual student need exists. For all other curricular areas K-12 department meetings are used to review and research materials and resources. Administrators, teacher leaders and instructional coaches continually search for new materials and resources as appropriate through training and educational conferences. The district will frequently pilot a research based material or resource prior to implementation. All materials and resources are approved by the appropriate administrator prior to implementation.
The Pleasant Valley School District Technology Plan is currently under construction. The plan will ultimately increase the access to instructional and technology resources for all school learning community members in grades K-12.

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

N/A

Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

K-12 curricular task forces and departmental meetings are used to review and research materials and resources to ensure alignment to standards, sufficient supply and that differentiation of materials is possible. Administrators, teacher leaders and instructional coaches continually search for appropriate materials and resources through attendance at trainings and conferences. Materials and resources are approved by administration prior to implementation.
The Pleasant Valley School District Technology Plan is currently under construction. The plan will ultimately increase the access to instructional and technology resources for all school learning community members in grades K-12.

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

N/A

High School Level

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

Provide explanation for processes used to ensure Accomplishment.

K-12 curricular task forces and departmental meetings are used to review and research materials and resources to ensure alignment to standards, sufficient supply and that differentiation of materials is possible. Administrators, teacher leaders and instructional coaches continually search for appropriate materials and resources through attendance at trainings and conferences. Materials and resources are approved by administration prior to implementation.
The Pleasant Valley School District Technology Plan is currently under construction. The

plan will ultimately increase the access to instructional and technology resources for all school learning community members in grades K-12.

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

N/A

SAS Incorporation

Elementary Education-Primary Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	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
Early Childhood Education: Infant-Toddler→Second Grade	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

The SAS materials and resources will continue to be used in the implementation of the PA Core Standards as well as throughout the curricular review process of the Pleasant Valley School District. The District has planned and will continue to plan professional development opportunities for staff to grow their knowledge within SAS.

Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

The SAS materials and resources will continue to be used in the implementation of the PA Core Standards as well as throughout the curricular review process of the Pleasant Valley School District. The District has planned and will continue to plan professional development opportunities for staff to grow their knowledge within SAS.

Middle Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Full Implementation
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	Full Implementation
History	Implemented in 50% or more of district classrooms
Science and Technology and Engineering Education	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district

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

Further explanation for columns selected "

The SAS materials and resources will continue to be used in the implementation of the PA Core Standards as well as throughout the curricular review process of the Pleasant Valley School District. The District has planned and will continue to plan professional development opportunities for staff to grow their knowledge within SAS.

High School Level

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

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

	district classrooms

Further explanation for columns selected "

The SAS materials and resources will continue to be used in the implementation of the PA Core Standards as well as throughout the curricular review process of the Pleasant Valley School District. The District has planned and will continue to plan professional development opportunities for staff to grow their knowledge within SAS.

Early Warning System

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

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

Professional Education

Characteristics

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

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

All Staff:

All staff receive training annually on research-based best practices in literacy across content areas. District curriculum supervisors as well as district literacy coaches and department heads attend various professional development sessions designed as train the trainer models, which allow for efficient and effective turn-around on professional development. Scheduled professional development days focus on data analysis, developing teachers' strengths in content areas, understanding the "Framework for Teaching", creating a positive learning climate, PA Core standards, common assessments, intervention strategies, differentiated instruction, technology, school safety and health and safety. All trainings are aimed at providing support to specific district initiatives and goals. The Pleasant Valley School District utilizes six (6) professional development/data analysis instruction planning days throughout the school year for focused professional development. The six days are in addition to multiple days of teacher development during the school year in which substitute coverage is obtained for staff as needed.
All staff also receive Mandated Reporter/Educator Discipline Act trainings, Right to Know Training, and Suicide Prevention Training as required by law along with annual updates.

Administrative Team:

New administrators will be offered peer mentors to assist with learning and understanding district goals and initiatives. All administrators are encouraged to attend Pennsylvania Inspired Leadership (PIL) programs offered by the Department of Education. Building level administrators meet with central office administrators on a monthly basis for Superintendent's Leadership Team Meetings and Curriculum Leadership Meetings. These meetings focus on increasing student achievement, professional development, technology, school safety and security, district-wide initiatives, teacher and principal effectiveness, and team building/professional growth through book studies.
Administrators, teachers, and para-professionals are also encouraged to attend symposiums and other curriculum and/or school climate programs offered through the Colonial Intermediate Unit #20 (CIU20) and the PaTTAN offices.

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

N/A

Educator Discipline Act 126, 71

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

Questions
The LEA has conducted the required training on:
8/23/2017 PVI and PVE staff
8/24/2017 PVMS and PVHS staff
10/16/2017 Make-up for anyone that missed the August training
The LEA plans to conduct the required training on approximately:
8/20/2019 Newly Hired Employees participate in online training through University of Pittsburgh
9/22/2020 Newly Hired Employees participate in online training through University of Pittsburgh
9/21/2021 Newly Hired Employees participate in online training through University of Pittsburgh

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:
8/24/2016 Making Educators Partners in Youth Suicide Prevention Acts and Facts
10/10/2016 Making Educators Partners in Youth Suicide Prevention Acts and Facts
1/27/2017 Making Educators Partners in Youth Suicide Prevention Acts and Facts
The LEA plans to conduct the training on approximately:
10/5/2018 QPR
2/1/2019 QPR and Youth First Aid Mental Health

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
The LEA plans to conduct the training on approximately:
2/1/2018 Training Source TBA
8/22/2018 Training Source TBA

Strategies Ensuring Fidelity

Checked answers

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

Unchecked answers

None.

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

School District:

- Future Ready Index

- Special Education compliance reviews conducted by the Pennsylvania Department of Education, Bureau of Special Education

- Federal Programs monitoring reports

- Annual professional development planning meetings with Colonial IU 20 curriculum advisory council director

- Periodic planning meeting with Monroe County Technical Institute.

- Annual reports of progress on District Goals and Objectives completed by building administrators and curriculum supervisors

- K-12 School Counseling Plan (339 Plan)

- K-12 Literacy, Math, and Technology Plan

Professional Staff:

- The Pleasant Valley School District Induction survey

- Workshop and conference reports

- Building goals developed yearly

- Various digital surveys related to curricular needs and professional development experiences

- Feedback from grade level and team meetings

Students

- Assessment results such as: Keystone Exams, PSSA, PVASS, CDT, STAR Reading and Math, DIBELS Next, NOCTI Data

- Student forums at the secondary grade levels

- Progress of students in Title I programs

- Drop-out statistics

- SAT/ACT test scores

- AP exams taken and number exams scoring 3 or higher

Community:

- School and business partnerships

- College and University partnerships (through K-12 School Counseling Plan)

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

N/A

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.

- Inductees will foster professional attitudes and positive self-esteem.

- Inductees will have opportunities to build his/her capacity for teacher leadership.

Unchecked answers

    None.

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

Assessment of Progress:

Progress of goals, objectives and competencies through the Professional Staff Induction Program will be assessed by the following:

- Regular meetings with his/her mentor and building administration.

- Peer observations by members of the induction team.

- Formal/informal observations by administration.

- Maintence of an informal log of problems encountered.

- Participation in inductee workshops, activities and meetings.

- Completion of the induction feedback/evaluation forms.

Activities and Topics:

 The following topics will be covered by the Human Resource Office or Business Office:

- Salary

- Benefits

- Life Insurance

- Retirement

- Tax Sheltered Annuities

The following activities/topics will be covered by central office administrators, business manager, and mentor during the summer induction program:

- District philosophy, policies, procedures, goals, committees and task forces

- Professional obligations In-service/Act 45/Act 48

- Certification/tenure

- Tuition reimbursement/salary credit

- Supervision and evaluation (explanation of PA Teacher Effectiveness model)

- Conference attendance

- School calendar

- District communications

- Characteristics of a professional — code of professional practice and conduct for educators

- Developing Relationships with Children, Families, Colleagues and the Community

- Importance of professional staff self-image

- Role and responsibility of the inductee

- Developing an Understanding of the Responsibilities of Entering the Education Profession

- Technology

- Standards Aligned System websie

- AESOP Website

- PA-ETEP

- Performance Tracker

- School Dude Work Order System

- Docushare

The following topics will be covered by the mentor or building administration during the course of the year:

- District and building policies/procedures

- Classroom Management Skills

- Materials acquisition

- Attendance procedures

- Schedule

- Lesson plans

- Instructional delivery skills

- Extra duties

- Emergency phone numbers

- Record keeping

- Home-school communication procedures

- Fire drill procedures

- Crisis plan

- Parent-teacher conferences

- Curriculum guides/planned courses

- Standardized testing procedures

- Textbooks/resource materials

- Docutech

- Technology (e-mail, Google, Docushare, School Dude, etc.)

- Standards Aligned System website

- Community resources

- Field trip procedures

- Library services

- Pupil support services

- Extra-curricular activities

- PSSA/PVASS/eMetric

- ESSA

- Federal, State, District Testing Programs

- Federal Programs

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

N/A

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.

- Review of written reports summarizing instructional activity.

- Submission of inductee portfolio.

- Knowledge of successful research-based instructional models.

- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

Unchecked answers

> *None.*

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

Assessing the needs of the inductee through the Professional Staff Induction Program will be accomplished by the following:

- Regular meetings with his/her mentor.

- Regular meetings with building administration.

- Peer observations by members of the induction team that includes the mentor, department head, and professional staff

- Formal/informal observations by supervisors, assistant principals, principals or central office administration.

- Maintence of an informal log of problems encountered.

- Participation in inductee workshops, activities and meetings.

- Completion of the induction feedback/evaluation forms.

All of the above stated items are to be documented by the mentee/mentor and submitted at the end of the program year.

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

N/A

Mentor Characteristics

Checked answers

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

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- Mentors must have at least one year experience in Pleasant Valley School District

Unchecked answers

> *None.*

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

Mentor Selection:

Selection Procedure

- A list of qualfied potential mentors will be submitted to the district induction coordinator. (The selections will be based on district criteria previously developed.)

- The appropriate building principal, along with central administration, will select the mentor, based on the selection criteria and background needs of the inductee.

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

N/A

Induction Program Timeline

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

If necessary, provide further explanation.

The inductee is introduced to each of the topics listed in August-September through mandatory induction meetings. The topics are then reviewed and addressed throughout the

school year as needed and appropriate with the direct supervisor and/or mentor. An induction log is kept by the mentee to document the process.

Monitoring and Evaluating the Induction Program

Identify the procedures for monitoring and evaluating the Induction program.

Evaluation and Monitoring:

At the close of school year, inductees participate in a written evaluation of the previous year's program. The District Coordinator provides a written summary to administrative staff. This information is then submitted to the superintendent for review and comments. As part of the induction process, the following forms will be utilized in the evaluation process.

- Professional staff induction criteria for completion — PVSD/PSI/1

- Orientation and inservice evaluation — PVSD/PSI/3

- Inductee's assessment of program — PVSD/PSI/4

Participation and Completion:

Each inductee is expected to attend all workshops, seminars, and relevant induction team meetings. They must meet district expectations regarding peer observations and maintain a log of induction activities on the approriate district forms that are maintained in their personnel file.

The school district will maintain records of those inductees completing the Professional Staff Induction Program by:

- Giving each inductee completing the process a certificate of their accomplishment.

- Placing a copy of that certificate with the signed professional staff "Induction Criteria for Completion" form in the inductee's teacher personnel file.

- Maintaining a district file of all inductees completing the induction process within the district.

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: **883**

Identification Method

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

At this time, the Pleasant Valley School District continues to use a discrepancy model to identify students with learning disabilities. The district continues to develop Response to Instruction and Intervention procedures (RTII). Currently, Tier I Universal Screening procedures have been put in place for all students in reading and mathematics. In addition to the Universal Screeners for reading and math, we assess entering Kindergartners through the use of a Universal Screener for speech and language. Information and progress monitoring data for any student involved in Tier II or Tier III remedial programs (Grades K-6) is incorporated as part of the evaluation process for students referred for special education evaluation and/or re-evaluation.

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

There are no significant discrepencies or significant disproportionalities.

Non-Resident Students Oversight

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

1. As per BEC 24 P.S. 13-1306, the Pleasant Valley School District is responsible to establish and maintain contact with any outside "host" school district responsible for educating any Pleasant Valley School District student who may reside in the host school district and whose parents are residents of the Pleasant Valley School District to ensure the provision of FAPE. The Pleasant Valley School District is also responsible for direct reimbursement of special education costs to the "host" school.

2. The Pleasant Valley School District ensures that students are receiving a free appropriate public education in the least restrictive environment by employing the Multi-Disciplinary Team (MDT) approach to determining the appropriate placement of a student identified with a disability. A review of the student's previous documentation (for students transferring into the district) or for those students who are newly identified, the procedures to determine the least restrictive environment are the same. Appropriate options (i.e. PCA, paraprofessional, assistive technology, etc.) are considered prior to a final determination being made concerning the placement of a student with a disability.

3. The greatest problem which limits the Pleasant Valley School District's ability to meet its obligation under Section 1306 is the transient nature of the population, especially for students who are in the child welfare system. Frequently, the students have been enrolled in multiple school districts and they and the county and/or agency caseworker is not knowledgeable as to the programming the student was receiving and the paperwork is either missing or incomplete. On the occasion that this situation occurs, the student's school history is tracked using the Pennsylvania Secure Identification system to obtain any prior educational records, in an effort to provide appropriate programming. However, if that is not successful, as is done with all new students to the district,   the student is administered local academic assessments to determine the current level of functioning, interviews are held with care-givers and/or social service providers and the student is considered a student "thought to be exceptional" and provided with accommodations and modifications until documentation indicates otherwise. If no documentation is received, a request to conduct formal evaluation is made to the appropriate guardian to determine if the student is indeed a student with a disability.

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).

As per BEC 24 P.S. 13-1306.2, the Pleasant Valley School District is responsible for the following:

1.   To comply with the "child-find" obligations of IDEA

2.   To utilize appropriate evaluation procedures and diagnostic/ screening instruments to determine the eligibility and educational needs of inmates

3.   To implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with sate and federal laws and regulations, including compliance with procedural safeguards; and

4.   To provide FAPE in conformity with the IEP.

These requirements are met through the tracking of students who are incarcerated. The Coordinator of District Services, maintains information on all students (for child accounting purposes) residing within the boundaries of the Pleasant Valley School District. If/when a student with a disability is placed in a detention facility, the special education supervisor is informed and contact is made with the appropriate personnel at the facility and/or the receiving LEA. At that time, the student, his/her physical placement location, special education placement and date of incarceration is documented and tracked by the Special Education Department Secretary on an "Out of District List" which is consistently updated and provided to the district's Special Education Administrators, the school counselors and the Coordinator of District Services. This information is shared on at least a monthly basis, as an additional method of tracking students who are being educated outside of the boundaries of the Pleasant Valley School District. Required documentation is provided to the receiving LEA and contact is maintained until the student is discharged or attains the age when special education supports and services are no longer provided.
On at least an annual basis, a current IEP is developed and a Re-evaluation Report (RR), if warranted or required, is completed. Documents from the receiving LEA are provided to the Pleasant Valley School District and receipt is recorded as a secondary method of maintaining current information on the student's location.
Should the student age out, a diploma from the Pleasant Valley School District is issued. If the student attains his/her GED and would like to return to the Pleasant Valley School District, he/she is permitted to do so and upon the completion of his/her program, is awarded a Pleasant Valley School District diploma.

Least Restrictive Environment

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

1.   For the past twenty-seven (27) years, the Pleasant Valley School District has implemented an inclusive philosophy while maintaining the continuum of services for our special education population. All special education students, whether a veteran student (a student who has progressed through the district), or a newly identified student, or a student who is new to the district, the Multi-Disciplinary Team's (MDT's) first option is always the regular education classroom. This is the <u>primary</u> placement option considered. It is not until a review of the student's needs (academic, behavioral, social, physical, etc.) is made that other, more exclusive placements are considered. If, after the MDT has determined that the needs of the student are not able to be met within the regular education setting, then other options are taken into consideration (Other options may include PCA, paraprofessional support, nursing support, OT, PT, etc.), with placement in an IU run, self-contained, age appropriate classroom, which is housed in an age appropriate public school setting as the next viable option. Placement in an IU run classroom, housed in a public school setting, still provides the student with opportunities to interact with his/her similar age, non-disabled peers. If an IU run classroom is not an appropriate option, then and only then, is a more restrictive placement (i.e Approved Private School (APS) or alternate setting) considered. This final option is the most restrictive of all placements and is always the last resort when considering the placement for a student with a disability.

The district houses at least one IU run classroom in each of its buildings. This ensures that the students are maintained in the building in which they would attend if they did not have a disability, as well as limits the amount of travel time to and from school on a daily basis. It also allows the student to participate in extra-curricular, age appropriate activities (with or without the support of a paraprofessional) with his/her non-disabled peers. Since the 1999-2000 school year, Pleasant Valley has run its own Life Skills program, therefore preventing the students in need of Life Skills programming from having to attend out-of-district classes. During the 2011-2012 school year, the Life Skills class at PVI was re-opened (due to increased need) and to date, the district has one Life Skills class at Pleasant Valley Intermediate (grades 4-6), one class at Pleasant Valley Middle (grades 7-8) and two classes at Pleasant Valley High (grades 9-12).

Currently 51% of the Pleasant Valley students who are in "out-of-district placements", attend IU-run classrooms that are housed in Pleasant Valley School District buildings.

2.   Through the continuous review of student data, as well as a review of research-based programs in reading, writing and mathematics, the Pleasant Valley School District has revised and/or implemented programs which best address the needs of its students, both those with and without disabilities. In addition to providing programs which promote a multi-sensory approach to learning, the scaffolding of instruction, and the alignment with the Common Core standards, the Pleasant Valley School District ensures that the needs of the students are met, regardless of their current level of academic performance. Evidence-based and Research-based screeners and assessment tools are utilized both on the Elementary and Secondary levels in Reading, Writing and Mathematics. Furthermore, all Pleasant Valley School District students participate in the learning process daily with research-based programs for these same subject areas, whether it is the instructional method of choice or for remediation purposes. In order to carry out these instructional programs successfully and with fidelity, Pleasant Valley School District teachers (K-12) are provided site-based coaching and professional development in the aforementioned subject areas, as well as many other subject areas.
Professional Development opportunities are provided for our teachers and support staff, whether they be of the aforementioned on-site variety, in cooperation with our local Intermediate Unit (CIU 20), or through trainings provided by outside contractors such as independent educational companies (i.e. Master Teacher) or PATTAN. By prioritizing the training of administrators, alongside our teachers and support staff, Pleasant Valley does its best to ensure accurate feedback and fidelity during the classroom visit/walk through/observation process. In short, Pleasant Valley goes to great lengths to support our staff, so they can continue to go great lengths for our students.

3.   The most recent school year for which the SPP target data is available is the 2016-2017 school year. When comparing the data for the 2016-2017 school year, with the data for the 2015-2016 school year, the following information is noted: using a target of 65% for students inside of the regular education class for 80% or more of the day, for all students enrolled in the LEA, the state percentage of **62.4%**
was lower than the LEA percentage of **74.8%,**
with the LEA exceeding the state percentage by **12.4%**
for special education students inside regular education classes 80% or more of the day. When doing a year to year comparison by disability category between the 2016-2017 school year and 2015-2016 school year, the following is noted: for students identified as/with Autistic/Autism, there was an **8%**
increase in the number of students inside regular education for 80% or more of the day. Concurrently, for the students in this disability category, there was a **25%**
decrease in the number of students inside the regular education setting less than 40% of the school day there.

For students identified with an Emotional Disturbance there was no change for students inside regular education for 80% or more of the day. While for the same group of students identified with an Emotional Disturbance who were inside the regular education setting less than 40% of the day there was a **12%**
increase. This increase reflects an increased number of students who require placement in a school-based partial hospitalization program as well as an increase in the number of students who have transferred into the district requiring this level of need. While the students at the high school level are attending classes in the building they would attend if not identified with a disability, because of the amount of therapy the students require, the amount of time spent in the regular education setting is decreased.

As for the students identified with an Intellectual Disability (formerly Mental Retardation), the data shows that 0% of the students are in the regular education classroom for 80% or more of the school day and that there was a **23%**
increase for students from 2015-2016 to 2016-2017 for students inside the regular education class no more than 79% and no less than 40% of the day. More significantly for the same group of students, there was a **5%**
decrease of these students who were in the regular education classroom for less than 40% of the day. The reason again, is due to the programming required to meet the needs of the students.

 Over the past three (3) years, the district has returned, to their home school, students who were placed outside of the district; whether in an IU run classroom in a neighboring district or in another educational setting (i.e. APS). To ensure that the students are not in the out-of-district placements for longer than they should be, in addition to the annual IEP meetings, twenty (20) day or forty (40) day review meetings are held and attended by the LEA to monitor the students' progress and assess the earliest possible date that a student may be returned to his/her home school.

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.

Although data submitted to the state for the 2016-2017 Disciplinary Actions Report of Children with Disabilities Subject to Disciplinary Removal (a total of one hundred ten (110))

students when compared to the 2015-2016 submission (a total of forty-six (46) students), there was a significant decrease in the number of disciplinary referrals between two (2) and ten (10) days. In 2015-2016, 78% of the students with disabilities received disciplinary referrals. However, during the 2016-2017 school year, 64% of the students received disciplinary referrals within the two (2) to ten (10) day span of time. All of these changes can be attributed to the district-wide positive behavior support programs which have been established in each of the districts four buildings.

At the lower elementary level (grades K-3), the program is entitled **Bear Paws**
. At the upper elementary level (grades 4-6) the program is entitled the **PBS Zone**
. At the middle school (grades 7-8), the program is entitled **Bear Bucks**
. At the high school (grades 9-12), the program is entitled **HOPE**
.

School-wide positive behavior support models are implemented throughout the district for students in kindergarten through eighth grade. Proactive measures are in place to "catch students being good", or "doing the right thing" and provide praise and recognition for appropriate behavior. Bear Paws and Gimme 5 tickets are given when students exhibit appropriate behavior. Students collect the tickets and "cash" them in at the PBS Zone during lunch for tangible and intangible rewards such as being given a pass to say the morning announcements, playing WII with the principal or smaller rewards such as Smencils or fun erasers.

The PBS plan in place, Kindergarten through sixth (K-6) grade, also has a mentoring component called "check-in, check-out". Students exhibiting behavior or social difficulties are assigned a mentor (teacher, guidance or other staff) that meets with the student every morning and afternoon. The students are given a behavior/PBS chart that their teachers complete during the day noting whether they made positive or negative choices. The student meets with the mentor at the beginning and end of every day for a few minutes to discuss their progress for the day and to receive earned rewards. The PBS sheet is then signed by the student and mentor and sent home for parents review and signature.

At the Kindergarten through third (K-3) grade level, the Instructional Support teacher, guidance counselor or Education Consultant conduct modeling and coaching sessions for students exhibiting extreme behavior in the classroom in order to offer strategies and suggestions to increase appropriate behavior. Also at this level, Student Intervention Response (SIR) meetings to address behavior issues are conducted by the Instructional Support teachers. During this twenty-five (25) minute process, teachers gather information in regards to background, specific problems and behavior goals and strategies to remedy these problems. An intervention plan with manageable strategies is created and the implementation of the plan is determined. SIR meetings are conducted as needed and behavior plans are adjusted accordingly. If needed, a permission to evaluate is issued, a Functional Behavioral Assessment (FBA) is conducted and a Behavior Intervention Plan (BIP) is developed using the data collected after the Initial Line of Inquiry.

For students whose behaviors may be due to sensory issues related to diagnoses such as Autism, Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) or other related disorders, the district consults with CIU20 Occupational Therapists and incorporates the use of sensory strategies, when appropriate, as a method to address students' sensory needs. For students who are unable to be successful in our inclusion model at Pleasant Valley, the CIU20 offers Autistic Support, Emotional Support and Partial Hospitalization programs to those students with the most severe behavior needs.

The guidance department at the Kindergarten through sixth (K-6) grade level conducts groups during the day and during lunch with students in need of extra social skills instruction, assistance with anger management, divorce and loss/grieving. The staff utilizes programs such as Second Step and Superhero Social Skills at this level.

At Kindergarten-sixth (K-6) grade there is a Student Emergency Response Team (SERT) in place; composed of guidance counselors, teachers, building administrators, nurses, resource officer and other staff to assist a student in crisis. This team meets on a monthly basis and is specially trained and certified in the Crisis Prevention Institute (CPI) method of passive restraint on a yearly basis. This non-violent crisis intervention program is a safe, non-harmful behavior management system designed to help professionals provide the best care, welfare, safety and security of disruptive, assaultive and out-of-control students or individuals. Teachers and paraprofessionals at the secondary level are trained and certified in CPI passive restraint but do not have a team in place at this time. They are called on an as needed basis.

The Intensive Classroom Environment (ICE) Program was created as a means to help students' with disciplinary issues reintegrate into mainstream classes or recover lost credits at the seventh through twelfth (7th-12th) grade levels. The program provides a small group setting in which students receive their academics through the Virtual Learning Network (VLN), a cyber-academy that is utilized by the district. Within the classroom, a student is provided a laptop to access their courses and is staffed with two rotating regular education teachers as well as an assigned special education teacher and two Para-professionals to help assist the students' with their course work. The program works with VLN in order to accommodate students' with special needs. If a student is successful, he/she can gain privileges or extra perks within the program. One of the most sought after goals is the opportunity to re-enter mainstream classes. However, some students' have thrived in the room and have taken the initiative to take more classes then what would be possible in mainstream scheduling. This allows them to recover credits and possibly graduate or accelerate through a grade level. The program has grown from a mere idea into a successful venture that has helped rehabilitate and graduate students since its implementation approximately six (6) years ago.

The ReDCo Group provides community based least restrictive services including psycho-

social assessment and therapy to students across the Pleasant Valley School District, either through Medical Assistance (MA) or school based grant monies. Treatment is generally viewed as a short-term process assisting students and families to gain ground through the development of coping skills, interpersonal skills and, if appropriate, cognitive behavioral restructuring. Treatment is individualized. Strengths-based empowering approaches are used collaboratively with students and families. Psycho-education about the students' specific illnesses and proactive crisis planning assist the students in developing appropriate coping and behavioral techniques.

With the assistance of the Monroe County Drug and Alcohol Agency, Pleasant Valley offers support groups to students designed to assist students with being successful both emotionally and socially. The groups provide students with a safe and friendly environment where they can discuss their concerns in confidence. Groups such as "*Bumpy but Normal*", that address students who are having some type of difficulty in their lives and "*Concerned Persons*"; a group for students affected by the drug/alcohol use of someone close to them, are run weekly throughout the district.

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 Pleasant Valley School District prides itself on its practice of exercising responsible inclusion for its students with disabilities. Therefore, through the provision of a continuum of services and in an effort to maintain its students in the least restrictive environment, the district implements the following practices:

1. At this time, as noted in prior Special Education Plans, the district is not having difficulty ensuring FAPE for an individual student or a particular disability category. With the exception of obtaining documentation for a student, especially a student who has a transient history due to multiple changes of residence and/or a student in foster care, the student receives appropriate supports and services and is treated as a student thought to be exceptional and placed in the least restrictive environment. Should no documentation be provided from the previous school, a Permission to Evaluate/Re-Evaluate is issued to the guardian to determine the need for special education supports and services.

2.   Successful programs include the following: an increase of Intermediate Unit 20 run classrooms housed on the Pleasant Valley campus: Since the previous Special Education Plan was submitted, the district has maintained at least one classroom in each of the district buildings; of which almost all of the students enrolled in the programs are Pleasant Valley students. Programs offered include Emotional Support (PVH **(2 classes)**, PVM, PVI), Physical Support (PVI, PVE) and Partial Hospitalization (PVH). The latest information from Colonial Intermediate Unit 20, documents the district's Fair Share allotment at 2.0 (where 0.0 indicates that we have the same number of IU classes as the other districts which compose CIU 20). Furthermore, the district works collaboratively with Colonial Intermediate Unit 20 (CIU 20) including Colonial Academy. Additional education resources also include Behavioral Health Associates (BHA) which includes BHA Academy, Educare/ISST, and Packer Ridge. We also contract with Graham Academy to ensure appropriate programming and placement of students with disabilities. Additional collaborators include Kidspeace, MH/DS, and OVR. Students are also provided with supports and services when attending the Monroe Career and Technical Institute (MCTI) while completing their self-selected program. The district continues to maintain its partnership with ReDCo (a mental health service provider) which affords students who are in need of such supports, with during and/or after school on-site counseling services. Finally, to provide our students with more intensive transitional supports and services, the district contracts with Lehigh Valley Center for Independent Living (LVCIL), Devereux and VIA of the Lehigh Valley. Finally, new with the start of the 2016-2017 school year, the district also houses a CIU 20 run Out-Patient Clinic. The clinic is located at PVH and its placement allows the students in the high school (where the greatest need is), to be serviced during their school day, with minimal disruption to their academic day. The clinic provides services during and after the school day (until 6:00 PM) many weekdays, depending on need. Because of these partnerships, students with mental health needs have been able to remain in the least restrictive environment while having emotional needs met. Additionally, when appropriate, students in need have received Instruction in the Home or have been provided with a modified school day to meet their emotional or medical needs.

3.   At this time, the plan is to continue with the current continuum of services, but the district vows to continue to review, on a consistent basis, the need for students who are placed in out-of-district placements to remain in their current placement. Because consistent and constant contact is maintained with other educational providers, the LEA will ensure that the students are educated in the least restrictive environment with appropriate supports and services. We are fortunate in that collaborative relationships which have been established in the past are maintained, thus ensuring that FAPE is provided to all of the students.

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

Facility Name	Facility Type	Services Provided By	Student Count
Vision Quest	Nonresident	School District	11

Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Clear Run Intermediate School (IU 20 Class)	Neighboring School Districts	Supplemental Emotional Support	1
Colonial Academy (IU 20 Class)	Other	Partial Hospitalization	3
Colonial Academy (IU 20 Class)	Other	Itinerant Learning Support	2
Colonial Academy (IU 20 Class)	Other	Supplemental Emotional Support	9
Educare/ISST	Approved Private Schools	Full-time Emotional Support	4
Educare/ISST	Approved Private Schools	Full-time Autistic Support	2
Graham Academy	Approved Private Schools	Full-time Autistic Support	1
JM Hill Elementary School (IU 20 Class)	Neighboring School Districts	Partial Hospitalization	1
JT Lambert Intermediate School (IU 20 Class)	Neighboring School Districts	Full-time Emotional Support	1
Northampton High School (IU 20 Class)	Neighboring School Districts	Full-time Physical Support	1
Packer Ridge Academy	Approved Private Schools	Full-time Emotional Support	1
Pocono Mountain West High School (IU 20 Class)	Neighboring School Districts	Full-time Multiple Disabilities Support	1
Pocono Mountain West School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	1
Stroudsburg Junior High School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	1
Stroudsburg Middle School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	2
Thomas Jefferson School	Neighboring School Districts	Full-time Hearing Support	1
Washington Elementary (IU20 Class)	Neighboring School Districts	Full-time Autistic Support	4
JT Lambert Intermediate School (IU 20 Class)	Neighboring School Districts	Partial Hospitalization	2
Educare/ISST	Approved Private Schools	Full-time Life Skills Support	2

Educare/ISST	Approved Private Schools	Full-time Learning Support	2
Bangor Area High School (IU 20 Class)	Neighboring School Districts	Partial Hospitalization	1
Beacon Light	Other	Full-time Emotional Support	1
Behavioral Health Associates	Approved Private Schools	Partial Hospitalization	1
Chipperfield Elementary School (IU 20 Class)	Neighboring School Districts	Supplemental Emotional Support	1
Chipperfield Elementary School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	1
East Stroudsburg High School South (IU 20 Class)	Neighboring School Districts	Full-time Multiple Disabilities Support	1
Five Points Elementary (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	4
George Wolf Elementary School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	3
Kenneth Butz Junior High School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	1
North Central Secure Treatment Facility	Other	Full-time Emotional Support	1
Pen Argyl High School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	1
Pocono Mountain East Junior High School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	1
Abraxas Leadership Development Program	Other	Full-time Emotional Support	1

Special Education Program Profile

Program Position #1

       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 8	15	1
Locations:				
Pleasant Valley Elementary	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

Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	15	1
Locations:				
Pleasant Valley 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	6 to 8	13	1
Locations:				
Pleasant Valley 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 9	15	1
Locations:				
Pleasant Valley 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	14	1
Locations:				
Pleasant Valley Intermediate	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	16	1
Locations:				
Pleasant Valley Intermediate	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 11	15	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	15	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	15	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Full-Time Special Education Class	Life Skills Support	10 to 13	12	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	14	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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	10 to 12	15	1
Locations:				
Pleasant Valley Intermediate	An Elementary 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	16	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	17	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	1
Locations:				
Pleasant Valley Middle	A Middle 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%)	Learning Support	12 to 14	16	1
Locations:				
Pleasant Valley Middle	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%)	Learning Support	12 to 15	15	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 14	15	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	1
Locations:				
Pleasant Valley Middle	A Middle 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

Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	15	1
Locations:				
Pleasant Valley Middle	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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	13	1
Locations:				
Pleasant Valley Middle	A Middle 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	14	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	12	1
Locations:				
Pleasant Valley High	A 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	13	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	15	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 16	13	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	13	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	15	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	15	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 17	15	1
Locations:				
Pleasant Valley High	A 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
Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #34

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	16 to 19	14	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #35

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	16 to 19	14	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #36
       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 20	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #37
       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	16 to 19	17	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #38
       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	16 to 19	14	1
Locations:				
Pleasant Valley High	A Senior High 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
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	13	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #40
       Operator: School District
       PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 19	13	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 8	55	1
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	6 to 9	55	1
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	7 to 19	55	1
Justification: This Speech/ Language teacher services students at Pleasant Valley Elementary (ages 7-9), Pleasant Valley Middle (ages 12-14) and Pleasant Valley High (ages 16-19), thus the reason for the greater than 3 year age range.				
Locations:				
Pleasant Valley Elementary, Pleasant Valley Middle and Pleasant Valley High School	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	55	1
Locations:				
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

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

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language	17 to 21	55	1

	Support			
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #46

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	9 to 12	55	1
Locations:				
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #47

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	11 to 13	55	1
Locations:				
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #48

Operator: School District
PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Itinerant	Speech and Language Support	5 to 9	55	1
Justification: This Speech/Language teacher services students at Pleasant Valley Elementary (ages 5-9) , thus the reason for the age range exceeding 3 years.				
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #49

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	16 to 19	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #50

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	16 to 19	14	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #51
> *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	14 to 16	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #52
> *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	12 to 14	15	1
Locations:				
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #53
> *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	16 to 19	14	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #54
> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

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

Program Position #55
> *Operator:* Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Full-Time Special Education Class	Physical Support	6 to 9	6	1
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #56
> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	10 to 13	12	1
Locations:				
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #57
> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	12 to 15	6	1
Locations:				
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated		

Program Position #58
> *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	7 to 9	14	1
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Program Position #59
> *Operator:* Intermediate Unit
> **PROGRAM SEGMENTS**

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	16 to 19	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #60

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 17	15	1
Locations:				
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated		

Program Position #61

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Physical Support	9 to 12	8	1
Locations:				
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated		

Program Position #62

Operator: Intermediate Unit

PROGRAM SEGMENTS

Type of Support	Level of Support	Age Range	Caseload	FTE
Supplemental (Less Than 80% but More Than 20%)	Emotional Support	6 to 9	8	1
Locations:				
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated		

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education	Pleasant Valley Administration Building	1
Supervisor of Special Education-Elementary	Pleasant Valley Intermediate	1
Supervisor of Special Education-Secondary	Pleasant Valley High	1
Educational Consultant	Pleasant Valley Middle	1
School Psychologist	Pleasant Valley Elementary	1
School Psychologist	Pleasant Valley Intermediate	1
School Psychologist	Pleasant Valley Middle	1
School Psychologist	Pleasant Valley High	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1

Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	1
Paraprofessional Associate	Pleasant Valley Elementary	0.5
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Paraprofessional Associate	Pleasant Valley Elementary	0.5
Paraprofessional Associate	Pleasant Valley Intermediate	1
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Paraprofessional Associate	Pleasant Valley Intermediate	0.5
Paraprofessional Associate	Pleasant Valley Middle	1
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Paraprofessional Associate	Pleasant Valley High	1
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Paraprofessional Associate	Pleasant Valley Elementary	1
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Paraprofessional Associate	Pleasant Valley Intermediate	1
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Paraprofessional Associate	Pleasant Valley Intermediate	0.5
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Paraprofessional Associate	Pleasant Valley High	1
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Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapy	Intermediate Unit	15 Hours
Physical Therapy	Intermediate Unit	9 Hours
Adapted Physical Education	Intermediate Unit	70 Minutes
Devereux	Outside Contractor	4 Days
Monroe Career and Technical Institute	Area Vocational Technical Schools	5 Days
Behavioral Health Associates	Outside Contractor	5 Days
Carbon Lehigh Intermediate Unit 21	Intermediate Unit	120 Minutes
Graham Academy	Outside Contractor	5 Days
Vision Support	Intermediate Unit	45 Minutes
Lehigh Valley Center for Independent Living	Outside Contractor	3 Days
VIA of the Lehigh Valley	Outside Contractor	2 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:
The planning teams completed "data walks" in which local and state level data were reviewed. The data revealed a noticeable growth in student achievement based on three year averages pulled from eMetric(state) and Performance Tracker (local). Also, a review of data showed that the average district level proficiency levels for PSSA and Keystone exams have been equal to or better than the overall state averages for proficiency. Additional identified strengths at the elementary and intermediate levels were related to the implementation of Pleasant Valley Improvement Project, which has lead to a successful RTII implementation. We have noticed achievement on state assessments at the intermediate level and high school level are showing the most room for improvement. The challenge moving forward will be to increase the number of students scoring proficient or better on summative assessments. Additionally, we will need to look at improving differentiation of instruction in all areas.

District Accomplishments

Accomplishment #1:
In 2016-2017 the combined district average proficiency rate for grades three through five meets or exceeds the state average as measured on the PSSA for Math, ELA, and Science.

Accomplishment #2:
The three-year average (2015-2017) percentage of students scoring proficient or advanced in ELA has exceeded 65% of students tested for grades three, six, and seven, as measured by the PSSA.

Accomplishment #3:
The three-year average (2015-2017) percentage of students scoring proficient or advanced in Math has exceeded 65% of students tested for grades three, as measured by the PSSA.

Accomplishment #4:
The district has developed District Wide Literacy, Math, and Special Education plans that are being used as the guide for instructional improvement across content areas district-wide.

Accomplishment #5:

The proficiency rate for the Spring 2017 Keystone Literature exam is 85.5% based on students' best scores.

Accomplishment #6:

The proficiency rate for the Spring 2015 Keystone Biology exam which was 37.7% compared to the proficiency rate for the Spring 2017 Keystone Biology exam which was 70.1% based on students' best scores.

Accomplishment #7:

Curriculum alignment and inquiry based science instruction at the elementary level are factors that increased student achievement as measured by the PSSA science assessment for fourth grade. The three year average (2015-2017) percentage of students scoring advanced or proficient has exceeded 84% of those tested.

Accomplishment #8:

The RTII/MTSS process is fully implemented at the elementary grade levels that focuses on the individual needs of students. Through the Pleasant Valley Improvement Project (PVIP) a system of universal screening, progress monitoring, appropriate instruction and intervention have lead to student achievement gains as measured by the DIBELS Next and STAR Assessments.

Accomplishment #9:

The Pleasant Valley School District Comprehensive School Counseling Plan under Chapter 339 has been developed, implemented, and is reviewed annually addressing the comprehensive program of student services as required under Chapter 12. In addition, student career portfolios are housed in the Pleasant Valley School District providing evidence for the meeting of Academic Standards for Career Education and Work to support the importance of career readiness for all students in grades 3-12.

Accomplishment #10:

The Pleasant Valley School District actively works to improve the learning experience for its students by providing job-embedded professional development that is related to state mandates, curricular needs, student need(s), and teacher need(s) through our Annual Professional Development Plan and Professional Development Workshops. In addition, Data Analysis/Instructional Planning Days have been added to the school district calendar to ensure time to focus on student data and developing instructional practices.

Accomplishment #11:

Throughout the 2017-2018 school year, the Pleasant Valley School District has developed a plan and instituted an electronic storage system for implementing a differentiated supervision documentation. Utilizing this system, the school district plans to increase teacher to administrator dialogue, provide teachers more opportunities to reflect on their practice, allow teachers' choice in

the evaluation model, and grant administrators more opportunities to observe teacher practice. Implementation began in August 2018 for the 2018-2019 school year.

District Concerns

Concern #1:
The three-year average (2015-2017) percentage of students scoring proficient or advanced in Math is below 65% for students tested in grades four through eight as measured by the PSSA.

Concern #2:
The three-year average (2015-2017) percentage of students scoring proficient or advanced in ELA is below 65% for students tested in grades four, five, and eight, as measured by the PSSA.

Concern #3:
The three-year average (2015-2017) percentage of students scoring proficient or advanced in Science is below 65% for students tested in grade eight, as measured by the PSSA. We have seen a 15% decline in the growth average scores during this time.

Concern #4:
The proficiency rate for the Spring 2017 Keystone Algebra 1 exam is 76.4% based on students' best scores.

Concern #5:
The proficiency rate for the Spring 2017 Keystone Biology exam is 70.1% based on students' best scores.

Concern #6:
The Pleasant Valley School District continues to focus on Closing the Achievement Gap as part of the School Performance Profile/PVAAS Growth Results and Future Ready Index.

Concern #7:
The Pleasant Valley School District needs to grow and expand its current technology infrastructure required to support high quality instruction and provide professional development in future ready skills.

Concern #8:
Pleasant Valley School District will increase the engagement of all students in monitoring their own progress and achievement data to meet growth targets.

Prioritized Systemic Challenges

Systemic Challenge #1 *(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 three-year average (2015-2017) percentage of students scoring proficient or advanced in Math is below 65% for students tested in grades four through eight as measured by the PSSA.

The three-year average (2015-2017) percentage of students scoring proficient or advanced in ELA is below 65% for students tested in grades four, five, and eight, as measured by the PSSA.

The three-year average (2015-2017) percentage of students scoring proficient or advanced in Science is below 65% for students tested in grade eight, as measured by the PSSA. We have seen a 15% decline in the growth average scores during this time.

The proficiency rate for the Spring 2017 Keystone Algebra 1 exam is 76.4% based on students' best scores.

The proficiency rate for the Spring 2017 Keystone Biology exam is 70.1% based on students' best scores.

The Pleasant Valley School District continues to focus on Closing the Achievement Gap as part of the School Performance Profile/PVAAS Growth Results and Future Ready Index.

The Pleasant Valley School District needs to grow and expand its current technology infrastructure required to support high quality instruction and provide professional development in future ready skills.

Pleasant Valley School District will increase the engagement of all students in monitoring their own progress and achievement data to meet growth targets.

Systemic Challenge #2 *(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 three-year average (2015-2017) percentage of students scoring proficient or advanced in Math is below 65% for students tested in grades four through eight as measured by the PSSA.

The three-year average (2015-2017) percentage of students scoring proficient or advanced in ELA is below 65% for students tested in grades four, five, and eight, as measured by the PSSA.

The Pleasant Valley School District continues to focus on Closing the Achievement Gap as part of the School Performance Profile/PVAAS Growth Results and Future Ready Index.

District Level Plan

Action Plans

Goal #1: Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness:

Type: Annual

Data Source: Reports gathered from observation/evaluation system used in conjunction with review of lesson plans.

Specific Targets: Improved teacher performance as shown through both formal and informal observation data.

Strategies:

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

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

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

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

Implementation Steps:

Danielson Framework for Teaching

Description:

New teachers, through the district induction program, as well as other professional staff that request or that show a need for further understanding of the Framework for Teaching will examine the Danielson model and teacher effectiveness. The SAS website followed-up with both administrative and mentor support will be utilized. Currently courses are available within the SAS PD center that focus on each of the domains of the Framework for Teaching.

Start Date: 8/20/2019   **End Date:** 6/30/2022

Program Area(s): Professional Education, Teacher Induction

Supported Strategies:

- Instructional Coaching: The Principles of Partnership
- Differentiating Instruction

Differentiated Instruction Training

Description:

1. Ongoing training that will identify the type and process of differentiated instruction.

2. Investigate and develop personalized learning models of classroom instruction in grades K-12.

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

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

Supported Strategies:

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

- Instructional Coaching: The Principles of Partnership

- Differentiating Instruction

Develop Rigorous Student Learning Objectives (SLO) with all Professional Staff

Description:

All teaching staff and building administrators will develop student learning objectives that will enhance student achievement including:

1. Review of curricular alignmment and rigor.

2. Review of past student achievement.

3. Collaborate with like staff to validate assessments.

4. Provide administrative review of all objectives.

5. Provide opportunities for instructional modeling and coaching for staff to meet student learning objectives with the support of district instuctional coaches.

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

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

Supported Strategies:

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

- Instructional Coaching: The Principles of Partnership

- Differentiating Instruction

ELA Curriculum Allignment

Description:

Develop ELA Scope and Sequences for grades K-8 along with the Units of Study Implementation for Reading and Writing.

Provide resources for teachers to use writing across curriculum areas.

Start Date: 8/20/2019   **End Date:** 6/30/2022

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

Supported Strategies:

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

- Instructional Coaching: The Principles of Partnership

- Differentiating Instruction

Transition

Description:

With the focus of programming for students with disabilities on their post-school outcomes, it is increasingly more important for the developed educational programming to be based on realistic and attainable goals for the students we serve.

The Pleasant Valley School District is a member of Cohort 1 of the Pennsylvania Post School Outcome Survey (PaPOS). During the 2015-2016 school year, we submitted the results obtained by surveying the 2016 high school graduates then followed up during the 2016-2017 school year to determine how closely the students had achieved their selected post school choices. (Required as a component of Indicator 14 Submission.)

The implementation step is that, through the random selection of Individual Education Programs (IEPs) of the targeted teachers, the Transition Plans for the appropriate students will be 100% compliant with current state procedures for students who are transition age. During the 2016-2017 State Compliance Monitoring, it was determined that of the files selected for review, 100% of the transition plans detailed in the Individualized Educational Programs (IEP), met the state requirements.

Through training provided by the LEA, CIU 20 and PATTAN, the teachers will review age and ability appropriate transition surveys/assessments, develop a scope and sequence to determine which assessment(s) will be utilized based on student grade placement and ability performance in the areas of Employment, Independent Living, Recreation and Leisure and Community Participation and complete the appropriate assessment and record the results in the appropriate section of the IEPs of their respective students.

Start Date: 8/21/2018   **End Date:** 6/15/2021

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

Supported Strategies:

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

Autism

Description:

The teachers will gain knowledge about the disability, learn strategies and implement them . Evidence for this action step will be the documentation of the date of the training session, implementation of the learned techniques and strategies, data collection and feedback via survey from the attendants detailing their level of knowledge following the training session.

Start Date: 8/21/2018 **End Date:** 6/15/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiating Instruction

Behavior Support

Description:

The special education teachers and special education administrators, the educational consultant, school counselors, school psychologists, select regular education teachers and at least one administrator from each of the district's buildings will receive training in Restorative Practices.

Evidence that the action step is being appropriately and effectively implemented will be a decrease, annually, in the number of occurrences and a decrease in the severity of disciplinary referrals over each school year.

During the 2016-2017 school year, there were **NO** unilateral removals for drugs, weapons or serious bodily injury for students in any disability category. Additionally, there were no expulsions throughout the district.

Start Date: 8/21/2018   **End Date:** 6/15/2021

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

Supported Strategies:

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

- Differentiating Instruction

Paraprofessional

Description:

1. The paraprofessionals will receive direct instruction/training in the following areas to increase the opportunities for success in their current position and to continue to best meet the needs of the students they serve, and to increase the students' ability to be successful, while in the least restrictive environment.

2. The characteristics of students with disabilities with a focus on students identified with Tourette's Syndrome.

Evidence that the implementation step has been implemented will be copies of attendance sheets, scores obtained on the required courses (Master Teacher), utilization of learned techniques for academic and/r behavioral-based programs, and feedback from the paraprofessionals.

Topics covered during the 2017-2018 school year, include:

1. First Aid/CPR
2. Food Allergies
3. CPI Training
4. Epi-Pen
5. Suicide Prevention Strategies
6. Sports Safety/Concussion Awareness
7. Fire Safety
8. Effective Technology Use
9. Restorative Practices

The paraprofessionals received training during the 2016-2017 school year on Disability Awareness, the Disability categories and, at the elementary level, training on the reading and math programs. Select paraprofessionals at the secondary level were also trained on Hybrid Learning techniques

and strategies in the content areas of Geometry and Chemistry. The Full time paraprofessionals in all four buildings (PVE, PVI, PVM PVH) were also trained in Crisis Prevention Techniques (CPI).

Start Date: 8/21/2018   **End Date:** 6/15/2021

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Differentiating Instruction

Reading NCLB #1

Description:

1. Direct instruction will be provided to the appropriate administrators, faculty and staff on the reading programs (*Dibels Next, Language Essentials for Teachers of Reading and Spelling LETRS) , Responsive Reading Instruction (RRI), CORE Reading, Reading Apprenticeship, Think Central, SOAR to Success, Prentice Hall, Keystone Prep Course, Report Form, 6 Minute Solution, Linguistics and Rewards)* that are implemented in the respective buildings. Evidence that the action step has been implemented will include documentation of attendance at the training sessions, observation of the teachers while implementing the programs, data collection and the review of the data to determine/ assess changes in student performance.

2. A select group of lower and upper elementary teachers, building and district (including special education administrators) and the Reading Supervisor will research and select an appropriate grammar instructional program from at least three (3) research-based programs.

Start Date: 8/21/2018   **End Date:** 6/15/2021

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

Supported Strategies:

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

- Differentiating Instruction

Goal #2: Improve district benchmark assessment system.

Indicators of Effectiveness:

Type: Annual

Data Source: Lesson plans, assessment schedule, taskforce/departmental reports of progress.

Specific Targets: Increase the student performance so that more students score proficient or better on state assessments.

Strategies:

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

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

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

Implementation Steps:

Ensure Assessments are Providing Sufficient Data to Recognize Student Strengths and Weaknesses

Description:

1. Review of science, history, math and ELA benchmark assessment for alignment with the standards aligned system
2. Administer science, history, math and ELA benchmark assessments (including CDT, DIBELS Next, STAR Reading and Math)
3. Require staff to conduct data review of all students by course using data warehousing system to determine validity
4. Require teacher of common courses to meet and review weakness and strengths in the data and the appropriate action steps in instruction to take as a result.
5. Administrative participation in data review for students in Math, Science, and ELA and proposed changes to assessments
6. Provide a schedule for regular data meetings to identify student needs

Start Date: 7/1/2019   **End Date:** 6/29/2022

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

Supported Strategies:

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

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: Instructional Coaching: The Principles of Partnership Strategy #2: Differentiating Instruction

Start	End	Title	Description
8/20/2019	6/30/2022	Danielson Framework for Teaching	New teachers, through the district induction program, as well as other professional staff that request or that show a need for further understanding of the Framework for Teaching will examine the Danielson model and teacher effectiveness. The SAS website followed-up with both administrative and mentor support will be utilized. Currently courses are available within the SAS PD center that focus on each of the domains of the Framework for Teaching.

Person Responsible	SH	S	EP	Provider	Type	App.
Induction Coordinator and Principals	3.5	1	1	PDE	PDE SAS PD center online courses	Yes

Knowledge	Participants will gain knowledge specific to a domain within the Framework for Teaching.
Supportive Research	Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: planning and preparation, classroom environment, instruction, professional

responsibilities.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Training Format

Series of Workshops
Online-Asynchronous
Professional Learning Communities

Participant Roles	Classroom teachers School counselors Paraprofessional Other educational specialists	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Analysis of student work, with administrator and/or peers	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation,

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

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

Review of participant lesson plans

Review of written reports summarizing instructional activity

LEA Goals Addressed:	Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
		Strategy #2: Instructional Coaching: The Principles of Partnership
		Strategy #3: Differentiating Instruction

Start	End	Title	Description
7/1/2019	6/30/2022	Differentiated Instruction Training	1. Ongoing training that will identify the type and process of differentiated instruction. 2. Investigate and develop personalized learning models of classroom instruction in grades K-12.

Person Responsible	SH	S	EP	Provider				Type	App.
Principal and appropriate curriculum supervisors	3.0	3	35	IU20 and LEA				IU	Yes

Knowledge	Participants will be able to identify strategies for differentiating learning oppertunities to meet the needs of students through effective planning and instruction.
Supportive	What Works Clearinghouse, ASCD, and research experts cited evidence on the effectiveness of differentiated

Research   instruction.

Designed to Accomplish

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

For classroom teachers, school counselors and education specialists:

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

Empowers educators to work effectively with parents and community partners.

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.

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

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

Series of Workshops
Professional Learning Communities

Participant Roles	Classroom teachers Principals / Asst. Principals Paraprofessional New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and	**Evaluation Methods**	Classroom observation focusing on

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

     Analysis of student work, with administrator and/or peers

     Creating lessons to meet varied student learning styles

     Peer-to-peer lesson discussion

     Lesson modeling with mentoring

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

     Student PSSA data

     Standardized student assessment data other than the PSSA

     Classroom student assessment data

     Participant survey

     Review of participant lesson plans

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Instructional Coaching: The Principles of Partnership Strategy #3: Differentiating Instruction

Start	End	Title	Description
			All teaching staff and building administrators will develop student learning objectives that will enhance student achievement including:
7/1/2019	6/30/2022	Develop Rigorous Student Learning Objectives (SLO) with all Professional Staff	1. Review of curricular alignmment and rigor. 2. Review of past student achievement. 3. Collaborate with like staff to validate assessments.

4. Provide administrative review of all objectives.

5. Provide opportunities for instructional modeling and coaching for staff to meet student learning objectives with the support of district instuctional coaches.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Principal	3.0	3	15	LEA	School Entity	Yes

Knowledge

Participants will:

- Increase their knowledge of the PA Teacher Effectiveness system.

- Increase their knowledge of effective assessment practices

- Increase thier knowledge of best practice instructional startegies

Supportive Research

Regional Educational Laboratory (REL) at EDC; Northeast Educator Effectiveness Research Alliance.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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	Series of Workshops School Whole Group Presentation Professional Learning Communities		
Participant Roles	Classroom teachers Principals / Asst. Principals New Staff	**Grade Levels**	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring	**Evaluation Methods**	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Classroom student assessment data Review of participant lesson plans Review of written reports summarizing instructional activity Completion of the SLO process in the PA Teacher Effectiveness model

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

Start	End	Title	Description
			With the focus of programming for students with disabilities on their post-school outcomes, it is increasingly more important for the developed educational programming to be based on realistic and attainable goals for the students we serve.
			The Pleasant Valley School District is a member of Cohort 1 of the Pennsylvania Post School Outcome Survey (PaPOS). During the 2015-2016 school year, we submitted the results obtained by surveying the 2016 high school graduates then followed up during the 2016-2017 school year to determine how closely the students had achieved their selected post school choices. (Required as a component of Indicator 14 Submission.)
8/21/2018	6/15/2021	Transition	The implementation step is that, through the random selection of Individual Education Programs (IEPs) of the targeted teachers, the Transition Plans for the appropriate students will be 100% compliant with current state procedures for students who are transition age. During the 2016-2017 State Compliance Monitoring, it was determined that of the files selected for review, 100% of the transition plans detailed in the Individualized Educational Programs (IEP), met the state requirements.
			Through training provided by the LEA, CIU 20 and PATTAN, the teachers will review age and ability appropriate transition surveys/assessments, develop a scope and sequence to determine which assessment(s) will be utilized based on student grade placement and ability performance in the areas of Employment, Independent Living, Recreation and Leisure and Community Participation and complete the

appropriate assessment and record the results in the appropriate section of the IEPs of their respective students.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Special Education Supervisor-Secondary	3.5	10	30	Colonial Intermediate Unit 20, LEA, PATTAN, Office of Vocational Rehabilitation (OVR)	Outside Contractors and School Entity	Yes

Knowledge

The special education teachers of students in the targeted age range (14-21) will develop appropriate transition plans for their students.

Supportive Research

The **Transition Coalition** notes, *"There is a growing need for current information about developing and conducting successful transition planning that is based upon a student's strengths, preferences, interests, **and** needs. This information must include strategies for assisting students and their families to connect with transition services providers within and outside of the school system.* By developing appropriate, realistic, effective and student-centered transition plans, this number could increase, through the direct instruction provided to the teachers.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

Empowers educators to work effectively with parents and community partners.

For school and district administrators, and other educators seeking leadership

Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and

roles:	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.
	    Instructs the leader in managing resources for effective results.		

Training Format	Series of Workshops Department Focused Presentation Professional Learning Communities Offsite Conferences		

Participant Roles	Classroom teachers
	Principals / Asst. Principals
	Other educational specialists
	    Related Service Personnel
	    Parents
		Grade Levels	Middle (grades 6-8)
			High (grades 9-12)

Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
	    Analysis of student work, with administrator and/or peers
	    Peer-to-peer lesson discussion
		Evaluation Methods	Participant survey
			    Review of written reports summarizing instructional activity
			    Post-secondary interviews of graduates

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: Differentiating Instruction

Start	End	Title	Description
8/21/2018	6/15/2021	Autism	The teachers will gain knowledge about the disability, learn strategies and implement them . Evidence for this action step will be the documentation of the date of the training session, implementation of the learned techniques and strategies, data collection and feedback via survey from the attendants detailing their level of knowledge following the training session.

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director and Special Education Supervisor-Elementary	3.5	8	20	Parents, Pennsylvania Autism Action Center, CIU 20	Parents, Outside Contractor, IU	Yes

Knowledge

The knowledge gain is to heighten the awareness and knowledge about Autism and some of the behaviors which may be displayed by students who are on the Autism spectrum and to provide the teachers with strategies that may be useful when educating a student who are identified with Autism.

Supportive Research

Best practice notes that placement in the least restrictive environment for students with disabilities, is not only the law, but is also beneficial for students with and without disabilities. Knowledge about a disability decreases the occurrence of bullying by other students, while increasing the incidences of same-age peer interaction and awareness. By providing the teachers with appropriate strategies, which have been effective with students identified with Autism, the teachers are empowered to implement and use the strategies effectively, therefore increasing the opportunities for academic and behavioral success for all students.

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. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Training Format	LEA Whole Group Presentation School Whole Group Presentation Department Focused Presentation Professional Learning Communities

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

| **Follow-up Activities** | Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
Analysis of student work, with administrator and/or peers
Journaling and reflecting | **Evaluation Methods** | Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
Participant survey |

| **LEA Goals Addressed:** | Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school. | Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
Strategy #2: Differentiating Instruction |

Start	End	Title	Description
			The special education teachers and special education administrators, the educational consultant, school counselors, school psychologists, select regular education teachers and at least one administrator from each of the district's buildings will receive training in Restorative Practices.
8/21/2018	6/15/2021	Behavior Support	Evidence that the action step is being appropriately and effectively implemented will be a decrease, annually, in the number of occurrences and a decrease in the severity of disciplinary referrals over each school year. During the 2016-2017 school year, there were **NO** unilateral removals for drugs, weapons or serious bodily injury for students in any disability category. Additionally, there were no expulsions throughout the district.

Person Responsible	SH	S	EP	Provider	Type	App.

Building Administrators, Special Education Director and Supervisors of Special Education.	3.5	8	35	LEA		IU	Yes

Knowledge

The faculty and staff will learn the components of and implement restorative practice techniques in an effort to decrease inappropriate student behavior and increase students' feelings of safety within the academic environment.

Supportive Research

Research shows that student performance increases when all of the stakeholders (parents, students, teachers and administrators) work collaboratively to create a safe, secure and positive environment (James P. Comer, "*Home-School Relationships as They Affect the Academic Success of Children*", in Education and Urban Society 16:3).

Furthermore, "When conflict does arise, since conflict is natural, Restorative Practices helps build the skills needed to manage conflict and behaviors, meet the needs of all impacted, and restore relationships." (Jonathan Cohen, "*Social, Emotional, Ethical and Academic Education: Creating a Climate for Learning, Participation in Democracy and Well-Being*", in Harvard Educational Review Summer Vol, 76 No. 2) 201-237).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
Empowers educators to work effectively with parents and community partners.

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

Provides leaders with the ability to access and use appropriate data to inform decision-making.
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Instructs the leader in managing resources for effective results.

Training Format	Series of Workshops Professional Learning Communities Offsite Conferences		

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

| **Follow-up Activities** | Team development and sharing of content-area lesson 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 | **Evaluation Methods** | Review of Disciplinary referrals and severity of infractions (special education and regular education students) over the course of each school year (2018, 2019, 2020, 2021). |

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: Differentiating Instruction

Start	End	Title	Description
8/21/2018	6/15/2021	Paraprofessional	1. The paraprofessionals will receive direct instruction/training in the following areas to increase the opportunities for success in their current position and to continue to best meet the needs of the students they serve, and to increase the students' ability to be successful, while in the least restrictive environment. 2. The characteristics of students with disabilities with a focus on students identified with Tourette's Syndrome. Evidence that the implementation step has been implemented will be copies of attendance sheets, scores obtained on the required courses (Master Teacher), utilization of learned techniques for academic and/r behavioral-based programs, and feedback from the paraprofessionals. Topics covered during the 2017-2018 school year, include: 1. First Aid/CPR 2. Food Allergies 3. CPI Training 4. Epi-Pen

5. Suicide Prevention Strategies

6. Sports Safety/Concussion Awareness

7. Fire Safety

8. Effective Technology Use

9. Restorative Practices

The paraprofessionals received training during the 2016-2017 school year on Disability Awareness, the Disability categories and, at the elementary level, training on the reading and math programs. Select paraprofessionals at the secondary level were also trained on Hybrid Learning techniques and strategies in the content areas of Geometry and Chemistry. The Full time paraprofessionals in all four buildings (PVE, PVI, PVM PVH) were also trained in Crisis Prevention Techniques (CPI).

Person Responsible	SH	S	EP	Provider	Type	App.
Special Education Director, Supervisors of Special Education	3.5	10	75	CIU 20, PA Tourette Syndrome Alliance, Inc., Master Teacher (on-line training program), District Personnel	Community Resource, For Profit Company, School Entity, Contracted Providers, IU	Yes

Knowledge	With an increase in the number of students identified in the district, with Tourette's Syndrome, the paraprofessionals will gain an understanding of the syndrome, causes of the syndrome and what are the most appropriate instructional techniques for meeting the academic and behavioral needs of students identified with this disability. Additionally, the paraprofessionals will continue to be kept abreast of the current best practices	

when working with students with disabilities.

Supportive Research

Best practice research indicates that knowledge and awareness of the factors of a disability will result in more appropriate interactions with the person identified with the disability. The Tourette's Association recommends that persons who work with or teach those diagnosed with Tourette's should be aware of co-occurring conditions, should implement creative interventions and actively involve the student when developing and identifying strategies that may work. Without sufficient training, the paraprofessionals will not be able to meet this goal.

Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

Empowers educators to work effectively with parents and community partners.

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

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

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

Instructs the leader in managing resources for effective results.

Training Format

Series of Workshops
Department Focused Presentation
Online-Asynchronous
Offsite Conferences

Participant Roles	Paraprofessional	Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
Follow-up Activities	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Journaling and reflecting	Evaluation Methods	Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Participant survey Review of Paraprofessional Performance on Assessments

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: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing Strategy #2: Differentiating Instruction

Start	End	Title	Description
8/21/2018	6/15/2021	Reading NCLB #1	1. Direct instruction will be provided to the appropriate administrators, faculty and staff on the reading programs (*Dibels Next, Language Essentials for Teachers of Reading and Spelling LETRS) , Responsive Reading Instruction (RRI), CORE Reading, Reading Apprenticeship, Think Central, SOAR to Success, Prentice Hall, Keystone Prep Course, Report Form, 6 Minute Solution, Linguistics and Rewards)* that are implemented in the respective buildings. Evidence that the action step has been implemented will include documentation of attendance at the training sessions,

observation of the teachers while implementing the programs, data collection and the review of the data to determine/ assess changes in student performance.

2. A select group of lower and upper elementary teachers, building and district (including special education administrators) and the Reading Supervisor will research and select an appropriate grammar instructional program from at least three (3) research-based programs.

Person Responsible	SH	S	EP	Provider	Type	App.
District Supervisors/Directors (Reading, Math, Special Education) and the Assistant to the Superintendent for Curriculum and Instruction	6.0	10	25	Outside Contractor	For Profit Company	Yes

Knowledge

1. The participants will continue to increase their knowledge of and level of comfort with the various programs as they strive to increase the academic performance level of the students.

2. After reviewing and researching at least 3 different scientific-based grammar instruction programs, the selected members of the committee will, using the data of the PV students in which the needs of the students have been identified, the committee will select one appropriate grammar instruction program.

Supportive Research

Understanding text, depends on being able to translate letter-sound correspondences into known words and comprehensible concepts (Kamil, 2004). Consequently, word knowledge(e.g., oral language) occupies an important middle ground in learning to read. It makes a critical contribution to beginning readers' transition from oral to written forms and is crucial to the comprehension processes of a skills reader (Beck & McKeown, 2007). Numerous studies (Stahl & Nagy, 2006) have shown that the size of a student's word knowledge is strongly related to reading proficiency both in primary and later grades (Cunningham & Stanovich, 1997).

Designed to Accomplish

For classroom teachers, school counselors and education specialists:	Enhances the educator's content knowledge in the area of the educator's certification or assignment. Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. Empowers educators to work effectively with parents and community partners.
For school and district administrators, and other educators seeking leadership roles:	Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. Instructs the leader in managing resources for effective results.
Training Format	Series of Workshops School Whole Group Presentation Department Focused Presentation Offsite Conferences

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

Follow-up Activities	Other educational specialists Related Service Personnel Parents Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Creating lessons to meet varied student learning styles Peer-to-peer lesson discussion Lesson modeling with mentoring Joint planning period activities Journaling and reflecting
Evaluation Methods	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 Review of participant lesson plans Review of written reports summarizing instructional activity

LEA Goals Addressed:	Improve district benchmark assessment system.	Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Start	End	Title	Description

7/1/2019	6/29/2022	Ensure Assessments are Providing Sufficient Data to Recognize Student Strengths and Weaknesses	1. Review of science, history, math and ELA benchmark assessment for alignment with the standards aligned system 2. Administer science, history, math and ELA benchmark assessments (including CDT, DIBELS Next, STAR Reading and Math) 3. Require staff to conduct data review of all students by course using data warehousing system to determine validity 4. Require teacher of common courses to meet and review weakness and strengths in the data and the appropriate action steps in instruction to take as a result. 5. Administrative participation in data review for students in Math, Science, and ELA and proposed changes to assessments 6. Provide a schedule for regular data meetings to identify student needs

Person Responsible	SH	S	EP	Provider	Type	App.
Principal curriculum supervisors	7.5	3	25	Pleasant Valley	School Entity	Yes

Knowledge	Participants will analyze data and work with instructional coaches and teacher leaders to increase their knowledge of assessment and data analysis.
Supportive Research	Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing. The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders.

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.

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Training Format

Series of Workshops
School Whole Group Presentation
Department Focused Presentation
Professional Learning Communities

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

Follow-up Activities

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

Analysis of student work, with administrator and/or peers

Creating lessons to meet varied student learning styles

Peer-to-peer lesson discussion

Lesson modeling with mentoring

Joint planning period activities

Evaluation Methods

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

Standardized student assessment data other than the PSSA

Classroom student assessment data

Review of participant lesson plans

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 or 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 Leonard Peeters on 11/21/2018

Board President

Affirmed by David Piperato on 11/21/2018

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 Leonard Peeters on 4/27/2018

Board President

Affirmed by David Piperato on 4/30/2018

Superintendent/Chief Executive Officer