

Southern York County SD  
**District Level Plan**  
07/01/2018 - 06/30/2021

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# District Profile

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## Demographics

3280 Fissels Church Rd  
PO Box 128  
Glen Rock, PA 17327  
(717)235-4811  
Superintendent: Sandra Lemmon  
Director of Special Education: Brendan Rogers

## Planning Process

The process used by the District to develop the District Level Plan was that of a collaborative nature. Members of the Comprehensive Planning Committee were identified, recommended, and approved by the Board of Education. Committee members were made up of parents, community leaders, business leaders, teachers, and administrators. The plan was developed through the collaborative efforts of these stakeholders beginning during the 2016-2017 school year.

The overall committee was divided into four subcommittees (Technology & 21st Century Learning, Instructional Practices & Professional Development, Safe & Supportive Schools, and Special Education) in addition to building level committees. Each subcommittee was led by an administrator who also served on the Comprehensive Planning Leadership Team. The entire district level committee met monthly while building level, subcommittees, and the leadership team met an additional time each month.

The meetings were used to review the previous strategic plan, inform the committee members of the new Comprehensive Planning process, review the steps, examine the data, establish goals, strategies, and an action plan.

The district level planning dates and foci are as follows:

September 2016 Review of previous plan

November 2016 Update of continued and new goals

January 2017 Update of continuation and new goals

March 2017 Update of continuation and new goals

May 2017- Review Proposed Goals

July 2017- School Board Presentation

August 2017- Make plan available for public review

The Comprehensive Leadership Team and Planning Committee will continue to meet throughout the duration of the plan to review progress, make adjustments, and provide feedback to all constituents.

## **Mission Statement**

The Southern York County School District, through a cooperative effort with the family and community, will provide a quality learning environment that promotes character, fosters responsibility and challenges students to achieve their potential.

## **Vision Statement**

Our vision of the Southern York County School District is that of a dynamic organization that will work in partnership with the family and community and will continuously strive to develop productive, contributing, responsible citizens capable of meeting the global challenges of the future.

## **Shared Values**

District Beliefs (*Shared Values*):

1. Everyone can learn.
2. Every person is entitled to the opportunity for an education that allows maximization of individual capabilities.
3. Responsibility for education is shared by student, family, teachers, administrators, and community.
4. Learning is a lifelong process that includes not only the intellectual, but also the social, emotional, cultural, and physical development of the learner.
5. Preparation and motivation for learning must begin at home.
6. Learning is best achieved in a safe environment.
7. Respect for individual diversity is an essential element of a positive learning environment.
8. Teaching the process of learning, which requires various levels of thinking, is as important as teaching the content.
9. High expectations are an integral part of the learning process.
10. Practical, applicable learning skills, knowledge, and abilities should provide the foundation for the teaching process.

## Educational Community

Southern York County School District is comprised of both rural and suburban communities in Codorus Township, Glen Rock Borough, New Freedom Borough, Railroad Borough, Shrewsbury Borough, and Shrewsbury Township. It is situated in the south-central portion of York County along the Maryland border, covering an area of 66.2 square miles.

The district has a total population of approximately 20,479 with a student population of:

- Southern Elementary School: Grades K-6, (615 students)
- Friendship Elementary School: Grades K-6, (471 students)
- Shrewsbury Elementary School: Grades K-6, (539 students)
- Southern Middle School: Grades 7-8, (525) students)
- Susquehannock High School: Grades 9-12, (936 students)

The district has little ethnic diversity seen through a population of 2,876 White, 168 African American, 6 Indian, and 36 Asian students.

The District has a variety of learning environments which include both a traditional brick and mortar environment and a district-run Digital Academy with 56 of our students enrolled. In addition, there are 127 students that are homeschooled and 35 students in outside cyber charter placements. We have 67 students enrolled in an out of district placement.

The educational needs of 3,086 students in kindergarten through twelfth grade require the services of more than 404 professional and support employees. The professional staff, including administrative and supervisory personnel, teachers, guidance counselors, librarians, nurses and school psychologists, numbers 236. Clerical, custodial and maintenance staffs, cafeteria workers, and other support personnel account for the remainder.

The District has one of the lowest millage rates in York County and 21.5% of our students are reported as receiving free or reduced lunches.

## Planning Committee

Name	Role
Melissa Bell	Administrator : Professional Education
Lisa Boyer	Administrator : Professional Education Special Education
Robert Bryson	Administrator : Professional Education
Randy Buffington	Administrator : Professional Education
Trevor Carrington	Administrator : Professional Education
Mary Dankosky	Administrator : Professional Education
Susan Green	Administrator : Professional Education Special Education
James Hollinger	Administrator : Professional Education Special Education
Brad Keeney	Administrator : Professional Education
Beth Koontz	Administrator : Professional Education Special Education

Sandra Lemmon	Administrator : Professional Education
Kevin Molin	Administrator : Professional Education
Len Reppert	Administrator : Professional Education
Donna Shick	Administrator : Professional Education
James Sterner	Administrator : Professional Education
Robert Van Vorst	Administrator : Professional Education
Stephanie Winemiller	Administrator : Professional Education
Joy Keller-Brown	Business Representative : Professional Education
Mike Wetzel	Business Representative : Professional Education
Jerri Groncki	Community Representative : Professional Education
Allie Waldron	Community Representative : Professional Education
Jill Platts	Ed Specialist - Home and School Visitor : Professional Education
Andrew Shelow	Ed Specialist - Instructional Technology : Professional Education
Linda Hershner	Ed Specialist - Other : Professional Education
Bill Kerr	Ed Specialist - Other : Professional Education
Jennifer Pickel	Elementary School Teacher - Regular Education : Professional Education Special Education
Sue Thomas	Elementary School Teacher - Regular Education : Professional Education
Gregory Brobst	High School Teacher - Regular Education : Professional Education
Karen DeLuca	High School Teacher - Regular Education : Professional Education
Chrissie Bosley	High School Teacher - Special Education : Professional Education Special Education
Bruce Mickey	Instructional Technology Director/Specialist : Professional Education
Sue Kanigsberg	Intermediate Unit Staff Member : Professional Education
Jay Althouse	Middle School Teacher - Regular Education : Professional Education
Natalie Robar	Middle School Teacher - Special Education : Professional Education Special Education
Renee Kinderman-Weeks	Parent : Professional Education
Patti McGee	Parent : Professional Education
David Munch	Parent : Professional Education Special Education
Brendan Rogers	Special Education Director/Specialist : Professional Education Special Education
Kim Hughes	Student Curriculum Director/Specialist : Professional Education

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

The Career Education and Work is currently being implemented within curriculum delivered through the guidance department. The schools are working on increasing this process and expanding career days that are being initiated in the schools. Currently, guest speakers are coming into the schools to present information on different types of careers available. The schools would like to diversify the types of occupations being presented. The District is updating the Chapter 339 guidance plan to fulfill transition and career development needs during the 2017-2018 school year. Currently, Southern York County does not have a preschool program for all children in the district. Programs are established with communication between the District and different community agencies which provide this service. Susquehannock High School provides a preschool

training class on child development which then houses a 3-year-old and 4-year-old program. High school students design lessons to help these children learn foundational skills under the guidance of a high school teacher.

### Elementary Education-Intermediate Level

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

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

The Career Education and Work are currently being implemented within curriculum delivered through the guidance department. The schools are working on increasing this process and expanding career days that are being initiated in the schools. Currently, guest speakers are coming into the schools to present information on different types of careers available. The schools would like to diversify the types of occupations being presented.

Guidance Chapter 339 plan is completed and board approved. Updates will occur during implementation of the plan as needed.

### Middle Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
PA Core Standards: English Language Arts	Accomplished	Accomplished

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

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

Guidance Chapter 339 plan is completed and board approved. Updates will occur during implementation of the plan as needed.

### High School Level

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



English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

Guidance Chapter 339 plan is completed and board approved. Updates will occur during implementation of the plan as needed.

## ***Adaptations***

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

#### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

#### *Unchecked answers*

*None.*

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

#### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

#### *Unchecked answers*

*None.*

## **Middle Level**

### *Checked answers*

- Arts and Humanities
- Career Education and Work
- Civics and Government
- PA Core Standards: English Language Arts
- PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects
- PA Core Standards: Mathematics
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Science and Technology and Engineering Education

### *Unchecked answers*

*None.*

## **High School Level**

### *Checked answers*

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

### *Unchecked answers*

*None.*

Explanation for any standards checked:

Southern York County is working on expanding curriculum to meet the diverse needs of all students on a K-12 alignment. The curriculum is annually reviewed to ensure the increased exposure and focus on essential components of content material.

## Curriculum

### *Planned Instruction*

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

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

Processes used to ensure Accomplishment:

A focus in lesson planning using Charlotte Danielson's Teacher Effectiveness model and the five components of essential instruction, devised by Southern York County's Instructional Administrative Team, are utilized. There is a focus to make sure that all lessons are data driven, engaging, authentic, utilizing differentiation and providing evidence of student learning. Teacher collaboration is used to ensure that lessons are rigorous and promote 21st Century Learning. The district uses a 5 year curriculum review cycle to analyze course information that needs to be updated. Year 1 is analysis, year 2 is revision, year 3 & 4 is implementation, year 5 is assessment. The SYCSD is focused on creating common assessments to ensure there is an effective procedure for measurement of mastery of the objectives of a planned course are identified.

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

All areas are accomplished or developing; no areas are "needs improvement" or "non existent" at this time.

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

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

Processes used to ensure Accomplishment:

A focus in lesson planning using Charlotte Danielson's Teacher Effectiveness model and the five components of essential instruction, devised by Southern York County's Instructional Administrative Team are utilized. There is a focus to make sure that all lessons are data driven, engaging, authentic, utilize differentiation and provide evidence of student learning. Teacher collaboration is used to ensure that lessons are rigorous and promote 21st Century Learning. The district uses a 5 year curriculum review cycle to analyze course information that needs to be updated. Year 1 is analysis, year 2 is revision, year 3 & 4 is implementation, year 5 is assessment. The SYCSD is focused on creating common assessments to ensure there is an effective procedure for measurement of mastery of the objectives of a planned course are identified.

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

All areas are developing, no areas are "needs improvement" or "non existent".

### **Middle Level**

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

Processes used to ensure Accomplishment:

Curriculum is being rewritten to align to the Common Core State Standards. Southern York County utilizes a curriculum committee to write new curriculum. It is reviewed by a team before being presented for board approval. In addition, common assessments are being written at all levels. There is a shift in focus to incorporate a K-12 alignment in curriculum writing. The district uses a 5 year curriculum review cycle to analyze course information that needs to be updated. Year 1 is analysis, year 2 is revision, year 3 & 4 is implementation, year 5 is assessment. focus in lesson planning using Charlotte Danielson's Teacher Effectiveness model and the five components of essential instruction, devised by Southern York County's Instructional Administrative Team, are utilized. There is a focus to make sure that all lessons are data driven, engaging, authentic, utilize differentiation and provide evidence of student learning. Teacher collaboration is used to ensure that lessons are rigorous and promote 21st Century Learning.

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

All areas are accomplished or developing, no areas are "needs improvement" or "non existent".

## High School Level

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

Processes used to ensure Accomplishment:

A focus in lesson planning using Charlotte Danielson's Teacher Effectiveness model and the five components of essential instruction devised through Southern York County's Instructional Administrative Team are utilized. There is a focus to make sure that all lessons are data driven, engaging, authentic, utilize differentiation and provide evidence of student learning. Teacher collaboration is used to ensure that lessons are rigorous and promote 21st Century Learning. The district uses a 5 year curriculum review cycle to analyze course information that needs to be updated. Year 1 is analysis, year 2 is revision, year 3 & 4 is implementation, year 5 is assessment. Increased professional development is being given on implementation of curriculum through 1-1 technology implementation and 21st century skills.

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

All areas are accomplished; no areas are "needs improvement" or "non existent".

## *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.

Southern York County School District offers a variety of resources to help meet the individual needs of each student in the school system. The curriculum allows for modifications in order to provide opportunities for remediation and enrichment in order to meet the needs of diverse learners. Teachers have a variety of resources to help them to differentiate lessons based upon the academic needs of the students. Training has been provided in Learning Focused Schools and Reading Apprenticeship to help teachers with instructional strategies to enhance their instructional delivery. Co-teaching and the use of instructional assistants allow for more differentiation to occur in the classroom setting, therefore helping to reach those struggling learners. The ELL teacher and school psychologist also provide training to teachers on how to meet the educational needs of all types of learners.

## 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
- Instructional Coaches

##### *Unchecked Answers*

- Not Reviewed

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

Southern York County School District utilizes Charlotte Danielson's Teacher Effectiveness Model to ensure high quality instruction in the district. In order for teachers to expand and build their own knowledge of educational practices, walkthroughs, observations, and the use of peer/instructional coaching are utilized. In Southern York County each teacher observation is truly a professional development opportunity. Building Administrators participate in walkthrough visitations with a variety of school-based employees including other administrators, content facilitators, supervisors, and central leadership. These walkthroughs allow for dialogue about instructional practices and curriculum strengths and weaknesses.

In addition, teachers are given opportunities to visit other classrooms to observe and dialogue about instructional practices with their colleagues. Followup meetings are conducted to provide greater insight and clarification for experienced teachers on plans of assistance or for new teachers.

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

All strategies were selected.

## *Responsiveness to Student Needs*

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

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

If necessary, provide further explanation. (Required explanation if column selected was Full implementation is in place.

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

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

If necessary, provide further explanation. (Required explanation if column selected was Full implementation is in place.

### **Middle Level**

<b>Instructional Practices</b>	<b>Status</b>
Structured grouping practices are used to meet student needs.	Full Implementation
Flexible instructional time or other schedule-related practices are used to meet student needs.	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 Full implementation is in place)

### High School 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 Full implementation is in place.)

### 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.

Southern York County School District has a very comprehensive hiring process in order to ensure that we hire the best teachers. An online application process allows for easy registration and review of teacher candidates. The district utilizes a variety of resources to advertise for positions within the district to ensure that we get a wide pool of candidates. The online application process allows for a variety of individuals to review the applications and identify strong candidates. Initial screening interviews are then scheduled with a variety of screeners including administrators, supervisors, parents, and students. A second interview is then scheduled where prospective teachers are asked to teach a lesson for the interview panel. The selection process then requires an additional review of certification and job requirements before hiring. After analyzing the completed measurements and standards, the school administration determines the best placement for each teacher in the master schedule for the highest achievement of our students.



## Assessments

### *Local Graduation Requirements*

Course Completion	SY 18/19	SY 19/20	SY 20/21
Total Courses	26.00	26.00	26.00
English	4.00	4.00	4.00
Mathematics	3.00	3.00	3.00
Social Studies	4.00	4.00	4.00
Science	3.00	3.00	3.00
Physical Education	2.00	2.00	2.00
Health	2.00	2.00	2.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00
Electives	6.00	6.00	6.00
Minimum % Grade Required for Credit (Numerical Answer)	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.
- 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.

#### *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.
- Not Applicable. Our LEA does not offer High School courses.

### *Local Assessments*

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

## *Methods and Measures*

### **Summative Assessments**

<b>Summative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Projects	X	X	X	X
Writing Samples	X	X	X	X
Developing Teacher Created Assessments	X	X	X	X
Terra Nova	X	X		
Running Records	X	X	X	X
SAT/ACT				X
AP Exams				X
ASVAB				X

### **Benchmark Assessments**

<b>Benchmark Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Study Island	X	X	X	X
DRA	X	X	X	X
DIBELs ELA and Math	X	X		
Writing Prompts	X	X	X	X
Read Naturally	X	X	X	
STAR Math	X	X	X	X
Read Naturally	X	X	X	
Running Records	X	X	X	X
CORE	X	X		

### **Formative Assessments**

<b>Formative Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Common Assessments	X	X	X	X
Writing Prompts	X	X	X	X
Running Records	X	X	X	X

### **Diagnostic Assessments**

<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
AIMS Web	X	X	X	X
DIBELs	X	X		
DRA	X	X		
CDT	X	X	X	X

Study Island	X	X	X	X
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### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

Southern York County School District is in the process of creating common assessments for the analysis of student understanding of curriculum. The District uses benchmark and other data as a means to create lessons meeting the needs of students. Common assessments allow teachers to see weaknesses in curriculum and make necessary changes to enhance student understanding.

### *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.

N/A

### *Collection and Dissemination*

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

Student grades in Progress Book. Teachers are able to identify areas of strength and weakness by examining student performance in their classroom through data management in ProgressBook. Teams utilize this data to determine student needs during conferences and team meetings.

CDT, Dibels, DRA: Teachers and administrators are able to utilize this data to determine areas of student weakness regarding reading and math skills.

Performance Tracker: Teachers and administrators are able to use this data warehouse to analyze a variety of assessment data when making decisions about instruction, student placement, and both individual and groups of student needs.

## *Data Informed Instruction*

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

At Southern York County, data is used to both drive instruction and to make determinations on how to both remediate and enrich students. A variety of data sources including state tests, benchmarks, diagnostic tests, running records, class performance (both formal and informal), and psychological/educational testing (if needed) are used to make decisions about student placement, interventions, enrichment and progress. Data is used to provide a full, comprehensive picture of the students' progress and needs. Parents are given data to ensure that they are informed of their students educational progress.

Behavior data is also kept to ensure that the students' needs are being met on all fronts.

## *Assessment Data Uses*

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

Provide brief explanation of the process for incorporating selected strategies.

Student assessments are analyzed by individual teachers (for both lesson planning and differentiation needs) and teams (to ensure that curriculum is meeting the needs of students). Assessments allow both teachers and teams to determine if student learning is taking place in the format it is being presented to students. This also helps to determine the needs for re-teaching, spiraled curriculum and differentiated instruction.

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

N/A

## *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & other Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X

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

Provide brief explanation of the process for incorporating selected strategies.

Southern York County School District realizes the importance of keeping all stakeholders informed and involved in the educational environment. The District, therefore, works together to ensure that all pertinent information about the schools are distributed in a variety of formats. Review teams are utilized to ensure that information is accurate and updated; then each school submits the information to the Coordinator of Marketing and Public Information.

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

N/A

## **Safe and Supportive Schools**

### ***Assisting Struggling Schools***

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

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

Student achievement is an essential component of the Southern York County School system. The District realizes the importance of having a safe school environment in the academic achievement of our students. Student emotional and physical needs play a direct impact upon their performance in the school environment. As a result, Southern York County School District has created a foci both on the instructional goals of our classrooms and safety of our school environment. The District utilizes a variety of resources and partnerships to support the students of our District including SAP Teams, SWPBS, Adams/Hanover Counseling, Schools of Character, Advisory/Advisee, Big Buddy Program, Community Mentoring Program, Diversity Awareness, Alternative Education programs, etc.

### ***Programs, Strategies and Actions***

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

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

The Southern York County School District employs a School Safety and Security Officer for the District rather than a School Resource Officer. A partnership has been established between the Southern York County School system and Southern Regional Police Department for maintaining safety and security at school sites.

The student data system, Tennex AS400, used in Southern York County houses the district information about student discipline. Susquehannock High School and Middle School is currently utilizing a web based program, SWIS as a means to track and analyze the discipline for their SWPBS program.

The District is looking at a new SIS/LMS system for the 2017-2018 School year.

### *Screening, Evaluating and Programming for Gifted Students*

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

Southern York County School District utilizes the student handbook, school website, and conversations with students, parents/guardians, teachers, counselors and administration in order to produce awareness to inform the public of the gifted education services and programs offered.

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

Screening and evaluation procedures are in place to determine if a student may need specially designed instruction as a Mentally Gifted student. Teachers and/or parents may request a gifted screening to determine if the child is a candidate to proceed through a GMDE. Regardless of the type of request, the school must first obtain permission by parents/guardians to conduct the screening. The first part of screening involves gathering data from records, classroom assessments, and teacher observations, checklists of gifted characteristics, curriculum based measures of assessment in both reading and math,

and if needed, a cognitive ability test is given. Once this information is compiled and reviewed by the school team, a determination about further recommendation for a full evaluation is made. Full Multidisciplinary Evaluations occur only with parent consent and involve assessments designed to measure the various characteristics of "Giftedness" outlined in the PA regulations. These evaluations include individual assessments of the student's intelligence, achievement, current reading and math levels, creativity, and interests, which are completed by the district School Psychologist and Gifted Support Teacher.

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

As stated above, students proceed through a gifted screening to determine whether or not the child is a candidate for a GMDE. The multiple criteria collected is, but not limited to: the Purdue Scales for Reading and Math, Renzulli Scales, Chuska Rates of Retention and Acquisition, standardized testing information, achievement results (if any), teacher checklist of gifted characteristics (intellectual ability, creative ability, leadership skills, high achievement and specific academic ability), benchmarking results (CDTs, DIBELS, etc.), report card grades, differentiated instruction provided to the students, compacted curriculum, excellent products, portfolio, or research completed by this student that demonstrates achievement, performance, or expertise in one or more academic areas, any demonstrated high level thinking skills, any non-academic strengths or intense interests, as well as if the child exhibits factors that could mask gifted potential/ability.

Classroom teachers complete several forms to collect the above data. The gifted support teacher conducts curriculum based measures and an Interest-a-Lyzer and compiles all of the data into a report (gifted Support Report, or GSR). The report is then emailed to the team, which includes the classroom teacher(s), building principal, and school psychologist. The team decides whether or not the student proceeds to a GMDE. If the team decides yes, then a PTE accompanied with the parent informational form is sent home with a copy of the GSR. If the team decides the student should not proceed with a GMDE, then a letter stating why also accompanied with a copy of the GSR is sent home to parents/guardians.

Once the special education office has received the PTE, the school psychologist completes the evaluation within 60 calendar days. Once testing is complete and the GWR is written, the team then decides whether or not the student is mentally gifted. If the child is found mentally gifted, the team decides upon whether the student shall receive enrichment and/or acceleration as their gifted service. The Gifted Support Teacher writes the GIEP based on the GWR and the team's decision.

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

Southern York County's services for gifted students represent a continuum of services based on both research and best practices for gifted education. To begin, SYCSD believes that the best way to meet gifted students' needs is to ensure that gifted education programming is an integral part of the instructional day where all members of our faculty are responsible for implementing our gifted programs. Services are integrated into daily instruction through the methodologies of flexible grouping, and differentiated instruction where curricula and instruction is adapted, modified, and/or replaced to meet the individual needs of our gifted students.



Our continuum of services represent varied approaches in acceleration, enrichment, and personalization. Acceleration opportunities are determined on an individual basis through the GIEP process and include both subject level acceleration and grade level acceleration. At the elementary level enrichment is offered through seminar classes, consultation and instructional planning and programming, and individual interest investigations. At the secondary level, seminar classes along with consultation and instructional planning and programming are also a part of enrichment. Students also receive enrichment opportunities through individual study design with consultation for design from subject area experts. A consultative model for services is also utilized at the secondary level where regular education teachers receive support for differentiating instruction that can also include co-teaching with the gifted education teachers.

### *Developmental Services*

<b>Developmental Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Academic Counseling	X	X	X	X
Attendance Monitoring	X	X	X	X
Behavior Management Programs	X	X	X	X
Bullying Prevention	X	X	X	X
Career Awareness	X	X	X	X
Career Development/Planning	X	X	X	X
Coaching/Mentoring	X	X	X	X
Compliance with Health Requirements –i.e., Immunization	X	X	X	X
Emergency and Disaster Preparedness	X	X	X	X
Guidance Curriculum	X	X	X	X
Health and Wellness Curriculum	X	X	X	X
Health Screenings	X	X	X	X
Individual Student Planning	X	X	X	X
Nutrition	X	X	X	X
Orientation/Transition	X	X	X	X
RTII/MTSS	X	X		
Wellness/Health Appraisal	X	X	X	X
Student Assistance Program	X	X	X	X
Advisory/Advisee			X	X
Charater/Diversity Awareness	X	X	X	X
School Wide Positive Behavior Support Systems/Bullying Prevention	X	X	X	X
Community Mentoring/Partnerships	X	X	X	X
Transition Programs	X	X	X	X
Best Buds/Big Buddy Program	X	X	X	X
Artist in Residence	X	X	X	X

Explanation of developmental services:

RTII and MTSS are being implemented at the Elementary Level but is not a state approved program.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Accommodations and Modifications	X	X	X	X
Administration of Medication	X	X	X	X
Assessment of Academic Skills/Aptitude for Learning	X	X	X	X
Assessment/Progress Monitoring	X	X	X	X
Casework	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
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
Referral to Community Agencies	X	X	X	X
Truancy Elimination Program	X	X	X	X
Staff Professional Development and Training	X	X	X	X
Crisis Prevention and Intervention Training	X	X	X	X
Alternative Education Programs			X	X
District Digital Academy Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

A variety of programs are utilized by Southern York County School District to meet both the educational and emotional needs of our students and their families. The District uses both inhouse and community resources to help ensure that students' needs are being met at the highest level. The District provides training and resources to staff in order to ensure that they are able to make appropriate diagnoses, give effective interventions, and provide referral services to meet the needs of a diverse population of students.

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	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
Adams/Hanover Counseling Services	X	X	X	X
Lincoln Intermediate Unit 12	X	X	X	X

Explanation of consultation and coordination services:

Southern York County School District prides itself in educating the whole child. In order to accomplish this goal, a variety of resources are available to support the social and emotional needs. The school system, therefore, works with families and outside agencies to provide support. Team meetings are designed to help bring all stakeholders together to provide the greatest amount of support possible for the student and family in need.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides	X	X	X	X
Directing Public to the PDE & Test-related Websites	X	X	X	X
Individual Meetings	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Local Media Reports	X	X	X	X
Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Mass Phone Calls/Emails/Letters	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Warrior Television Channel 99	X	X	X	X

### *Communication of Student Health Needs*

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

Website	X	X	X	X
Meetings with Community, Families and Board of Directors	X	X	X	X
Newsletters	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X
Warrior TV	X	X	X	X
Mass Communication through Email and Phone System	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.

Southern York County School District promotes communication between stakeholders on a high frequency basis. Staff analyzes student data on a frequent and ongoing basis, providing feedback to parents and other support systems to enhance the academic achievement of the student. Collaboration takes place in many different formats including Lettergrade, School Reach, parent conferences, team conferences, and student support teams.

## *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

Southern York County School District promotes the early educational development of our students through high school. Ongoing communication between preschools and Southern York County allow for seamless transition to the school environment. In addition, the District houses the LIU early intervention program and works closely in collaborating support services to meet student needs. Additional programs also include preschool reading night, High School Growing Tree preschool training class, and childhood development classes. Partnerships have been established with the local YMCA for summer and before/after school care.

### *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.
1. Southern York County works in conjunction with the Lincoln Intermediate Unit to identify and service preschool aged students with disabilities. Community awareness activities, physician referrals, and other community agencies are trained to help with this identification process. Evaluations are completed to determine if and what services are needed (if the student is determined to be developmentally delayed). A team then determines how these services will be provided through an individualized family support plan (IFSP) using Lincoln Intermediate resources. Southern York County is a host district for LIU preschool classrooms. SYCSD provides transportation to district students to attend these programs.
  2. Southern York County does not conduct any preschool activities other than The Growing Tree, a child development class for high school students providing a preschool program for 3- and 4-year-olds. All other preschool services are contracted through Lincoln Intermediate Unit.
  3. Southern York County utilizes a "Summer Sparklers" program to help transition students into the kindergarten classroom environment for both regular and special education students. A transition meeting is planned for students with special needs to help prepare students, parents, and schools for the specialized need of each student.

## **Materials and Resources**

### *Description of Materials and Resources*

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

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

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

Provide explanation for processes used to ensure Accomplishment.

Southern York County School District promotes the use of highly effective research-based instructional materials in the classroom environment. Materials and resources at the elementary level are aligned with Common Core standards. They are standardized among the three elementary buildings; including the use of technology such as interactive white boards which allows for visual and auditory learning. Students can interact and instruction can be differentiated. Materials can be presented with different modalities of learning.

Full day kindergarten is utilized in all three buildings to provide extended learning opportunities for our youngest school age students.

A Full Option Science System (FOSS) is being utilized in the elementary schools to promote hands on learning through exploratory process. In addition, the Every Day Math program has been purchased for grades K-5 to promote student mathematical abilities. Accelerated Math has been purchased to meet the math needs of students in grades 2-6.

Reading programs utilize Read Naturally, Soar to Success, and Wilson Reading as resources to address concerns at the elementary level.

Subject facilitators and staff committees continue to analyze and review new resources available to promote the highest quality of instruction. Technology is being explored to promote more 21st Century learning opportunities.

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

No area of "Needs Improvement" or "Non Existent" identified.

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

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

Provide explanation for processes used to ensure Accomplishment.

Southern York County School District promotes the use of highly effective research-based

instructional materials in the classroom environment. Materials and resources at the elementary level are aligned with Common Core standards. They are standardized among the three elementary buildings; including the use of technology such as interactive white boards which allows for visual and auditory learning. Students can interact and instruction can be differentiated. Materials can be presented with different modalities of learning.

A Full Option Science System (FOSS) is being utilized in the elementary schools to promote hands on learning through exploratory process. In addition, the Every Day Math program has been purchased for grades K-5 to promote student mathematical abilities. Accelerated Math has been purchased to meet the math needs of students in grades 2-6.

Reading programs utilize Read Naturally, Soar to Success, and Wilson Reading as resources to address concerns at the elementary level.

Subject facilitators and staff committees continue to analyze and review new resources available to promote the highest quality of instruction. Technology is being explored to promote more 21st Century learning opportunities.

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

No area of "Needs Improvement" or "Non Existent" identified.

### **Middle Level**

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

Provide explanation for processes used to ensure Accomplishment.

In order to meet the individual needs of our students, we have incorporated materials and resources that are differentiated and equitable. Students meeting specific criteria have access to programs such as Read 180, System 44, College Preparatory Math, and Accelerated Math. To move from developing to accomplished, the staff at Southern Middle School participates in data meetings identifying students strengths and weaknesses in order to align the standards based curriculum that is currently in place to the needs of the students.

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

No area of "Needs Improvement" or "Non Existent" identified.

### **High School Level**

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

Provide explanation for processes used to ensure Accomplishment.

We have established resources to address specific student needs, such as those classified as at-risk, learning disabled, gifted, etc. Programs such as Education2020, Read 180, Accelerated Math, and College Preparatory Math are incorporated into daily instruction to enrich and/or remediate students based on their individual needs. To move from developed to accomplished, Susquehannock High School has established professional learning communities whereby all staff members collaborate and participate in opportunities aimed at finding new and more efficient ways to incorporate a standards based curriculum that identifies individual students needs and accommodates diverse levels of student motivation.

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

No area of "Needs Improvement" or "Non Existent" identified.

### ***SAS Incorporation***

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
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 less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Implemented in less than 50% of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Southern York County School District Curriculum is based upon Standards Aligned Systems and updated to incorporate Common Core Standards.

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

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
PA Core Standards: English Language Arts	Full Implementation
PA Core Standards: Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
PA Core Standards: Mathematics	Full Implementation
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 less than 50% of district classrooms
Alternate Academic Content Standards for Reading	Implemented in less than 50% of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in less than 50% of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms

Further explanation for columns selected "

Southern York County School District Curriculum is based upon Standards Aligned Systems and updated to incorporate Common Core Standards.

### **Middle Level**

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

Southern York County School District Curriculum is based upon Standards Aligned Systems and updated to incorporate Common Core Standards.

### High School Level

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

Further explanation for columns selected "

Southern York County School District Curriculum is based upon Standards Aligned Systems and updated to incorporate Common Core Standards.

### *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.

*Not answered*

## **Professional Education**

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>EEI</b>	<b>ML</b>	<b>HS</b>
Enhances the educator's content knowledge in the area of the educator's certification or assignment.	X	X	X	X

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

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

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

The District empowers educators to work effectively with parents and community through the use of active PTO involvement, parent advisory committees, Junior Achievement, and school improvement meetings. Effective parent and community communication is evident through the electronic newsletter, online grading system, teacher web pages, and the Blackboard system. The goal of data analysis in the Southern York County School District is to transform assessment into opportunities for meaningful instruction.

Analyzing the data provides teachers, school leaders, and parents with information and tools needed to identify students' needs and help each child grow toward the proficiency level. The data analysis process allows the classroom and special education teacher to make connections to student learning needs. This also allows teachers the opportunity to design differentiated instruction based on students' needs. It allows teachers to understand what the students know and what they need to learn.

Assessments empower our teachers to make meaningful instructional decisions. Various assessments are used on a daily basis to drive instruction in the classroom.

SYCSD is using these assessments at the following levels:

Elementary: Reading Writing Assessment Portfolio, Writing Prompts, Developmental Reading Assessment (DRA), Running Records, Terra Nova/In View, Study Island, and PSSA – Grades 3-6 (Reading, Math, Writing, and Science).

Secondary: Common Course Assessments, Writing Prompts, Study Island, PSSA (Reading, Math, Writing, and Science), SAT and AP Exams.

Assessment and data analysis allows teachers to make clearer connections to students' learning needs to use data to plan differentiated instruction to gain an understanding of what students already know and what they need to learn. The power of data guides all instructional decisions resulting in increased student achievement as measured by PSSA and SAT.

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:
9/26/2016 Initial Training September to March
4/4/2017 For new hires
The LEA plans to conduct the required training on approximately:
8/22/2016 Within 3 months for new hires
8/21/2017 Within 3 months for new hires
8/20/2018 Within 3 months for new hires

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:
8/17/2016 Annual Training 1
8/21/2017 Annual Training 1
8/20/2018 Annual Training 1
The LEA plans to conduct the training on approximately:
8/22/2017 Annual Training 2 with Training 1 for new hires
8/21/2017 Annual Training 3 with Training 1 and 2 for new hires

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 has conducted the training on:
8/17/2016 Annual Training 1

8/21/2017 Annual Training 1
8/20/2018 Annual Training 1
The LEA plans to conduct the training on approximately:
8/22/2017 Annual Training 2 with Training 1 for new hires
8/21/2017 Annual Training 3 with Training 1 and 2 for new hires

## *Strategies Ensuring Fidelity*

### *Checked answers*

- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).

### *Unchecked answers*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Through professional development, the District has identified five essential instructional components which are expected to be implemented in every classroom. These practices are monitored for accountability through classroom walkthroughs and observations.

The District prides itself in providing quality, ongoing professional development opportunities for administrators, teachers, and support staff. These professional development opportunities are tailored to meet the various needs of all staff as well as establish a culture which supports a professional learning community within the district. The greatest impact on students and their achievement comes directly from the instruction in the classroom, which is fueled by ongoing teacher professional development and the training of best practices at all levels.

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

An area of growth and need for the District regarding professional development is the evaluation of the professional development to identify its impact on teaching processes and student learning. In addition, professional development needs to be designed in a differentiated approach to meet the diverse needs of the teaching staff. A future goal continues to be to ensure the most qualified professionals are providing the professional development at all times.

## *Induction Program*

### *Checked answers*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.
- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.

### *Unchecked answers*

*None.*

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

The purpose of the Southern York County School District Teacher Induction Program is to help beginning teachers achieve success in their new careers, while growing professionally during their first year in the profession. The induction program also fulfills part of the requirements for an Instructional II certificate.

### **New Teacher Induction**

New Teacher Induction is a comprehensive program designed to provide instruction, mentoring, and support to new teachers as they transition into the Southern York County School District. New teachers are supported and receive professional development opportunities in the following ways:

- District- wide Orientation and Workshops



- Southern Academy Sessions such as Curriculum, Effective Instruction, Daily Lesson Planning, Understanding by Design, Differentiated Instruction, Planning, Teaching, and Assessing, Everyday Mathematics, College Preparatory Mathematics, as well as, a bus tour of the Southern York community.
- Local District Monthly Meetings:

Southern York County School District Induction Program is a three year event

Year 1:

August: Crisis Prevention Intervention Training; New Teacher Meeting Pre-Service

September: Quality Instruction (Danielson, Quality Instruction, Observation/Evaluation)

October: Peer Visit 1, Technology Guidelines and Policies, Ethics and Code of Professional Practice, Available Resources, Parent Conferences

November: Reading and Math Instruction (Balanced Literacy/Reading and Writing Across the Content Areas; Math Support, Study Island, Integration of a common language

December: Surviving the weeks before and after breaks

January: Social Studies and Science (Understanding how to Integrate Reading and Writing K-12); Peer Visit

February: Special Education Services (Referral process, Following IEP's and 504 Plans, FBA's and PBSP

March: Understanding by Design (Lesson planning by backwards mapping); Peer visit

April: Data Driven Instruction

May: Year in Review

Year 2:

September: Quality Instruction (Charlotte Danielson and Essential Components of Instruction #2)

October: Identifying Interventions (Utilizing data, progress monitoring)

November: Classroom management/FBA's

January: Understanding Student Disabilities

February: Differentiation; Peer visit

March: Teaching Teachers Tricks of the Trade by other Teachers

April: Meeting the needs of gifted students (increasing the rigor)

Year 3:

Book Study: Rigor is Not a Four Letter Word by Barbara Blackburn

September: Introduction and Discussion

November: Chapters 1-3

January: Chapters 4-6

March: Chapters 7-9

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.
- 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*

- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).

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

Within the district, inductees have frequent observations by their identified mentors, building administrators and central office administrators. Identified areas of need and supports are collaboratively shared with new teachers. At each level, monthly training occurs at school to include research-based programs, instructional strategies and practices, and effective lesson planning. Inductees also participate in a three year training support program to ensure systemic professional growth over each year. Each inductee keeps a portfolio representing evidence from each professional area evaluated for the tenure process.

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

Identified areas of need and training include a focus on formative and summative assessment practices (Local and Standardized Assessments) aligned to the Common Core in order for new teachers to plan and differentiate daily instruction based on teacher needs. This will be incorporated into the monthly professional training. In addition, the District plans to conduct ongoing surveys with the inductees to ensure all teachers' needs are being met and at the most relevant time in the school year.

### ***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.
- Willingness to accept additional responsibility
- Mentors will have training in the use and application of the SAS (standards aligned system)
- Understanding of the levels of Blooms Taxonomy and Webb's Depth of Knowledge
- Promote further inquiry by asking open ended questions
- Understand differentiated learning the supports higher order thinking skills and metacognitive skills
- Develop good assessments based on standards and eligible content
- Be good at data analysis, PVAAS
- Have the ability to write SLO's in accordance with Act 82 of 2012

*Unchecked answers*

*None.*

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

Each new teacher inductee is assigned a mentor who is a highly qualified and experienced teacher in the content or grade level with outstanding work performance. Mentors have demonstrated the ability to consistently work effectively with students, adults, and serve as role models in all areas. Mentors are selected and paired with inductees on an individual basis under the direction of the building principal. Training and collaboration of the mentor is included in the local district level and intermediate unit schedule on an ongoing basis. During training sessions, the inductee and mentor attend the session together to ensure a collaborative partnership in the learning process.

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
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Code of Professional Practice and Conduct for Educators	X	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		
Data informed decision making	X	X	X	X	X	
Materials and Resources for Instruction	X	X	X	X	X	

If necessary, provide further explanation.

A three year timeline and training schedule has been developed by a District New Teacher Committee. Training occurs during school, after school, and throughout the summer months. Training occurs through the York County Consortium Teacher Induction Program, district-wide, and at the local level.

### ***Monitoring and Evaluating the Induction Program***

Identify the procedures for monitoring and evaluating the Induction program.

The following methods and procedures are used to monitor and evaluate the Induction program:

- Individual teacher surveys
- Evaluations after each training session
- One-on-one sharing between inductees and mentor teachers

These procedures are used to collect feedback and then analyze findings to determine strengths and needed changes to the entire program.

Each inductee will have four observations for the first year in the District and two for each year afterward until tenure is reached.

### ***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: **588**

### *Identification Method*

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

At Southern York County School District prior to (or in some cases concurrent with) a Multidisciplinary Evaluation, all students K-12 must go through a pre-referral process within the general education environment. The pre-screening process is a team approach that targets the specific needs of each student (academic, behavioral, emotional). Recognizing that the Federal Regulations are supporting both the discrepancy model and the Response to Instruction and Intervention model for the identification of students with Specific Learning Disabilities, Southern York County School District is currently utilizing the discrepancy model for the identification of a Specific Learning Disability.

Southern York County School District is in the process of training school staff on the RTII model and moving cautiously towards implementing aspects of the RTII model to identify students with SLD. Currently, SYCSD is continuing to use the discrepancy model with slight modifications as the SLD Identification Process.

SYCSD uses the following definition as the criteria goal for identification: The student exhibits a pattern of strengths and weaknesses in performance, achievement or both relative to age, standards or intellectual development.

The evaluation process looks at level of ability and achievement in cognitive learning skills and the academic areas of oral expression, listening comprehension, written expression, basic reading skills, reading fluency skills, reading comprehension, mathematics calculation, and mathematics problem solving through assessments in all areas. Our identification process begins with the pre-referral process. Each elementary building has in place a Student Support Team and the secondary buildings have a Student Study Team – comprised of parents, teachers, administrators and/or specialists. These teams analyze student specific data to determine remediation and interventions, which are first implemented within the regular education environment. The team monitors and identifies any student who continues to have difficulty performing in the general education classroom with the supports in place. The team then determines whether or not a referral for a multidisciplinary evaluation is warranted. If an evaluation is deemed appropriate, a copy of the Procedural Safeguards (that outlines parent rights and procedures available to initiate dispute resolution) are provided to the parents,

informed parent permission is obtained, and an evaluation is conducted within state outlined timelines.

In the course of the evaluation, data from performance in the general classroom environment, as well as progress in the regular curriculum is gathered and examined. Students are assessed with regard to ability, achievement, and performance compared to age and grade level expectations. If a determination of specially designed instruction, accommodations or modifications, and related services appear to be warranted in order for the student to make meaningful progress in the general education curriculum, an IEP team is convened to develop an educational program based on the student's present educational levels. Educational goals, supports for school personnel, related services, and specially designed instruction are determined based on the student's needs. Once the educational program is planned, the IEP team determines the educational options that are and are not expected to be appropriate in which to implement the IEP.

At this point, the primary consideration is the placement of the student in the least restrictive environment (LRE) that will permit the educational program to be fully implemented as planned. The team considers a continuum of services and placement options that will permit the student to make meaningful progress within the IEP. The placement decision is finalized through the issuance of the Notice of Recommended Educational Placement (NOREP). This process ensures that parents have a voice in determining the final decision regarding appropriate educational programming in the least restrictive environment based on the educational needs of the student.

### ***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>

### **Enrollment Differences**

Not significantly disproportionate.

### **Ethnicity Enrollment Differences**

Not significantly disproportionate.

### ***Non-Resident Students Oversight***

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

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

*How does the District meet its obligation under section 1306 of the Public School Code as the host District at each location?*

Penn-Mar Human Services operates a residential group home facility for adults with developmental disabilities within Southern York County School District. At times this facility may host adults, age 18-21 who continue to receive school-based services. Within the district is also a private residential facility for troubled teen girls titled House of Hope. Girls aged 13-21 may reside within the home for 8 – 18 months with the average stay being 12 months in duration. The House of Hope operates its own school private school titled House of Hope Academy, however, the House of Hope does seek consultation from the school district when families and school staff encounter students who may exhibit needs beyond their Academy's capability. In such cases, the House of Hope and student's family work in collaboration with school staff to develop an Individualized Education Program and enroll the student within the district in order for the student to receive special education services, such as Life Skills Support.

*How does the district ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?*

Southern York County School District works in cooperation with the program staff of Penn-Mar Human Services and families of the residents to ensure a continued commitment to offering a Free and Appropriate Public Education to qualifying residents.

When students enter into residency at Penn-Mar, SYCSD begins a coordinated effort with the family, Penn-Mar Human Services, and the student's former district to provide the most equitable and comparable educational program to the one the student received in his/her former district. Students to date who have entered residency with Penn-Mar Human Services and subsequently enroll in the district are students currently receiving educational services within York County. SYCSD's coordination between family, Penn-Mar Human Services, and the former school district center on providing a continuation of existing services to the maximum extent possible. Upon enrollment, SYCSD holds an IEP meeting with all agencies and service providers currently available to the student, identifies how it can sustain current educational programs, and identifies any additional resources the student may need; now that the student is no longer living within the home and is a resident with Penn-Mar Human Services. Throughout the student's residency the District then maintains ongoing collaboration between the student's family, Penn-Mar Human Services, and the student's educational program staff and personnel in order to ensure the student continues to receive FAPE.

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

There are currently no barriers that exist that limit Southern York County's ability to meet its obligations under section 1306 of the Public School Code.

### ***Incarcerated Students Oversight***

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



Southern York County School District does not host any facilities for incarcerated youth.

Southern York County School District utilizes the following to locate and identify students who have been incarcerated. Initial information regarding the incarcerated status of students is typically provided through several agencies: the Southern Regional Police Department -*with whom Southern York County School District has a contracted relationship for school security*, the York County Juvenile Probation Office, or through the facility in which the student is incarcerated. The school principal or assistant principal is often the contact for the police department, the probation office, or the juvenile facility.

The facility in York County where juveniles are incarcerated temporarily is the York County Youth Development Center (YCYDC). The responsibility for providing direct services to special needs students incarcerated in this facility lies with Lincoln Intermediate Unit #12. An IU representative is charged with making the initial contact with Southern York to inform the District of the incarceration and to request records. If no contact is made after Southern York County School District receives information of incarceration, the Coordinator of Social Services/District Attendance Officer is requested to locate the student and verify the incarceration. Once the student is located, records are forwarded to YCYDC including the student's Individualized Education Program and current schedule of classes, with accompanying materials, so that the student's education may continue with minimal disruption. Based on the reason for placement, a decision is made by the coordinating agencies regarding how the students will continue to receive educational services. Efforts are made to continue instruction in the student's school of origin when possible. If the team determines this is not possible, certified special education teachers within the facility provide education services. In this manner the student continues to receive a free and appropriate public education (FAPE).

If a student is placed into a facility for long-term incarceration, the Juvenile Probation Officer assigned to the student informs the school district of the new placement. Records are transferred to the facility that is responsible for periodic reevaluation reviews and IEP revisions. Representatives from Southern York County School District are invited to progress and reevaluation meetings by the facility and attend the meetings when possible. If school district representatives are unable to attend, participation is achieved through telephone conferences or by correspondence. Initial evaluations for special education services are typically conducted by the facility in conjunction with the Intermediate Unit when the student is suspected of having a disability and in need of special education. Requests may be made of Southern York County School District to conduct the evaluation in rare instances. In these cases, a school psychologist from Southern York County School District will conduct the testing and gather additional information as required. Students are eligible for a diploma from Southern York County School District when the home district high school principal determines that the work completed meets Southern York's criteria for graduation.

### ***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.

*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 the removal from the regular education environment only occurs when education in that setting with supplementary services, cannot be achieved satisfactorily.*

The Southern York County School District seeks to provide a quality learning environment that promotes character, responsibility, and challenges students at all levels to achieve their potential. This mission is supported by the District beliefs, so that all students are provided this opportunity. In addition, the Southern York County special education department vision statement reads, "Every student will demonstrate growth in all areas of need in the least restrictive environment." SYCSD maintains a continuum of services for special education students. SYCSD strives to implement multiple aids and services to ensure FAPE in the Least Restrictive Environment based on individual student need. SYCSD remains committed to providing special education services in the least restrictive environment and utilizes a thorough evaluation and IEP development process to determine educational placement for students. Through thorough examination of current supplemental aids and services, student's needs, the goals within the IEP, current levels of progress and current educational placement, the IEP team also considers the appropriateness of a student's educational placement. For each determination of change in educational placement, the IEP team considers the needs of the student and our continuum of educational placement options with an emphasis on maximizing a student's potential to succeed in the most appropriate and least restrictive environment.

Since data has been collected on the district's education environments for special education students, the percentage of special education students who spend 80% or more of their day in the regular education environment has steadily increased. The percent of students inside the regular education classroom for 80% or more of their school day has risen from 58.9% in the 2007-2008 school year to 67.6% in the 2014-2015 school year. Furthermore, the district has performed above the state average in this area with a consistent percent of students inside the regular education classroom above the state average and State Performance Plan (SPP) targets. . In the 2012-2013 school year, the district's percent of students inside the regular education classroom was 64.6%, the state average was 62.1% and the SPP target was 65%. For the 2014-2015 school year, SYCSD with 64.6%, did not meet the SPP target of 65%. For the current school year, as a direct result of several implemented components of Multi-Tiered Systems of Support, SYCSD has been able to increase its percentage of students to 74.57%.

Over the past several years, SYCSD has steadily increased its percent of students inside the regular education classroom. This is in large part due to multiple initiatives to increase our special education student's time in the least restrictive environment. SYCSD, over the past five years, has steadily decreased the number of classes considered replacement level classes and has shifted resources in order to support our students in the regular education environment. At the secondary level, SYCSD has steadily increased the supports we provide in our regular education classrooms

and, as a result, has greatly reduced the number of students scheduled within replacement level courses. At the elementary level, SYCSD has steadily emphasized inclusive practices such as co-teaching and Multi-Tiered Systems of Support. For the 2015-2016 school year, SYCSD elementary schools have experienced a significant transformation when a universal MTSS model was adopted, where all students receive core instruction in the least restrictive environment. This has significantly increased our special education student's instructional time within the regular education classroom with non-disabled peers.

Over the next three years, SYCSD's goal for Least Restrictive Environment is to increase the percentage of special education students who spend 80% or more of their day in the regular education environment to 75%. We plan to achieve this goal through three main focuses: Increase capacity to deliver effective Multi-Tiered Systems of Support in the elementary level; Implement Multi-Tiered Systems of Support within our secondary programs; and Increase our capacity to deliver customized learning opportunities through universal design for learning.

Our first focus is to increase our capacity to provide Multi-Tiered Systems of Support to all students. This will include ongoing implementation and growth of our currently established systems within the elementary level. Included in this focus is the ongoing goal to increase our capacity to meet the needs of students with not only academic needs within the regular education classroom, but also students who demonstrate emotional, behavioral, and social needs. As part of our overall implementation plan for MTSS, we aim to develop system wide supports for positive behavioral intervention. We plan to establish universal core instruction in character education. We plan on identifying currently established supports for students and align them to tier II and tier III leveled interventions. In order to monitor desired outcomes for students, we will establish student support teams and initiate a four step problem-solving approach. Lastly, we will ensure fidelity of programs through ongoing self-evaluation along with integrated coaching and team facilitation.

At the secondary level, we aim to capitalize on existing systems of support and realign these supports to be more reflective of Multi-Tiered Systems of Supports so that we can not only continue to meet the needs of special education students, but meet the needs of all our students in a more efficient and effective manner. In addition, we aim to capitalize on our current initiative to fully implement a one-to-one environment for both our middle school and high school by the beginning of the next academic school year. Over the next three years, through both the one-to-one initiative as well as realignment and revisions of current secondary curriculum, SYCSD shall increase our capacity to deliver customized learning opportunities through universal design for learning. In order to begin our realignment of current secondary supports, we will embark on an analysis of current resources and supports. Next, we will identify currently established data measures, especially those related to behavior. We will then align those supports and data measures in differentiated tiers. Concurrently, we will establish student support teams and provide on-going training and coaching to support the facilitation of a problem-solving team.

Given our initiative toward a one-to-one school environment in both our middle school and high school, we also will develop initiatives to increase our utilization of Universal Design for Learning (UDL). We will begin with the exploration phase to determine what current attitudes exist toward UDL. Next, we will analyze current systems in place that relate to the UDL framework and the Critical Elements. We will also seek to establish instructional practices, instructional expectations towards the UDL framework and the Critical Elements. Lastly, we focus our efforts on expanding and sustaining the implementation of UDL.

SYCSD continues to strive to support our students in the Least Restrictive Environment as appropriate. Through the ongoing implementation of MTSS, along with the provision of our currently established continuum of supports, every student will demonstrate growth in all areas of need in the least restrictive environment.

*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). (Site based training. Consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies)*

Southern York County School District utilizes a variety of research-based programs that incorporate all five essential components of the reading instruction to improve performance for all students. Research-based reading programs include: Wilson, Read Live/Naturally, Read180, System 44, PCI, and SOAR. Southern York County staff receives on-going training/in-service in reading apprenticeship strategies across curriculum areas. Research-based programs in mathematics have also been instituted with extensive training from kindergarten to grade 12. Everyday Math has been instituted at the elementary level; College Preparatory Math has been instituted at the secondary level, both of which are effective math programs using research-based instructional principles. Students receive additional interventions in mathematics via Accelerated Math/ STAR Math along with other supplemental math interventions. Recently the district has adopted the Wilson Foundations program. According to Wilson Language Training Corporation, Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Foundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

Instructional practices are based on data driven results obtained from performance data via benchmark assessments and Classroom Diagnostic Tools (CDT) aligned with the state Common Core standards. Instructional staff participate in on-going training in the Standards Aligned System (SAS). The District provides training and continuing support of Professional Learning Communities (PLC) to foster collaboration and implementation of Learning Focused Schools (LFS) strategies to foster student growth. Additionally, the District's curriculum maps are aligned with state standards and are in the process of reexamination for alignment to Common Core Standards.

*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.*

Over the past several years, SYCSD has steadily increased its percent of students inside the regular education classroom. This is in large part due to multiple initiatives to increase our special education student's time in the least restrictive environment. SYCSD, over the past five years, has steadily decreased the number of classes considered replacement level classes and has shifted resources in order to support our students in the regular education environment. At the secondary level, SYCSD has steadily increased the supports we provide in our regular education classrooms and as a result has greatly reduced the number of students scheduled within replacement level courses. At the elementary level, SYCSD has steadily emphasized inclusive practices such as co-teaching and Multi-Tiered Systems of Support. For the 2015-2016 school year, SYCSD elementary schools have experienced a significant transformation when a universal MTSS model was adopted, where all students receive core instruction in the least restrictive environment. This has significantly increased our special education student's instructional time within the regular education classroom with non-disabled peers.

Since data has been collected on the district's education environments for special education students, the percentage of special education students who spend 80% or more of their day in the

regular education environment has steadily increased. The percent of students inside the regular education classroom for 80% or more of their school day has risen from 58.9% in the 2007-2008 school year to 67.6% in the 2014-2015 school year. Furthermore, the district has performed above the state average in this area with a consistent percent of students inside the regular education classroom above the state average and State Performance Plan (SPP) targets. . In the 2012-2013 school year, the district's percent of students inside the regular education classroom was 64.6%, the state average was 62.1%, and the SPP target was 65%. For the 2013-2014 school year, SYCSD with 64.6%, did not meet the SPP target of 65%. For the current school year, as a direct result of several implemented components of Multi-Tiered Systems of Support, SYCSD has been able to increase its percentage of students to 74.57%.

### *Behavior Support Services*

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

The Positive Behavior Support Policy of Southern York County School District is in compliance with federal and state requirements. It has been reviewed by the Pennsylvania School Boards Association and adopted by the Southern York County School District Board of Education. All required components are included in the Positive Behavior Support Policy procedures. The Positive Behavior Support Policy is in effect and has been reviewed with the administrative and instructional staffs. In addition, detailed administrative directives and a district procedure manual assist in detailing policy and procedures in behavior support. Identified staff members have also been provided training in developing Functional Behavior Assessments and Positive Behavior Support Plans.

Select Southern York County School District teachers, paraprofessionals, and administrators at each building level have been trained and/or are in the process of being trained and/or re-certified in the practices of CPI (Crisis Prevention Institute) by certified trainers. CPI training emphasizes that non-violent crisis intervention and physical restraint occur only when all other interventions have been exhausted and a disruptive, assaultive, and out-of-control student continues to be a danger to self or others. Only staff members that are certified participate on Crisis Management Teams in each of the buildings. Certification training is provided two times per year to ensure staff member's certifications remain current.

Additionally, staff members have been trained in the use of Positive Behavior Support (PBS), de-escalation techniques, and emergency responses. Emergency response practices are organized and displayed in each classroom, reviewed, and simulated through emergency drills. Throughout the year monthly trainings available to paraprofessional staff include: behavioral support, autism support, disability awareness, and de-escalation techniques.

Staff, across all building levels, receives ongoing training/in-service in restorative practices/discipline, which is incorporated and implemented through School-Wide Effective Behavior Supports (SWEBS). Our guidance counselor instructs various character education lessons in each grade level. In addition to a structured Behavior Support Policy, various incentive programs for positive behaviors are conducted across schools. As part of the SWEBS program, each building

has monthly school-wide rewards for students such as dances, pajama days, popcorn parties, and the ability to cash in tickets at a school store. Tier 2 students have more individualized programs with more frequent rewards and incentives. An annual awards assembly is held at each level to recognize students for outstanding performance in academics, behavior, extracurriculars and service. Teachers and staff are encouraged to develop a personal relationship with students. A mentoring initiative, which incorporates student, teacher and/or community mentors, is also implemented to foster relationships with students and promote student success. An anti-bullying initiative and WEB/LINK Crew transition program are woven into each building's SWEBS philosophy and promotes the positive and safe culture in each school. The Presidential Academic Award is given for academic achievement and the Board of Education Recognition Night gives certificates for outstanding achievements.

At the Elementary level students are awarded for good behavior. Students receive certificates, prizes, and posters with school-wide announcements. Each elementary building also has incentives such as awards for Student of the Week, lunch with the principal once a month, and The Lunch Bunch - which provides an opportunity for students to have lunch with staff and receive support in their academics.

At the middle school level the PRIDE program (a character education program) has been developed and serves as the foundation for the SWEBS. Staff receives ongoing training and participates in the development and implementation of lessons, data collection, and rewards related to the program. Students receive lessons twice a month as well as recognition and incentives for positive behaviors throughout the school year. PRIDE facilitates a culture aligned to the district's vision, as well as SWEBS. Good News postcards, sent home to parents, Student of the Month and Warrior of the Week are opportunities to recognize student achievement in academics, behavior and service.

At the high school level, a combination of student recognition, data analysis, and character development lessons are integrated into the school's SWEBS. Students are recognized through Roaring Warrior "Good News" postcards where teachers write personalized notes to students on the postcards and mail them home. Students also receive instruction in character development through bi-weekly "Development Day" lessons. Additionally, students have the opportunity to receive good character awards and be recognized as student of the month or most improved student. Training is provided in each of these areas. Additionally, at the secondary level, a Student Turn Around Program is in place to recognize a student who has made the most significant positive change. The high school utilizes SWIS, a web-based information system to collect, summarize, and use student behavior data for decision making. SWEBS data is summarized and shared with all building staff monthly for analysis.

### ***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.

### ***Intensive Interagency/Ensuring FAPE/Hard to Place Students***

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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.

In an effort to ensure FAPE is provided, the Southern York County School District regularly engages in discussions and or meetings with the instructional support teams, guidance counselors, administrators and parents to determine gaps in the continuum of special education supports and services for students. If and when gaps are identified, the district works with various county agencies such as Human Services, Mental Health/Individuals with Developmental Disabilities (MH/IDD), Juvenile Probation, and Children, Youth and Family Services to utilize existing or develop new programs to address the identified gaps.

Southern York County School District has been successful in providing FAPE to students in all disability categories through continuum of programs, services and educational placements including: learning support, emotional support, autistic support, life skills support, alternative education options, IU classrooms and digital academy.

Students requiring on-going school based mental health services, those returning from a residential treatment facility and requiring intensive therapeutic support services, as well as students with multiple needs, have proven difficult to provide for within the district. If unable to place students into appropriate educational programs either within the school district, a neighboring school district, or a school within the county or state, Southern York initiates contact and collaboration with the Child and Adolescent Service System Program (CASSP) Coordinator for assistance in providing FAPE. In this endeavor Southern York is also committed to collaboration with public agencies such as Mental Health/Individuals with Developmental Disabilities, Juvenile Probation, and Children, Youth and Family Services. Southern York County School District utilizes the resources provided within the district until placement in another program can take place. To facilitate transition and minimize disruption of services following discharge, the District works with the various treatment facilities and agencies to determine the best program to meet the student's needs.

The District utilizes a team approach to resolve and locate educational placements and services for hard to place students with disabilities. An inter-agency CASSP meeting is arranged to coordinate community, MH/IDD, juvenile probation, drug and alcohol agencies, and school services that are available to assist the student and family. Application is made to the appropriate

placement such as a partial day program, day hospitalization program, inpatient hospitalization program, residential facility, or other appropriate alternative educational placement. Use of Interagency Coordinators for the purpose of mitigating or eliminating barriers to placement resolution has not been necessary; however, Southern York County School District has utilized inter-agency coordinators on various occasions to assist in coordinating school, community, and public agency services. This has been an effective way to augment school and home communication and cooperation.

In addition to our efforts to work collaboratively with outside agencies to provide services in the home and through various mental health and educational programs, our district is also in the process of applying for approval to develop a school-based counseling program. We are in the early stages of applying to Health Choices for approval to obtain licensure for school based counseling in every school in our district. We have met with TrueNorth Wellness, our Student Assistance Program provider, to discuss their ability to partner with our district to provide this service to our students, as well as support us with the data needed from the SAP program and referrals to their agency, in order to support our need for this service. Our goal is to provide mental health services within the school environment in order to be proactive and provide students with the mental health support needed to be healthy and successful in their academic program. This service would also be beneficial when students are awaiting placement in various programs such as partial hospitalization and/or family based counseling services. We plan on submitting our application this Spring, and hope to have the school based program in place in at least our secondary buildings by Fall 2016.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs. Include in this section directions on how the district provides trainings for staff, faculty and parents.

Southern York County School District's mission statement reads "Southern York County School District, through a cooperative effort with the family and community, will provide a quality learning environment that promotes character, fosters responsibility and challenges students to achieve their potential." In addition, the Southern York County special education department vision statement reads, "Every student will demonstrate growth in all areas of need in the least restrictive environment." The strength of SYCSD's special education programming is that the mission is carried over and strongly evident throughout. From the Board of Directors, district administrators, faculty, staff, students, families and the community at large, there is a strong commitment that every student will reach their potential.

The commitment to providing quality special education programming begins with the Southern York County School District community. There is a strong sense of duty to provide quality inclusive experiences for all students, including those with exceptional needs. Our Life Skills support programs have benefitted from continuous community support that allows us the opportunity to provide real world, community experiences for our students, including on site job training in local businesses.

Within the school this commitment continues with our overall student population. Our students are committed to supporting each other including our exceptional needs students. This is clearly evidenced in the strong participation of our widely recognized and award winning Best Buds program. The Best Buds Club is an organization that matches students who seek social role models with positive peers who serve as their peer or associate. Buds and their peers spend time together inside and outside of school, attend school events, and talk frequently.

The Board of Directors, through utilization of resources, is strongly committed to providing quality programming for our special education students. This begins with the commitment of providing highly qualified special education teachers. High-quality paraprofessional staff supports these teachers. Many of our paraprofessionals, including several with teacher certification, maintain an advanced level of training and expertise by going beyond the dedicated twenty hours of specialized training provided to them each year. A Director of Special Education, a special education instructional advisor, two full time school psychologists, and three administrative assistants also support the Special Education Department.

The Director of Special Education meets regularly with special education teachers and related service providers. Professional development in best practices, research based intervention, compliance, policies and procedures is provided within these monthly meetings. Additional professional development is provided to teachers through the district-wide, yearly professional development plan. The District's differentiated supervision plan provides additional opportunities for special education teachers to work collaboratively and independently to further their expertise and practice through opportunities such as action research projects and peer coaching. Further professional opportunities are provided during SYCSD's Southern Academy workshops.

Through a continuum of supports SYCSD is committed to providing quality, individualized educational programming. While some students require placement outside the district, the vast majority of our students receive support either in district or in their home school. Southern York County School District maintains its own secondary Autistic Support, Emotional Support and Life Skills Support classrooms. Additionally, SYCSD also maintains its own Itinerant Deaf and Hard of Hearing support program.

Unique needs of students who struggle with traditional school settings are also met through exemplary alternative programming. Susquehannock High School's "Tearing Down the Walls" Program includes Warrior Academy, Summer School for Credit Recovery, and Alternative Education Programs. Warrior Academy focuses on students in grades 9-12, who may require credit recovery. Due to the success of this once pilot program, students can opt to take one or more online courses to provide more flexibility in their schedules through the use of our online computer-based curriculum.

Alternative Education Programs assist those students who are having difficulty being successful in the regular education setting as well as those students who have been expelled for policy violations. Classes are also conducted through our online computer-based curriculum. The Alternative Education Program centers on students in grades 7 through 12 who have violated school policies. Students attend class in a self-contained school setting and also receive regular counseling.



Southern York County School District, in collaboration with LIU12, provides multiple parent training sessions throughout the school year. Small classroom programs, such as our Autistic Support program, offer parent orientations to these programs. Collaboration is key to supporting our special education students, and examples of a team approach are found throughout our programs. Community partnerships are integral to achieving our mission. Information Gathering Meetings are held on almost every student referred for an evaluation. Student Study Teams are also held for students who struggle to make progress with current support services, and our Autistic Support, Emotional support, and Life Skills Support classrooms are supported by monthly or bi-monthly support team meetings that include the Director of Special Education, building principal, assistant principal and a school psychologist.

All these special programs, efforts, resources and community support lead to quality special education programming.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA has verified the following Assurances:

- Implementation of a comprehensive and integrated K-12 program of student services based on the needs of its students. (in compliance with [§ 12.41\(a\)](#))
- Free Education and Attendance (in compliance with [§ 12.1](#))
- School Rules (in compliance with [§ 12.3](#))
- Collection, maintenance and dissemination of student records (in compliance [§ 12.31\(a\)](#) and [§ 12.32](#))
- Discrimination (in compliance with [§ 12.4](#))
- Corporal Punishment (in compliance with [§ 12.5](#))
- Exclusion from School, Classes, Hearings (in compliance with [§ 12.6](#), [§ 12.7](#), [§ 12.8](#))
- Freedom of Expression (in compliance with [§ 12.9](#))
- Flag Salute and Pledge of Allegiance (in compliance with [§ 12.10](#))
- Hair and Dress (in compliance with [§ 12.11](#))
- Confidential Communications (in compliance with [§ 12.12](#))
- Searches (in compliance with [§ 12.14](#))

- Emergency Care and Administration of Medication and Treatment (in compliance with [35 P.S. § 780-101—780-144](#))
- Parents or guardians are informed regarding individual survey student assessments and provided a process for refusal to participate (consistent with [§ 445 of the General Education Provisions Act \(20 U.S.C.A. § 1232h\)](#) and in compliance with [§ 12.41\(d\)](#))
- Persons delivering student services shall be specifically licensed or certified as required by statute or regulation (in compliance with [§ 12.41\(e\)](#))
- Development and Implementation of Local Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act (if applicable) ([11 P.S. § 875-101—875-503](#))
- Establishment and Implementation of Student Assistance Programs at all of levels of the school system (in compliance with [24 PS § 15-1547](#))
- Acceptable Use Policy for Technology Resources
- Providing career information and assessments so that students and parents or guardians might become aware of the world of work and career options available.

## Special Education Assurances

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

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

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

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

*There are no facilities.*

### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
York Learning Center	Special Education Centers	AS	1
York Learning Center	Neighboring School Districts	Life Skills Support	2
Leg Up Farm	Neighboring School Districts	MDS	1
Spring Grove Elementary	Neighboring School Districts	AS	2
York Suburban Middle School	Neighboring School Districts	AS	2
Dallastown Intermediate School	Neighboring School Districts	Hearing Impaired	1
York Suburban High School	Neighboring School Districts	AS	1
Manheim Elementary	Neighboring School Districts	Autistic Support	4
Spring Grove Intermediate	Neighboring School Districts	Autistic Support	3
Lion's Pride Academy	Special Education Centers	Emotional Support	2
River Rock/ Spring Grove	Other	Emotional Support	2
Dallastown Middle School	Neighboring School Districts	Life Skills Support	2
Hoffman Academy	Special Education Centers	Emotional Support	1
Indian Rock Elementary	Neighboring School Districts	Autistic Support	2
Larry J. Macaluso	Neighboring School Districts	Autistic Support	4

Lincolnway Elementary	Neighboring School Districts	Emotional Support	1
Paradise School	Special Education Centers	Emotional Support	1
Spring Grove Middle School	Neighboring School Districts	Multiple Disabilities	1
Stewarstown Elementary	Neighboring School Districts	Learning Support	1
Vista School	Approved Private Schools	Autistic Support	1
Valley View Elementary	Neighboring School Districts	Autistic Support	1
York County Technical School	Neighboring School Districts	Life Skills Support	1
York Learning Center - TES	Special Education Centers	Emotional Support	1
Soaring Heights School	Approved Private Schools	Autistic Support	1

## Special Education Program Profile

### Program Position #1 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

#### PROGRAM SEGMENTS

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

### Program Position #2 - Proposed Program

*Operator:* School District

#### PROPOSED PROGRAM INFORMATION

*Type:* Position

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	13	0.5
Justification: IEP age range waiver signed							
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	11	0.5

**Program Position #3 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	9 to 9	1	0.16
Friendship Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	8 to 11	2	0.33

Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Deaf and Hearing Impaired Support	17 to 17	1	0.16
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#### Program Position #4 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	13	0.5
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	10	0.5
Justification: Middle school roster with grades 7 and 8.							

#### Program Position #5 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
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Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	26	1
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#### Program Position #6 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	22	0.5
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	4	0.5
Justification: High school case load with grades 9-12							

#### Program Position #7 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High	A building in which	Itinerant	Autistic Support	14 to 16	6	0.55

	School Building	General Education programs are operated					
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Autistic Support	15 to 19	5	0.45
Justification: Student schedules							

#### Program Position #8 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	14 to 18	11	0.79
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	14 to 18	3	0.21

#### Program Position #9 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)



*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	6 to 8	5	0.36
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	9	0.64

**Program Position #10 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	10 to 13	23	1

**Program Position #11 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	23	1

**Program Position #12 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	16	1

**Program Position #13 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	10	0.5

**Program Position #14 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 15, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. ( feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	23	0.5
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 18	3	0.5

**Program Position #15 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: ClassandPosition

Implementation Date: March 15, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. ( feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 8	11	0.85
Shrewsbury Elementary	An Elementary School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 7	1	0.15

		programs are operated					
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#### Program Position #16 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	14 to 18	18	0.5
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	14 to 17	8	0.5
Justification: High school schedules							

#### Program Position #17 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	16 to 20	12	0.92

		programs are operated					
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	19 to 19	1	0.08

#### Program Position #18 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 15	15	0.5
Southern Middle School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	7	0.5
Justification: Middle School schedules							

#### Program Position #19 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	15	0.75
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	6 to 9	5	0.25

#### Program Position #20 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	15 to 19	5	0.5

#### Program Position #21 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	5 to 13	9	0.9
Justification: The IEP team including parents have acknowledged that this elementary program may exceed age range guidelines. Within this program, students are instructed individually or in small groups arranged by ability and/or age.							
Friendship	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Life Skills Support	7 to 7	1	0.1

#### Program Position #22 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

##### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	20	0.5
Justification: Elementary, Itinerant Speech and Language Support							
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	13 to 13	3	0.5

#### Program Position #23 - Proposed Program

*Operator:* School District

##### PROPOSED PROGRAM INFORMATION

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	7 to 10	24	0.96
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	8 to 8	1	0.04

**Program Position #24 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Learning Support	12 to 13	15	0.5
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	12 to 15	8	0.5



Justification: Middle School schedules

**Program Position #25 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	24	1

Justification: Elementary, itinerant speech and language support.

**Program Position #26 - Proposed Program**

*Operator:* School District

**PROPOSED PROGRAM INFORMATION**

*Type:* ClassandPosition

*Implementation Date:* March 15, 2016

*Average square feet in regular classrooms:* sq. ft.

*Square footage of this classroom:* sq. ft. ( feet long x feet wide)

*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Elementary School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 10	24	0.92

Justification: Elementary, itinerant speech and language support

Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	14 to 16	2	0.08
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**Program Position #27 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	18	0.5
Friendship Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	4	0.5

**Program Position #28 - Proposed Program***Operator:* School District**PROPOSED PROGRAM INFORMATION***Type:* ClassandPosition*Implementation Date:* March 15, 2016*Average square feet in regular classrooms:* sq. ft.*Square footage of this classroom:* sq. ft. ( feet long x feet wide)*Justification:* Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	6 to 9	13	1

**Program Position #29 - Proposed Program**

Operator: School District

**PROPOSED PROGRAM INFORMATION**

Type: Class and Position

Implementation Date: March 15, 2016

Average square feet in regular classrooms: sq. ft.

Square footage of this classroom: sq. ft. ( feet long x feet wide)

Justification: Compliance for proximity to home, classroom design (for instruction), classroom external noise, classroom accessibility, classroom location, classroom size was marked as inappropriate.

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	13 to 14	5	0.71
Southern Middle School	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Emotional Support	13 to 14	2	0.13

**Program Position #30**

Operator: Intermediate Unit

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Shrewsbury Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Multiple Disabilities Support	9 to 11	3	1

**Program Position #31 - Proposed Program**

Operator: Intermediate Unit

**PROPOSED PROGRAM INFORMATION**

Type: Class

Implementation Date: August 19, 2015

Average square feet in regular classrooms: 950 sq. ft.

Square footage of this classroom: 736 sq. ft. (32 feet long x 23 feet wide)

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Type of Support	Level of Support	Age Range	Caseload	FTE
Susquehannock High School	A Senior High School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Emotional Support	14 to 20	8	1
Justification: Age range variance is representative of students in grades 9-12.							

## Special Education Support Services

Support Service	Location	Teacher FTE
Personal Care Assistant	Shrewsbury	1
Paraeducator	Southern Elementary	0.5
Special Education Instructional Advisor	Admin.	1
Director of Special Education	Various Locations	1
Social Services Coordinator	Various Locations	1
School Psychologist	Various Locations	1
School Psychologist	Various Locations	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	1
Paraeducator	Susquehannock High School	0.5
Paraeducator	Susquehannock High School	0.5
Personal Care Assistant	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Paraeducator	Southern Middle School	1
Personal Care Assistant	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Shrewsbury Elementary	1
Paraeducator	Southern Elementary	0.5
Paraeducator	Southern Elementary	1

Paraeducator	Southern Elementary	1
Personal Care Assistant	Friendship Elementary	1
Paraeducator	Friendship Elementary	1
Paraeducator	Friendship Elementary	1
Paraeducator	Friendship Elementary	1

## Special Education Contracted Services

Special Education Contracted Services	Operator	Amt of Time per Week
Occupational Therapist	Intermediate Unit	3 Days
Occupational Therapist	Intermediate Unit	2 Days
Physical Therapist	Intermediate Unit	3 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

#### Accomplishments:

ELA

Math

#### Concerns:

Science

MTSS implementation for tier 2 and 3

21st Century Teaching Practices

Data analysis through the use of common assessments across grade levels

Diversity being address throughout the district

## District Accomplishments

### Accomplishment #1:

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School Wide Positive Behavior Support Programs- All schools within the district have implemented a School Wide Positive Behavior Support Program to address academic and behavioral challenges.

### Accomplishment #2:

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The use of web-based curriculum that is accessible to staff and parents.

### Accomplishment #3:

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Highly qualified teachers building relationships and teaching all children in all schools, in every subject, in every classroom.

### Accomplishment #4:

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Alignment of curriculum to PA Common Core

### Accomplishment #5:

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District initiatives using year long professional development aligned to District goals, teacher needs, and the ever changing diverse needs of the Southern York community.

### Accomplishment #6:

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All schools ongoing use and analysis of data to guide all instructional decisions.

### Accomplishment #7:

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Implementation of MTSS at all three Elementary buildings during the 2016-2017 school year.

### Accomplishment #8:

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One to One Technology Initiative at Susquehannock High School during 2016-2017 school year.

## District Concerns

### Concern #1:

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Use of 21st century instructional practices in every classroom across the district; ensuring every student makes a years worth of growth.

### Concern #2:

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Use of technology to enhance instructional practices

### Concern #3:

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Update analysis of safety procedures and policies to ensure each school has the best practices in place districtwide.

**Concern #4:**

Ongoing revision of our comprehensive crisis response plan for emergencies.

**Concern #5:**

Diversity and acceptance within the school environment.

**Concern #6:**

The need for customized professional development with every staff making a years worth of growth.

**Concern #7:**

Reading Scores for grades 4, 5, and 7

## 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:**

Use of 21st century instructional practices in every classroom across the district; ensuring every student makes a years worth of growth.

Use of technology to enhance instructional practices

Diversity and acceptance within the school environment.

The need for customized professional development with every staff making a years worth of growth.

Reading Scores for grades 4, 5, and 7

**Systemic Challenge #2** (*Guiding Question #13*) Establish a system that fully ensures the district's resources effectively address instructional priorities aligned with the district's vision and mission and fully ensures that the expenditure and accounting of funds meets all legal and ethical requirements within the parameters of generally accepted accounting practices.

**Aligned Concerns:**

Update analysis of safety procedures and policies to ensure each school has the best practices in place districtwide.

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Ongoing revision of our comprehensive crisis response plan for emergencies.

## District Level Plan

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### Action Plans

**Goal #1:** Establish a system that ensures the mastery of core content and improves language and literacy acquisition through effective 21st century instructional practices for all types of learners. Effective 21st century instructional practices incorporate communication, collaboration, character, creativity and critical thinking.

**Related Challenges:**

- 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: Lesson Planning and Implementation utilizing MTSS, Teacher Effectiveness Data, PVAAS/Keystone/Benchmark/Diagnostic Tests

Specific Targets: Teacher Performance will demonstrate increased student achievement on both classroom based and State mandated assessments.

**Strategies:**

*Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content*

**Description:**

Southern York County School District has aligned District Curriculum to PA Core Standards for grades K-12 in ELA, Math, Social Studies, and Science classes. Teachers are asked to create curriculum maps focused on Stage 1 for



other content areas imbedding PA Core Standards as appropriate. Curriculum should focus on attaining student growth using PA Core Standards, assessment anchors, and eligible content. Classroom instruction which is aligned to state standards should include MTSS for ensuring student achievement.

**SAS Alignment:** Curriculum Framework, Instruction, Materials & Resources, Standards, Assessment

### *Intensive Professional Development: Language and Literacy Acquisition*

**Description:**

The district will create building level professional development to educate teachers on 21st century skills; utilizing customized learning and growth model.

1. Cross curricular focus on Text Dependent Analysis. Student responses that demonstrate analysis of text and provide evidence of understanding.
2. Content focus on vocabulary development. Content specific vocabulary which promotes deeper understanding of content skills and philosophies.
3. Focused reading and writing across content areas to increase student reading and writing skills.
4. Increased rigorous instruction. Lesson development and assessments demonstrate challenging and motivating student learning.
5. 21st Century Practices: Communication, collaboration, creativity, and critical thinking.
6. Depth of Knowledge question writing. DOK 3 and DOK 4 focus on questioning. DOK audit for analysis of questioning practices.

**SAS Alignment:** Instruction, Standards, Assessment, Curriculum Framework

### *Creation of Common Assessments*

**Description:**

Southern York County School District understands the importance of collaboration. As a part of developing a cohesive curriculum, teachers have been asked to collaborate in order to create common assessments across content areas. Data analysis is then required to determine areas of weakness and strengths in order to make informed instructional decisions. Common assessments should determine student understanding of standards, assessment

anchors and eligible content through pre and post testing. This data should inform instructional practice and decision making.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

***Implementation Steps:***

***Lesson Design utilizing MTSS and 21st century instructional practices***

**Description:**

Teacher training will establish effective lesson design, implementation of 21st Century Skills and customized learning.

Pre and Post Assessments (Formative and Summative common assessments)

Personalized Professional Development on Literacy Acquisition Skills

Rigor: Lesson design that is created to challenge students into critical thinking during skill development and application.

Differentiation: Lesson design that meets the needs of each student incorporating different learning styles, scaffolding and supports.

21st Century Instructional Practices (collaboration, critical thinking, communication, and creativity)

Depth of Knowledge focus on DOK 3 and 4/question writing and scoring; DOK audit

Text Dependent Analysis: Analysis of multiple text and critical thinking

Evidence:

Walk through visitation evidence collection sheets, lesson planning and common assessments

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Intensive Professional Development: Language and Literacy Acquisition

## *Review and revision of Current Curriculum Maps for PA Core alignment, rigor and literacy skills*

### **Description:**

Teachers will review district curriculum maps to diagnose the need for revisions to incorporate the communication, collaboration, critical thinking, and creativity found in 21st century learning, while updating and aligning with PA Core. Focus will be given to Core Curriculum in order to utilize a MTSS format to increase student understanding and promote literacy acquisition. Lesson design will be examined for increased rigor to promote a years worth of growth for all learners.

Rigorous lesson design is created to challenge students into critical thinking during skill development and application. Teachers will use curriculum maps to determine grade level expectations and personalize learning for individual students based upon growth expectations. Students are challenged to use critical thinking skills through DOK, vocabulary development, and increased reading and writing.

Evidence:

Completion of Curriculum Map Review

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content

## *Vertical and Horizontal Instructional Dialogue about Curriculum and instructional practices*

### **Description:**

Teachers will increase rigor in lessons through communication both at the building and district level. Teachers will be given opportunities to dialogue across and within grade levels and between elementary and secondary. This communication will help build a cohesive K-12 alignment to District curriculum and instructional practices.

Evidence:

Team and District Meetings

Walk Through Data

Observations

**Start Date:** 9/18/2017    **End Date:** 8/15/2021

**Program Area(s):**

**Supported Strategies:**

- Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content
- Intensive Professional Development: Language and Literacy Acquisition

### *Examination and implementation of Resources*

**Description:**

Teachers will gather and compile resources for individual student needs. These resources promote a positive classroom environment and utilize 21st century practices, including the use of technology.

Backmapping of curriculum gaps to determine resources needed to fill these gaps

Technology 1-1

MTSS: Core Instruction, Tier 2 Interventions, and Tier 3 Supports

Evidence:

Resource lists needed for funding and purchase of needed software, materials, and resources

Every school compiles a digital list of resources available for each content accessible by all teachers.

Survey for MTSS

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Intensive Professional Development: Language and Literacy Acquisition

## *Analyzing Student Growth*

### **Description:**

Teachers will promote student understanding through reflective practices on instructional delivery and data analysis. Teachers will utilize a variety of instructional strategies to promote increased learning and differentiation. Data driven instructional practices will be utilized on a daily basis and/or determined by student needs. Customized learning will be created to ensure every student makes a years worth of growth.

### **Evidence:**

- Journals
- teacher dialogue
- focused walk through visitations and re-visits
- common assessments

### **Growth Measures:**

#### **Common Assessments**

Dibels

CDT'sn (ELA, Math, Science)

DRA

Study Island

PSSA's

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

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

### **Supported Strategies:**

- Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content
- Intensive Professional Development: Language and Literacy Acquisition

## *Language and Literacy Acquisition Professional Development*

### **Description:**

The district will create professional development to ensure teachers are utilizing 21st century skills through customized learning and the growth model.

Administration will create professional development on language and literacy acquisition skills.

Staff members will train on language and literacy acquisition and dialogue with each other on how this impacts lesson planning

Lesson study will take place to determine how language and literacy acquisition impacts learning along with 21st century strategies

### **Evidence:**

Professional Development Session attendance

Lesson Study Participation

**Start Date:** 8/1/2016      **End Date:** 6/30/2019

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

### **Supported Strategies:**

- Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content
- Intensive Professional Development: Language and Literacy Acquisition
- Creation of Common Assessments

## *Assessing Student Understanding Through District Common Assessments for Eligible Content*

### **Description:**

Southern York County School District prides itself on accelerating student performance. As a result, grades K-12 will design common assessments as a collaborative group in order to determine student understanding of curriculum taught. These common assessments will determine student understanding and be used to ensure students are making a years worth of growth. Standards based curriculum are being assessed through common assessments that are aligned to state and district expectations through standards and eligible content.

**EVIDENCE:**

Lesson design for re-teaching as needed based upon common assessment data.

**Start Date:** 8/1/2016    **End Date:** 6/30/2019

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

**Supported Strategies:**

- Curriculum alignment utilizing MTSS and PA Core Standards, Assessment Anchors and Eligible Content
- Intensive Professional Development: Language and Literacy Acquisition
- Creation of Common Assessments

**Goal #2:** Establish a system that fully ensures the consistent implementation of effective teaching practices, lesson design and collaboration across the district at all levels.

**Related Challenges:**

- 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: Rigor

Depth of Knowledge

Text Dependent Analysis

21st Century Skills and Instructional Practices

Ongoing Formative Assessments

Specific Targets: Performance

**Strategies:**

## *Districtwide K-12 collaborative and customized professional development*

### **Description:**

Customized Professional Development to meet the individual needs of teachers; making a years worth of growth:

21st Century Skills (communication, collaboration, creativity, and critical thinking)

Rigor (challenging students through critical thinking and application of skills)

Depth of Knowledge (DOK 3 and DOK 4) questioning practices

Text Dependent Analysis- Critical thinking and analysis of multiple text/authors purpose

Ongoing Formative Assessments to drive instruction; data driven decision making and lesson planning

Multi Tier Systems of Support; Three tier system to promote student growth

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources, Safe and Supportive Schools

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

#### *Training of Administration on Customized Learning*

### **Description:**

Training will occur for Administration on creation and implementation of customized learning to enhance teachers instructional practices through needs assessment and individual learning.

### **EVIDENCE:**

Customized learning will be utilized in every building throughout the district to promote teacher professional growth and development.

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Districtwide K-12 collaborative and customized professional development



## *Lesson Planning with 21st Century Skills*

### **Description:**

Teachers will incorporate the use of 21st century skills; including collaboration, communication, critical thinking, and creativity to design lesson plans which align to PA core standards.

They will incorporate rigor, Depth of Knowledge, Text Dependent Analysis during lesson design.

Teachers will use formative and summative common assessments to drive instruction to determine student growth in grade level expectations.

### **Evidence:**

Lessons demonstrating collaboration, communication, critical thinking, and creativity

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

### **Program Area(s):**

### **Supported Strategies:**

- Districtwide K-12 collaborative and customized professional development

## *Creating A Common Academic Vocabulary*

### **Description:**

Teachers will develop a full understanding and utilize an appropriate grade level common academic vocabulary across grade levels. Helping students speak and understand content specific terminology through teacher modeling and assessments.

### **Evidence:**

Teachers effectively utilizing a common vocabulary in daily conversations and lesson planning K-12.

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

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

**Supported Strategies:**

- Districtwide K-12 collaborative and customized professional development

***Customized Professional development on teaching diverse learners in an inclusive setting*****Description:**

Customized professional development will be designed to enhance the MTSS format into each grade level in order to meet the diverse needs of students K-12. Concepts of teaching diverse learners in an inclusive setting will promote student achievement in the classroom based upon data analysis and feedback.

Evidence:

Professional Development Session Attendance

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

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

- Districtwide K-12 collaborative and customized professional development

***Creating opportunities for more Vertical and Horizontal Dialogue*****Description:**

Regular opportunities for teachers to plan and examine curriculum from K-12 will be established; utilizing dialogue both within and across grade levels and between elementary and secondary.

Evidence:

Meetings across grade levels

Building Meetings

District Meetings

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Districtwide K-12 collaborative and customized professional development

**Goal #3:** Leverage the optimum use of technology through the arm of instruction by devoting the practice of seeking, understanding, and delivering improvements in the classroom and beyond for learners.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Feedback from Technology Committee

Specific Targets: Perceptual

***Strategies:***

***Technology in Instruction***

**Description:**

Providing personalized professional development for staff to ensure best practices of 21st century learning are being utilized on a daily basis in the classroom environment. Ensuring that students are given opportunities for personalized instruction for academic achievement which ensures a years worth of growth.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction, Materials & Resources

***Instructional Technology***

**Description:**

Equip all stakeholders with core technology and web based learning that promotes 21st Century (communication, creativity, collaboration, and critical thinking) learning by focusing on the diverse learning needs of all learners while

ensuring that all stakeholders are provided equitable access to the instructional technology.

Web Based Learning

**SAS Alignment:** Instruction, Safe and Supportive Schools

### ***Learning Management Systems (LMS)/ Student Information System (SIS)***

#### **Description:**

Maximize the utilization of the LMS for instructional content delivery, communication, and collaboration for all stakeholders. Providing personalized professional development on the SIS and LMS system purchased to replace the obsolete system.

**SAS Alignment:** Instruction, Materials & Resources, Safe and Supportive Schools

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

#### ***Create a Common Vision***

##### **Description:**

The District Technology Committee will establish a common vision for the use of technology.

Evidence:

Vision established and published

Teacher attendance at professional conferences (Google, PETE & C, ISTE)

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

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

##### **Supported Strategies:**

- Technology in Instruction
- Instructional Technology
- Learning Management Systems (LMS)/ Student Information System (SIS)

#### ***Create a Building Level Action Plan***

**Description:**

The District Technology Committee will communicate the shared vision with the building technology committees. The building technology committees will create action plans to achieve the shared vision.

Evidence:

Action Plans for each building

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology in Instruction
- Instructional Technology

### *Continued Communication between Building and District Technology Committees*

**Description:**

The building technology committees will analyze and communicate the technology needs of each individual school with the district technology committee. The district technology committee will then prioritize the needs and make decisions about the deployment of resources based.

Evidence:

Priority plan established

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):** Educational Technology

**Supported Strategies:**

- Technology in Instruction
- Instructional Technology
- Learning Management Systems (LMS)/ Student Information System (SIS)

### *Professional Development Training on Instructional Technology*

**Description:**

The building technology committee will provide individual and group trainings on resources deployed to individual schools ensuring technology utilization for instructional delivery. Personalized professional development will be offered for increased teacher understanding and enhancing daily instruction.

**Evidence:**

Professional Development Session attendance

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Technology in Instruction
- Instructional Technology

*Integration of Student Information System (SIS) and Learning Management Systems (LMS)*

**Description:**

The District Technology Committee will work with the Technology Department on integrating LMS/SIS.

**Evidence:**

Integration of management and student information systems

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

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

**Supported Strategies:**

- Learning Management Systems (LMS)/ Student Information System (SIS)

**Goal #4:** Upgrade facilities and safety procedures/protocol with progressive technology to enhance student and staff safety and security to ensure all learning environments are safe and secure.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Annual

Data Source: Security: Law Enforcement & Technology Committee

Specific Targets: Perceptual, Contextual

***Strategies:***

***Facility Security Analysis***

**Description:**

Assess facilities and procedures/protocol in order to determine safety and security strengths and weaknesses

**SAS Alignment:** Safe and Supportive Schools

***Implementation Steps:***

***Create Limited Access at all schools***

**Description:**

Limited access will be created at all buildings to ensure safety of building and staff during non-school hours. Each building will create a process and procedure for ensuring the building has limited access to non-school personnel after school hours.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):** Student Services

**Supported Strategies:**

- Facility Security Analysis

***Establish a Third Phase Action Plan***

**Description:**

Implement multiple year action plan.

Evidence:

Evaluate and Revise as needed

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Facility Security Analysis

**Goal #5:** Update a comprehensive crisis response plan, including student threat assessment protocol.

**Related Challenges:**

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

**Indicators of Effectiveness:**

Type: Interim

Data Source: Survey

Specific Targets: Performance

***Strategies:******Crisis Response Plan*****Description:**

Create a sub-committee that will examine the current plan, update the plan and provide professional training to staff on the plan.



The plan will examine how to respond and recover from different types of crisis events.

Re-Unification will be examined and created as a result of the plan.

**SAS Alignment:** Safe and Supportive Schools

### *Threat Assessment Process*

**Description:**

Update student threat assessment process and train staff on the process and procedures.

**SAS Alignment:** Safe and Supportive Schools

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

#### *Evaluate the current Crisis Response Plan*

**Description:**

Evaluate current crisis response plan and reach out to other School Districts for examples of other plans in order to evaluate our current plan.

Assess the use of Lockdown compared to ALICE.

Evidence:

Evaluation

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan

#### *Secure Consultation with outside Agencies*

**Description:**

Consult with other school districts and other outside agencies regarding current Crisis Response Plans.

Evaluation:

Information gathered from other school districts and agencies, including meetings with other same.

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan
- Threat Assessment Process

### *Establish Building Level Crisis Response Teams*

**Description:**

Assemble Crisis Response team in every building as well as a district-wide crisis response team. Provide Table Top activities/scenarios in order to provide training on crisis events.

Evidence:

Teams are assembled and training provided, with documentation.

**Start Date:** 7/1/2017      **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan

### *Collaboration with Outside Agencies on Training for Staff*

**Description:**

Collaborate with outside agencies for planning and training.

Partner with outside agencies to provide crisis response services.

Evidence:

District-wide staff understands processes and procedures and are prepared to implement

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan
- Threat Assessment Process

### *Staff Development on Threat Assessment*

**Description:**

Develop and facilitate district-wide staff development for threat assessment

Evidence:

District-wide staff development understand processes and procedures and are prepared to implement

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan
- Threat Assessment Process

### *Evaluation of student threat assessment process*

**Description:**

Evaluate current student threat assessment process.

Evidence:  
Evaluation

**Start Date:** 7/1/2017    **End Date:** 6/30/2021

**Program Area(s):**

**Supported Strategies:**

- Crisis Response Plan
- Threat Assessment Process

### *Student Threat Assessment Process & Team*

**Description:**

Evaluate current student threat assessment process.

Appoint student threat assessment team.

Evidence:

Evaluation completed

Team in place

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Threat Assessment Process

### *Policies for Student Threat Assessment*

**Description:**

Develop procedures and policies for student threat assessment for each building.

Provide training on threat assessment.

Evidence:

Documented procedures are in place

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

**Program Area(s):**

**Supported Strategies:**

- Threat Assessment Process

**Goal #6:** Establish a system that fully ensures Southern's diverse student population is respected and an environment is created where all students are equally able to succeed.

**Related Challenges:**

- 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: Surveys

Specific Targets: Student and climate surveys.

***Strategies:***

***Character and Social Skill Building Program***

**Description:**

Southern York County School District will provide ongoing professional development on topics which promote a greater understanding and acceptance of diversity.

These topics will include:

Biases

Microaggression

Empathy

Sensitivity

Religion

Gender Bias

Race

**SAS Alignment:** Instruction, Safe and Supportive Schools

***Implementation Steps:***

***Diversity Committee***

**Description:**

Southern York County School District promotes positive school climate K-12. In order to address areas of concern and celebrate areas of success a District Diversity Committee meets monthly to examine research about diverse topics. Each school also has a diversity committee in order to address areas of concern and celebrate successes at each school.

The committees are comprised of board members, community members, parents, teachers, and administrators.

**Start Date:** 7/1/2016    **End Date:** 6/30/2019

**Program Area(s):** Professional Education

**Supported Strategies:**

- Character and Social Skill Building Program

***Character Education: School Wide Positive Behavior Support Programs***

**Description:**

Each school in the District is focused on promoting character education through school wide positive behavior support programs. All buildings are implementing a PBIS program and using a data tracking program (SWIS at the Middle and High School) to determine program success.

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

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

**Supported Strategies:**

- Character and Social Skill Building Program

### *Incorporate Inclusionary Practices Staff Development*

**Description:**

All teachers in Southern York County School district will utilize inclusionary practices in order to promote a years worth of growth for student achievement.

**Start Date:** 7/1/2017    **End Date:** 6/30/2020

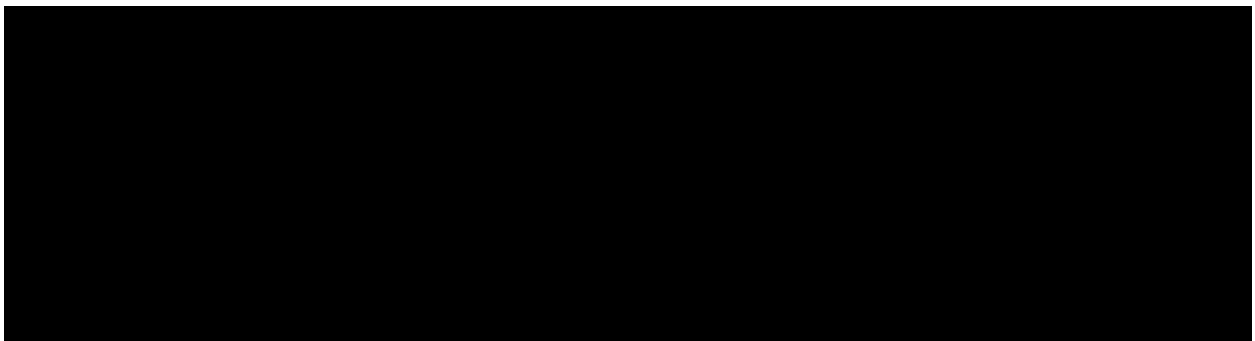
**Program Area(s):** Professional Education, Teacher Induction, Special Education, Student Services

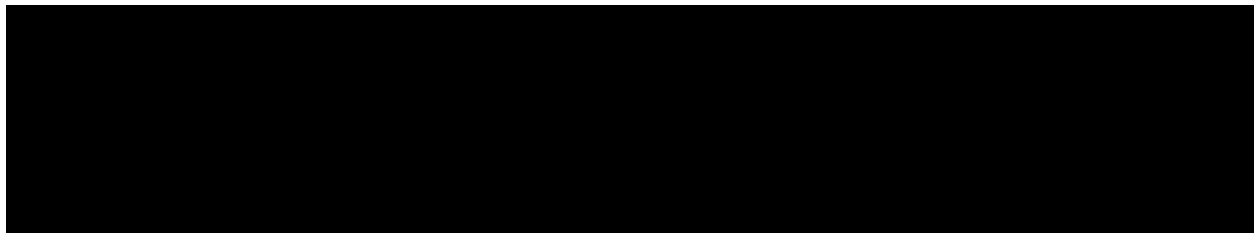
**Supported Strategies:**

- Character and Social Skill Building Program

## Appendix: Professional Development Implementation Step Details

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Start	End	Title	Description				
7/1/2017	6/30/2021	Lesson Design utilizng MTSS and 21st century instructional practices	Teacher training will establish effective lesson design, implementation of 21st Century Skills and customized learning.				
			Pre and Post Assessments (Formative and Summative common assessments)				
			Personalized Professional Development on Literacty Acquisition Skills				
			Rigor: Lesson design that is created to challenge students into critical thinking during skill development and application.				
			Differentiation: Lesson design that meets the needs of each student incoporating different learning styles, scaffolding and supports.				
			21st Century Instructional Practices (collaboration, critical thinking, communication, and creativity)				
			Depth of Knowledge focus on DOK 3 and 4/question writing and scoring; DOK audit				
			Text Dependent Analysis: Analysis of multiple text and critical thinking				
			Evidence:				
			Walk through visitation evidence collection sheets, lesson planning and common assessments				
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
	Building Administration	2.0	3	75	School Based Administration	School Entity	Yes



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<b>Knowledge</b>	Lesson Planning utilizing 21st Century Skills and customized learning
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<b>Supportive Research</b>	21st Century Learning & customized learning
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**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.  
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.

<b>Training Format</b>	Series of Workshops
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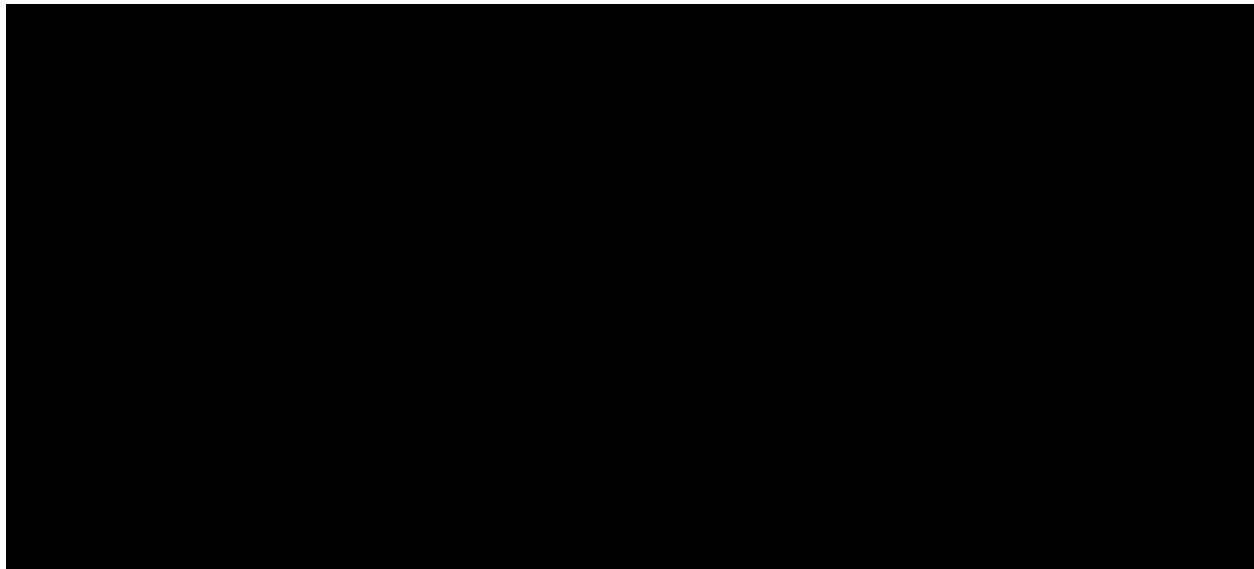
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<b>Participant Roles</b>	Classroom teachers	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
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<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with	<b>Evaluation Methods</b>	Classroom observation focusing on factors such as planning and preparation, knowledge of content,
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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

pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Classroom student assessment data  
 Participant survey  
 Review of participant lesson plans



Start	End	Title	Description
9/18/2017	8/15/2021	Vertical and Horizontal Instructional Dialogue about Curriculum and instructional practices	<p>Teachers will increase rigor in lessons through communication both at the building and district level. Teachers will be given opportunities to dialogue across and within grade levels and between elementary and secondary. This communication will help build a cohesive K-12 alignment to District curriculum and instructional practices.</p> <p>Evidence:</p>

Team and District Meetings

Walk Through Data

Observations

Person Responsible	SH	S	EP	Provider	Type	App.
Administrators, Director of Curriculum and Instruction, Teachers	6.0	6	30	Administration	Individual	Yes

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Analysis of Teacher needs on the following topics:

Curriculum Writing

**Knowledge** 21st Century Practices

PA Core Standards

Common Assessments

21st Century Learning

Alignment

**Supportive Research** Common Assessments

SAS

### Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**

Series of Workshops

**Participant Roles**

Classroom teachers

**Grade Levels**

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

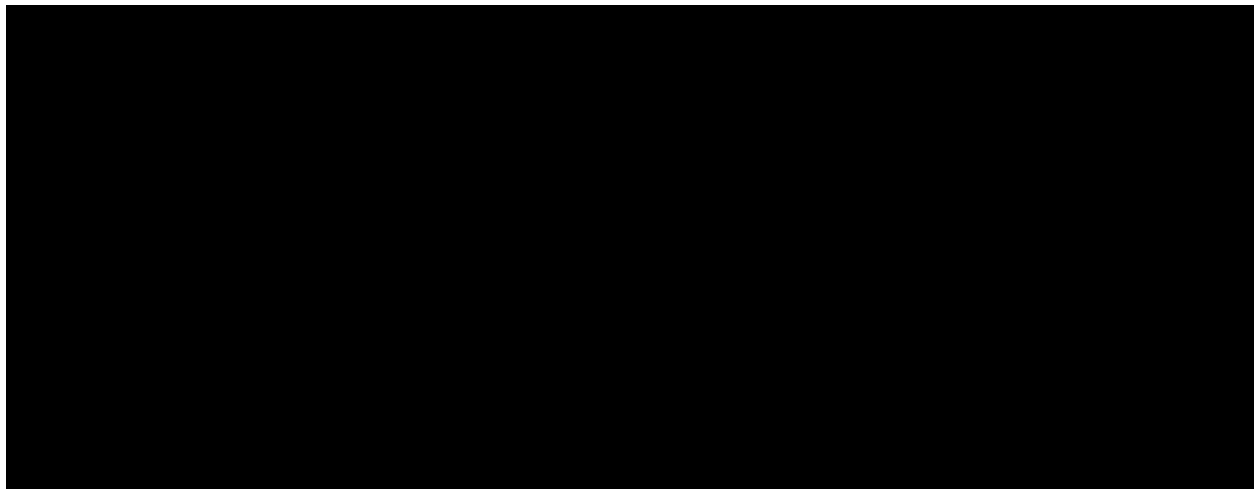
**Follow-up Activities**

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



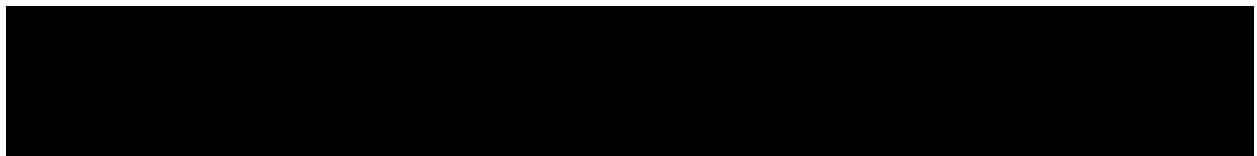


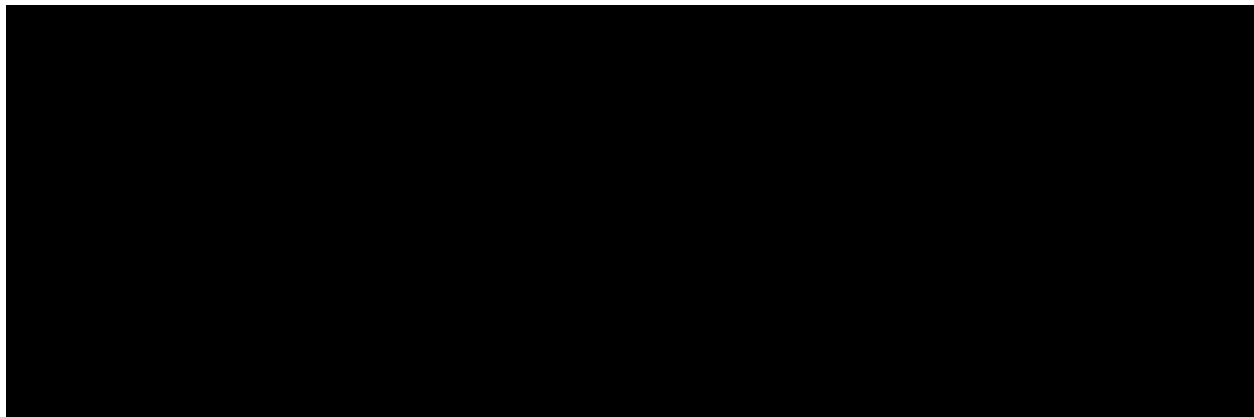
Start	End	Title	Description					
8/1/2016	6/30/2019	Language and Literacy Acquisition Professional Development	The district will create professional development to ensure teachers are utilizing 21st century skills through customized learning and the growth model.					
			Administration will create professional development on language and literacy acquisition skills.					
			Staff members will train on language and literacy acquisition and dialogue with each other on how this impacts lesson planning					
			Lesson study will take place to determine how language and literacy acquisition impacts learning along with 21st century strategies					
			Evidence:					
			Professional Development Session attendance					
			Lesson Study Participation					

	Knowledge on Text Dependent Analysis
	Vocabulary development
	Reading and writing strategies across content areas
<b>Knowledge</b>	<p>Rigor in instruction</p> <p>21st Century Skills: Collaboration, Communication, Creativity, Critical Thinking and Character</p> <p>Depth of Knowledge questioning development on DOK 3 and 4</p> <p>Text Dependent Analysis and Close Reading</p> <p>Increased Writing and Reading Skills: Reading and Writing across content areas</p>
<b>Supportive Research</b>	<p>Rigor in Instruction</p> <p>21st Century Skills</p> <p>Depth of Knowledge</p>
<b>Designed to Accomplish</b>	
For classroom teachers, school counselors and education specialists:	<p>Enhances the educator's content knowledge in the area of the educator's certification or assignment. 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.</p>
For school and district administrators, and other educators seeking leadership roles:	<p>Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to access and use appropriate data to inform decision-making.</p>

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

<b>Training Format</b>	Series of Workshops School Whole Group Presentation		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional New Staff Other educational specialists Related Service Personnel	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluati on Methods</b>	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





Start	End	Title	Description				
8/1/2016	6/30/2019	Assessing Student Understanding Through District Common Assessments for Eligible Content	Southern York County School District prides itself on accelerating student performance. As a result, grades K-12 will design common assessments as a collaborative group in order to determine student understanding of curriculum taught. These common assessments will determine student understanding and be used to ensure students are making a years worth of growth. Standards based curriculum are being assessed through common assessments that are aligned to state and district expectations through standards and eligible content.				
EVIDENCE:							
Lesson design for re-teaching as needed based upon common assessment data.							
Person Responsible		SH	S	EP	Provider	Type	App.
Teachers & Administration		2.0	6	50	Building Administration	School Entity	No

**Knowledge** Understanding of aligning common assessments to standars and eligible content.

**Supportive Research** PDE trianing on question writing and scoring.



## Designed to Accomplish

For classroom teachers, school counselors and education specialists:

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

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

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

## Training Format

Series of Workshops  
Department Focused  
Presentation  
Online-Synchronous  
Online-Asynchronous

## Participant Roles

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

## Grade Levels

Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

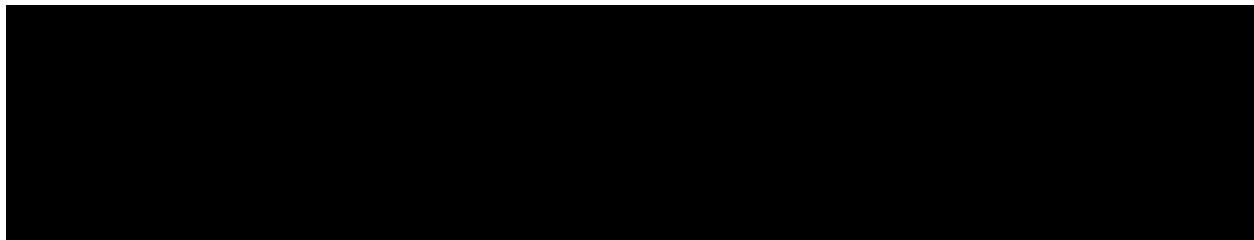
## Follow-up Activities

Team development and sharing of content-area lesson implementation outcomes, with involvement of

## Evaluation Methods

Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards,

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 Joint planning period activities	classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than the PSSA Assessment review for alignment to PA Core Standards, Assessment Anchors and Eligible Content.
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Start	End	Title			Description		
7/1/2017	6/30/2021	Training of Administration on Customized Learning			Training will occur for Administration on creation and implementation of customized learning to enhance teachers instructional practices through needs assessment and individual learning.		
					EVIDENCE:		
					Customized learning will be utilized in every building throughout the district to promote teacher professional growth and development.		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Building Administration	1.0	12	15	Administrator	Individual	Yes

**Knowledge**

During monthly faculty and team meetings teachers will be trained on the following:

Charlotte Danielson Teacher Effectiveness Model

Teachscape

Charlotte Danielson Teacher Effectiveness Model

Teachscape

**Supportive  
Research**

Common Core K-12

Reading and Math intervention training

Common Assessment Training

**Designed to Accomplish**

For classroom  
teachers, school  
counselors and  
education  
specialists:

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

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

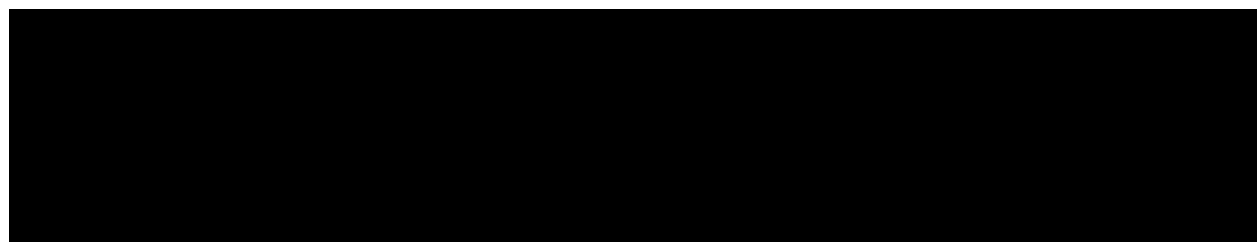
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders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

**Training  
Format**

School Whole Group Presentation  
Department Focused Presentation

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
	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		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
<b>Follow-up Activities</b>		<b>Evaluation Methods</b>	

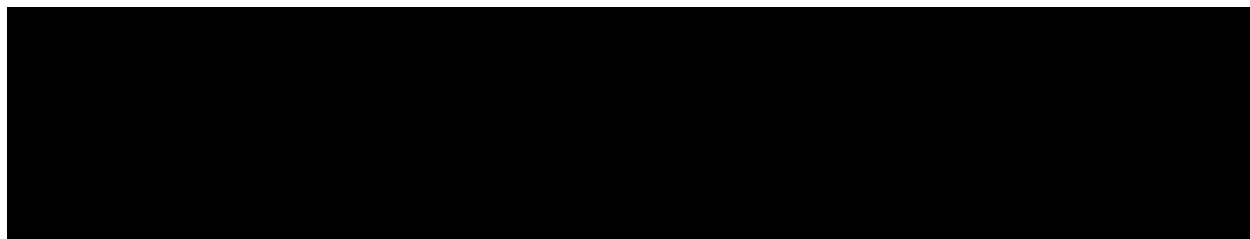


Start	End	Title	Description
7/1/2017	6/30/2021	Creating A Common Academic Vocabulary	Teachers will develop a full understanding and utilize an appropriate grade level common academic vocabulary across grade levels. Helping students speak and understand content specific terminology through teacher modeling and assessments.
			Evidence:

Teachers effectively utilizing a common vocabulary in daily conversations and lesson planning K-12.

Person Responsible	SH	S	EP	Provider	Type	App.
Content Facilitators, Administration,	2.0	6	50	Building Based	School Entity	No
Knowledge	Common vocabulary designed to ensure curriculum is cohesive across grade levels.					
	TDA Analysis					
Supportive Research	PDE Item Sampler Review					
	Standards and Eligible Content					
Designed to Accomplish						
Training Format	For classroom teachers, school counselors and education specialists:		Enhances the educator’s content knowledge in the area of the educator’s certification or assignment. Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.			
	For school and district administrators, and other educators seeking leadership roles:		Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.			
	Series of Workshops Department Focused Presentation					
Participant Roles	Classroom teachers			Grade Levels	Elementary - Primary (preK - grade 1)	

		Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Review of participant lesson plans



Start	End	Title	Description
7/1/2017	6/30/2021	Customized Professional development on teaching diverse learners in an inclusive setting	<p>Customized professional development will be designed to enhance the MTSS format into each grade level in order to meet the diverse needs of students K-12. Concepts of teaching diverse learners in an inclusive setting will promote student achievement in the classroom based upon data analysis and feedback.</p> <p>Evidence:</p> <p>Professional Development Session Attendance</p>

Person Responsible	SH	S	EP	Provider	Type	App.
Administration, Director of Curriculum and Instruction, Special Educators, Teachers, Director of Special Education	2.0	12	50	Administration	School Entity	No
<hr/>						
	Understanding of skills and strategies needed to promote student success in the school.					
<b>Knowledge</b>	Understanding of MTSS					
	Implementation of MTSS					
	MTSS					
	Effective Instructional Strategies					
	Wilson					
<b>Supportive Research</b>	Wilson Foundations					
	Read 180					
	Etc.					
<b>Designed to Accomplish</b>						
	Enhances the educator's content knowledge in the area of the educator's certification or assignment.					
	Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.					
	Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.					
	Empowers educators to work effectively with parents and community partners.					

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

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

**Training Format**

School Whole Group Presentation

**Participant Roles**

Classroom teachers  
Principals / Asst. Principals  
School counselors

**Grade Levels**

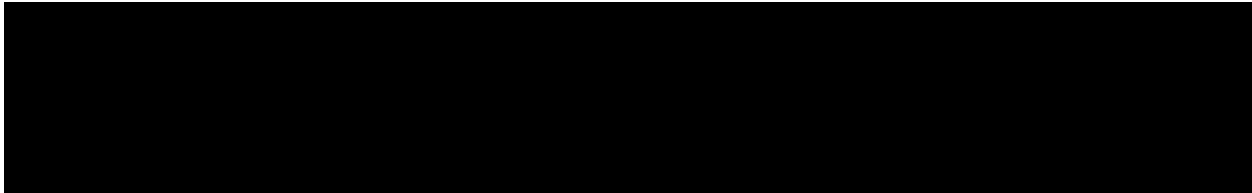
Elementary - Primary (preK - grade 1)  
Elementary - Intermediate (grades 2-5)  
Middle (grades 6-8)  
High (grades 9-12)

**Follow-up Activities**

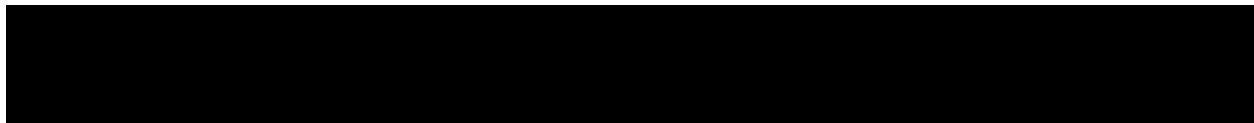
Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers  
Analysis of student work, with administrator and/or peers  
Creating lessons to meet varied student learning styles  
Peer-to-peer lesson discussion  
Lesson modeling with mentoring  
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. Review of participant lesson plans







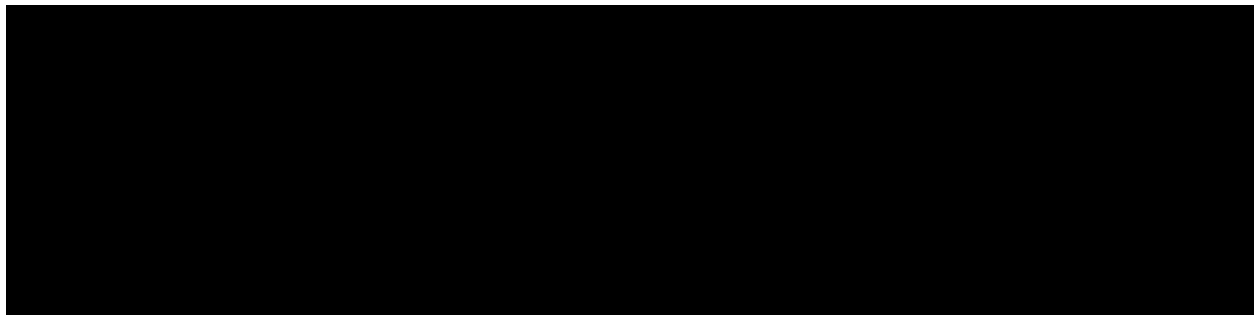
Start	End	Title			Description		
7/1/2017	6/30/2021	Create a Building Level Action Plan			The District Technology Committee will communicate the shared vision with the building technology committees. The building technology committees will create action plans to achieve the shared vision.		
					Evidence:		
					Action Plans for each building		
	<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
	Technology Committee	1.0	10	30	Building Technology Experts	School Entity	No

Knowledge	Safety and Instructional Implications of using Technology in the classroom environment	
	Student achievement and engagement	
	Using technology to enhance instructional pedagogy	
	Real world focused instruction	
Supportive Research	Secure Websites	
	Web 2.0 tools	
	Evaluation of data sources	
	ISTE Standards	
Designed to Accomplish	Personalized Professional Development	
	For classroom teachers, school	Enhances the educator's content knowledge in the area of the educator's certification or assignment.

	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. 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.
<b>Training Format</b>	Series of Workshops School Whole Group Presentation Department Focused Presentation Online-Asynchronous Professional Learning Communities Offsite Conferences	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional	<b>Grade Levels</b> Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and

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

standards, classroom environment, instructional delivery and professionalism.  
 Student PSSA data  
 Standardized student assessment data other than the PSSA  
 Classroom student assessment data  
 Participant survey



Start	End	Title			Description		
7/1/2017	6/30/2021	Professional Development Training on Instructional Technology			The building technology committee will provide individual and group trainings on resources deployed to individual schools ensuring technology utilization for instructional delivery. Personalized professional development will be offered for increased teacher understanding and enhancing daily instruction.		
					Evidence: Professional Development Session attendance		
	Person Responsible	SH	S	EP	Provider	Type	App.
	Technology Committee	11.0	6	20	Southern Academy, School Based, and Building Technology Committee	Individual	No

**Knowledge** Technology Software Training

SIS and LMS Training

Instructional Practices

ISTE Standards

Data Analysis from Benchmark and Diagnostic tests

Common Assessments

Varies based on building needs

HS: Increased use of chromebooks for instructional delivery

**Supportive  
Research**

MS: One to one environment

ES: Tablet and Shared device environment

**Designed to Accomplish**

For classroom  
teachers,  
school  
counselors and  
education  
specialists:

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

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

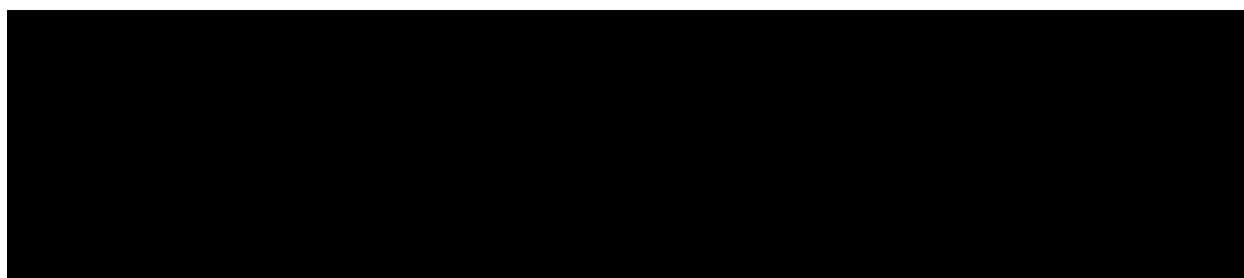
Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.  
Provides leaders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

**Training  
Format**

Series of Workshops

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<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	<b>Evaluation Methods</b>	Participant survey



Start	End	Title			Description			
7/1/2017	6/30/2021	Integration of Student Information System (SIS) and Learning Management Systems (LMS)			The District Technology Committee will work with the Technology Department on integrating LMS/SIS.			
					Evidence:  Integration of management and student information systems			
		Person Responsible	SH	S	EP	Provider	Type	App.
		Technology Committee	1.0	11	30	Building Technology Leaders; Andy Shelow	School Entity	No

<b>Knowledge</b>	Learning Management System; SIS
	Data collection for instructional changes

Differentiation for students; Personalized learning

Communication

Flipped Classroom environment

Use of LMS for increased student achievement and teacher lesson planning and implementation.

**Supportive Research**

Evaluation of standards and eligible content

Collaboration between students

Creation of common assessments that are standards aligned

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

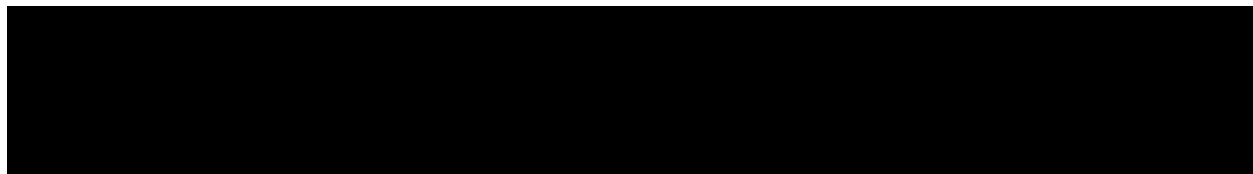
**Training Format**

Series of Workshops  
School Whole Group Presentation

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Department Focused Presentation  
Online-Asynchronous  
Professional Learning Communities

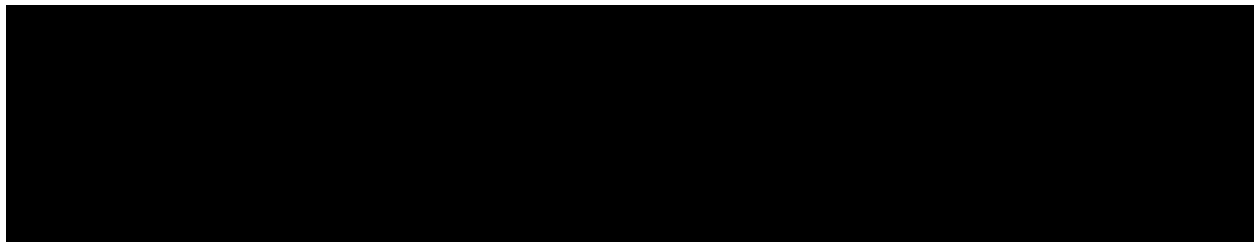
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)
<b>Follow-up Activities</b>	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 Joint planning period activities	<b>Evaluation Methods</b>	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



Start	End	Title	Description
7/1/2017	6/30/2021	Staff Development on Threat Assessment	Develop and facilitate district-wide staff development for threat assessment  Evidence:  District-wide staff development understand processes and procedures and are prepared to implement

Person Responsible	SH	S	EP	Provider	Type	App.
District teams, Local agencies, School District partners, Administrative Team	1.0	1	75	Administration, Outside Agency	School Entity	Yes
<hr/>						
Knowledge	Threat Assessment Process					
Supportive Research	Threat Assessment					
Designed to Accomplish						
	For classroom teachers, school counselors and education specialists:		Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.			
	For school and district administrators, and other educators seeking leadership roles:		Instructs the leader in managing resources for effective results.			
Training Format	School Whole Group Presentation					
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Participant Roles	Classroom teachers Principals / Asst. Principals School counselors Paraprofessional			Grade Levels	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8) High (grades 9-12)	
Follow-up Activities	Implementation of Process			Evaluation Methods	Increased Student Safety	





Start	End	Title	Description
7/1/2017	6/30/2020	Incorporate Inclusionary Practices Staff Development	All teachers in Southern York County School district will utilize inclusionary practices in order to promote a years worth of growth for student achievement.

Person Responsible	SH	S	EP	Provider	Type	App.
Mr. Brendan Rogers; Building Principals	1.0	10	30	Mr. Brendan Rogers, Mrs. Brenna Higgs, Mrs. Jen Eckert, Mrs. Jen Mendenhall	Individual	No

**Knowledge** MTSS tiered intervention; Inclusionary practices  
Reading and Writing strategies

**Supportive Research** Inclusionary practices  
Co-Teaching  
Scaffolding  
Interventions/Enrichment

**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
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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.

<b>Training Format</b>	Series of Workshops		
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Other educational specialists	<b>Grade Levels</b>	Elementary - Primary (preK - grade 1) Elementary - Intermediate (grades 2-5) Middle (grades 6-8)
<b>Follow-up Activities</b>	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	<b>Evaluation Methods</b>	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

# District Level Affirmations

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

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

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*

# Special Education Affirmations

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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).

*No signature has been provided*

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*Board President*

*No signature has been provided*

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*Superintendent/Chief Executive Officer*