

Pleasant Valley SD

**District Level Plan**

07/01/2015 - 06/30/2018

# District Profile

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## Demographics

2233 Route 115  
Suite 100  
Brodheads ville, PA 18322  
(570)402-1000  
Superintendent: Carole Geary  
Director of Special Education: Cheryl Caines

## Planning Process

During the summer of 2013 a group of administrators attended a Comprehensive Planning professional development session at Intermediate Unit 20. As a result a strategy for development of a Comprehensive Planning Committee was established.

The Pleasant Valley School District Comprehensive Planning Committee (CPC) consists of over thirty members that represent students, parents, teachers, administrators and local community and business leaders. The CPC was brought together for an initial meeting on October 29, 2013 and has met during the evening at the Pleasant Valley District office throughout the 2013-2014 school year. Sub-committees for professional development, special education and technology were formed to foster their respective plans. Progress on the development of the required plans will be shared during Board of Education Meetings. The completed Plan will be shared with all staff upon acceptance of the PDE.

This Comprehensive Plan was developed with a high level of community involvement that will guide the actions of the Pleasant Valley School District. Student achievement data along with stakeholder surveys were the key resources used to guide the CPC in its planning conversations. This plan recognizes the strengths of our schools while identifying opportunities for improvement along with recommendations for taking action, monitoring progress and modifying plans. Information will be made available during public meetings of the school board, on the district website and in each building within the district throughout the planning process.

## Mission Statement

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

The Pleasant Valley School District's mission statement defines what drives our district's actions, goals, decision making process and overall purpose. We strive for excellence in all that we do. We

also understand that for students to be successful we must rely on quality educators, sound fiscal management, and a strong and supportive community of stakeholders.

## **Vision Statement**

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

## **Shared Values**

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

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

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

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

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

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

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

## **Educational Community**

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

enrollment for the 2014-2015 school year is 4,853 students for our brick and mortar schools with an additional 736 students enrolled in other/cyber/charter programs/schools. The student enrollment within the district has been on steady decline in recent years and we anticipate this trend to continue into the next five years. Recreation and tourism represent the major employment categories in the school district. Light retail business establishments are also present. The school district is the largest employer in the community. The school district has steadily reduced the number of employees over the past several years. However, the majority of residents are employed outside the school district, with numerous residents commuting to the Lehigh Valley, New Jersey and New York on a daily basis.

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

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

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

Pleasant Valley School District consists of one grade nine through twelve high school (2014-2015 enrollment of 1,742), one grade seven and eight middle school (2014-2015 enrollment of 778), one grade four through six intermediate school (2014-2015 enrollment of 1,105), one grade kindergarten through three elementary school (2014-2015 enrollment of 1,219). In addition to the brick and mortar schools Pleasant Valley Cyber Academy offers an online cyber school program for students in grades five through twelve. Current enrollment in the Pleasant Valley Cyber Academy is ninety-six students.

## Planning Committee

Name	Role
Linda Barney	Business Representative
Cheryl Caines	Special Education Director/Specialist
Nicole Composto	High School Teacher - Regular Education
Eileen Decker	Elementary School Teacher - Special Education
Christie Doll	Elementary School Teacher - Regular Education
Lisa Eick	Business Representative
April Evans	Parent
Chris Fisher	Assistant to the Superintendent
Michael Galler	Parent
Carole Geary	Superintendent
Tracey Giambalvo	Parent
Erica Greer	Administrator
John Gress	Administrator
Nancy Harkins	Elementary School Teacher - Regular Education
Michelle Heckelman	Student
Kathleen Kilker	Elementary School Teacher - Regular Education
Joshua Krebs	Administrator
Jenni Kuntz	Elementary School Teacher - Regular Education
Lee Lesisko	Instructional Technology Director/Specialist
Deb Lowenberg	Instructional Coach/Mentor Librarian
Alexandria Lucas	Middle School Teacher - Regular Education
Gayle Markowski	Administrator
Tim McCutchan	High School Teacher - Regular Education
Lorraine McCutchan	Community Representative
Thomas Murphy Sr.	Community Representative
Kenneth Newman	Assistant to the Superintendent
Tara Orefice	Middle School Teacher - Regular Education
Vicki O'Rourke	Community Representative
Keri Ramsay	Student Curriculum Director/Specialist
Sarah Rusnock	Middle School Teacher - Regular Education
Margaret Sanders	Ed Specialist - School Psychologist
Susan Scully	Ed Specialist - School Counselor
Rocco Seiler	Administrator

Diane Siani	Administrator
Alex Sterenchock	Network Administrator
Amanda Tarapchak	Elementary School Teacher - Regular Education
Todd VanNortwick	Administrator
Kasey Whiteford	Elementary School Teacher - Regular Education
Dan Wunder	Board Member

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education-Primary Level

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

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

American School Counselor Association for Students - A comprehensive guidance plan is currently being developed K-12.

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

#### Elementary Education-Intermediate Level

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

American School Counselor Association for Students - A comprehensive guidance plan is currently being developed K-12.

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

### **Middle Level**

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

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

American School Counselor Association for Students - A comprehensive guidance plan is currently being developed K-12.

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

### High School Level

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

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

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

American School Counselor Association for Students - A comprehensive guidance plan is currently being developed K-12.

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

## *Adaptations*

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

*No standards have been identified for this content area.*

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

*No standards have been identified for this content area.*

### **Middle Level**

*No standards have been identified for this content area.*

### **High School Level**

*No standards have been identified for this content area.*

Explanation for any standards checked:

*This narrative is empty.*

## **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:**

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align their instruction with. These P.C.C.G. are frequently reviewed and revised to improve instruction. The Pleasant Valley K - 6 division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. The SAS website is used as a resource in the process of aligning objectives and standards. All staff were given the opportunity to attend professional development on using the SAS website in order to prepare them for this process. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal observations of staff to ensure that planned instruction is aligned and appropriate for the curriculum. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Math and reading instruction has been aligned to the PA Core standards as well.

**The supports for the processes used and that are currently in progress are the following**

:

- Instructional schedule designed to meet the instructional time expectations as part of the RTII instructional model
- Reading and Math Scope and Sequence documents available for all staff to build consistency in all areas of instruction including CORE, Small Group Reading and Math, Special Education and ESOL.
- A CORE Program implemented in both math and reading across all grade levels; a textbook plan is being developed
- Standards based report card in place for all content areas
- Professional development to provide testing and grading procedures in math and reading to ensure consistency and fidelity
- Pleasant Valley Improvement Project (PVIP) to provide students with targeted data-driven support
- On-going high quality professional development for staff related to research based best practices in instruction

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

N/A

**Elementary Education-Intermediate Level**

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

course, instructional unit or interdisciplinary studies are identified.	
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**Processes used to ensure Accomplishment:**

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align their instruction with. These P.C.C.G. are frequently reviewed and revised to improve instruction. The Pleasant Valley K - 6 division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. The SAS website is used as a resource in the process of aligning objectives and standards. All staff were given the opportunity to attend professional development on using the SAS website in order to prepare them for this process. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal observations of staff to ensure that planned instruction is aligned and appropriate for the curriculum. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize the H.E.A.T. walkthrough tool, at the 6th grade level, as well as informal walkthroughs.

**The supports for the processes used and that are currently in progress are the following:**

- instructional schedule changed to align to an RTII instructional model
- A CORE Program implemented in both math and reading across all grade levels; a textbook plan is being developed
- Reading and Math Scope and Sequence documents available for all staff to build consistency in all areas of instruction including CORE, Small Group Reading and Math, Special Education and ESOL.
- New "hybrid" report card being developed
- New grading procedures in math and reading to ensure consistency
- Pleasant Valley Improvement Project (PVIP) to provide students with targeted data-driven support
- On-going high quality professional development for staff related to research based best practices in instruction

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

N/A

**Middle Level**

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	Developing
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:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align their instruction with. These P.C.C.G. are frequently reviewed and revised to improve instruction. The Pleasant Valley secondary division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and grade level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, building data leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. The SAS website is used as a resource in the process of aligning objectives and standards. All staff were given the opportunity to attend professional development on using the SAS website in order to prepare them for this process. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal observations of staff to ensure that planned instruction is aligned and appropriate for the curriculum. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize the H.E.A.T. walkthrough tool as well as informal walkthroughs.

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

N/A

### High School Level

Curriculum Characteristics	Status
Objectives of planned courses, instructional units or interdisciplinary studies to be achieved by all students are identified for each subject area.	Accomplished
Content, including materials and activities and estimated instructional time to be devoted to achieving the academic standards are identified.	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:

All courses have Planned Course Curriculum Guides (P.C.C.G.) that teachers align their instruction with. These P.C.C.G. are frequently reviewed and revised to improve instruction. The Pleasant Valley secondary division reviews curriculum on an annual basis through curriculum task force sessions during the summer months as well as during departmental and course level meetings during the school year. Course curriculum writing committees then use the feedback and discussion from these meetings to revise/rewrite curriculum as needed. Additionally, teacher leaders organize and run data analysis sessions throughout the school year that not only look at individual student learning plans but also any noticeable curricular effects. The SAS website is used as a resource in the process of aligning objectives and standards. All staff were given the opportunity to attend professional development on using the SAS website in order to prepare them for this process. In addition, administrators review lesson plans, complete classroom walkthroughs, and complete formal observations of staff to ensure that planned instruction is aligned and appropriate for the curriculum. Lesson plans are available digitally on a shared district drive for accountability purposes as well as to promote teacher collaboration. Administrators utilize the H.E.A.T. walkthrough tool as well as informal walkthroughs.

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

N/A

### ***Modification and Accommodations***

Explain how planned instruction contains modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

The Pleasant Valley School District designs modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum. This is accomplished by first looking at all students as individuals and then designing and providing appropriate modifications and accommodations that allow for student growth from their present level. All students receive Core instruction which is then supplemented by instruction and services based on the students' individual needs. During Core instruction any adaptations or modifications are implemented as recommended by the SIRS and/or IEP team. For any struggling student that shows need through progress monitoring a team of teachers and at least one administrator that are familiar with the child's abilities will meet to plan supports regardless of the students classification. These adaptations and modifications may include, as appropriate, modified curriculum, behavior support, extended time, the services of a Para-professional or other appropriate supports and services that allow access to instruction. Pleasant Valley implements the appropriate and allowable adaptations and modifications as directed by the Pennsylvania Department of Education for all State Assessments. At the middle level teachers work in teams and have additional team planning time which is used to discuss how to best serve students based on their needs. For any struggling student that shows need through progress monitoring a team of teachers and at least one administrator that are familiar with the child's abilities will meet to plan supports regardless of the students classification. At the secondary level students that do not show proficiency on graduation exams receive additional instruction based on need. An in-house alternative program for students (ICE) as well as the PV Cyber Academy were created to offer opportunity to students that show the inability to be successful in the traditional classroom after other supports have been deemed unsuccessful. These programs have been made available to any student that shows a documented need for the program.

## **Instruction**

### ***Instructional Strategies***

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

**Regular Lesson Plan Review**

- Administrators
- Building Supervisors
- Department Supervisors
- Not Reviewed

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

The Pleasant Valley School District currently uses the Charlotte Danielson Model for effective teaching to formally observe teachers as prescribed by Act 82. Building administrators and curriculum supervisors formally (H.E.A.T.) and informally perform walkthroughs throughout the school year in addition to both formal and informal observations of instruction. Administrative feedback is provided to teachers as well. The district utilizes Literacy Coaches K - 12 to implement the Literacy Plan by providing coaching and support for staff. Teacher Leaders at each level are also active in promoting teacher collaboration and peer coaching. All lesson plans across the district are required to be stored digitally within building level folders on a shared drive as a way to promote collaboration and coaching. The high school utilizes a Technology Coach to help teachers implement appropriate technology that supports standards aligned instruction. All coaches perform modeling of lessons, coaching, and co-teaching as appropriate.

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

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

*Responsiveness to Student Needs*

**Elementary Education-Primary Level**

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

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

N/A

**Elementary Education-Intermediate Level**

Instructional Practices	Status
Structured grouping practices are used to meet student needs.	Full Implementation

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

If necessary, provide further explanation. (Required explanation if column selected was N/A)

### Middle Level

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

If necessary, provide further explanation. (Required explanation if column selected was N/A)

### High School Level

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





Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Health	1.00	1.00	1.00	1.00	1.00	1.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	6.00	6.00	6.00	6.00	6.00	6.00
Electives	13.00	13.00	13.00	13.00	13.00	13.00
Minimum % Grade Required for Credit (Numerical Answer)	65.00	65.00	65.00	65.00	65.00	65.00

### *2014 Graduation Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **Reading**

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

#### **Writing**

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

#### **Mathematics**

- Proficiency on State Assessments
- Local Assessments aligned with State Standards

### *Local Assessments*

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

Education						
History		X				X
Science and Technology and Engineering Education		X		X		X
World Language		X				X

### *2015 and beyond Graduation Requirement Specifics*

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

#### **English Language and Composition**

- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **English Literature**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **Mathematics**

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **Science & Technology**

- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

#### **Environment & Ecology**

- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

## 2017 and beyond Graduation Requirement Specifics

Identify the method(s) used for determining graduation proficiency for the following sets of standards. (Check all that apply)

### Biology or Chemistry

- Completion of Course Work in which a student demonstrates proficiency on the associated Keystone Exam
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

### American History, Civics/Government, or World History

- Independently validated local assessments.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

## Methods and Measures

### Summative Assessments

Summative Assessments	EEP	EEl	ML	HS
PSSA assessment mathematics	X	X	X	
PSSA assessment English language arts	X	X	X	
PSSA science assessments		X	X	
Standards-aligned unit/chapter tests	X	X	X	X
Grade level research project		X		X
Keystone Exam Literature				X
Keystone Exam Biology				X
Keystone Exam Algebra 1			X	X
PSAT/SAT/ACT				X
AP Exam				X
ACCESS for ELL	X	X	X	X
Course level common final exams			X	X
Work of art/music			X	X
Student graduation project				X

### Benchmark Assessments

Benchmark Assessments	EEP	EEl	ML	HS
DIBELS Next	X			
Quarterly Benchmark Assessments mathematics	X	X		
Curriculum-Based Assessments	X	X	X	X

STAR reading assessments		X		
mClass math assessments	X			
Beginning, Middle and End of year ELA and math benchmarks	X	X	X	X
works of art/music/theater			X	X

### Formative Assessments

Formative Assessments	EEP	EEI	ML	HS
Intervention Logs	X	X		
Progress Monitoring DIBELS Next Data	X			
Quizzes	X	X	X	X
Anecdotal Notes	X	X	X	X
Progress Monitoring	X	X	X	X
Demonstration, performance, presentation	X	X	X	X

### Diagnostic Assessments

Diagnostic Assessments	EEP	EEI	ML	HS
Core Phonics	X	X		
Fall DIBELS Next Benchmarking	X	X		
QRI	X	X		
Classroom diagnostic assessments			X	X
Core program diagnostic assessments	X	X		

### *Validation of Implemented Assessments*

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

Provide brief explanation of your process for reviewing assessments.

EEP & EEI : All classroom teachers, reading teachers and reading specialists have a data analysis period built into their schedule to review data and make data-informed decisions. All schedules also include time for teachers to meet as a team each morning for 35 minutes to review student data and plan instruction. Our reading and math specialists also review 4-sight and PSSA data starting in the beginning of the school year to help target non-proficient skills. Following each DIBELS Next benchmark assessment instructional teams meet to analyze data and plan instruction. Our instructional teams continue to work with building

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

### ***Development and Validation of Local Assessments***

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

Our procedures for developing locally administered assessments and how they are independently and objectively validated are as follows:

- Department Task Force Meetings
- Building Level Recommendations
- Central Office Recommendations
- School Board Adoption
- Strategic/Comprehensive Planning

### ***Collection and Dissemination***

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

The way we collect, analyze, and disseminate assessment data efficiently and effectively is by housing our data in Performance Tracker so that LEA leaders and instructional teams can view and make data-driven decisions. We also use M-Class to view DIBELS Next data to monitor students' benchmarking and progressing monitoring data in reading. We also house school-based assessment data in ESchool in which teachers and parents can monitor daily. Administrators at each level also utilize data obtained through DRC edirect, Emetric, and PVAAS to share appropriate data within their buildings to the appropriate people. Data is collected and distributed by central office and building level administration. Once disseminated the data is looked at on an individual student basis by teachers in order to develop instructional plans for students.

### ***Data Informed Instruction***

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

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

### *Assessment Data Uses*

<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.

PVE and PVI incorporate selected strategies via an RTII, three-tiered approach to instruct its students. Their curriculum is aligned to PA Core Standards and PA Standards. PVMS and PVHS instructional teams use data to develop supplemental and remedial instruction and resources. This methodology ensures that all students are receiving the same instruction, but the support they receive varies, depending on their performance on formative and summative assessments

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

N/A

### *Distribution of Summative Assessment Results*

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

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

Provide brief explanation of the process for incorporating selected strategies.

The PVSD regularly distributes summative assessment information. Each year, it develops a district-wide report card for the public that includes PSSA results, enrollment, and demographic information. Parents may also access their child's in-school assessment information by using our Home Access Center. The school district also works closely with local media outlets to share school and district-wide assessment data, such as PSSA and Keystone results. Teachers also meet with parents at parent-teacher conferences twice per year, in which assessments are discussed. The district uses mass phone calls, letters and newsletters to share information about the summative tests that are given as well as ways that parents can help students prepare and to reduce test anxiety.

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

N/A

## **Safe and Supportive Schools**

### *Assisting Struggling Schools*

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

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

As of the 2013-2014 school year none of the district's schools are classified as priority or focus schools. All schools have earned School Performance Profile scores above 75 for the 2013-2014 school year. The district provides time to all teachers for student data analysis throughout each school year. All teachers K-12 are supported by building and curriculum administrators, instructional coaches, reading specialists and department leaders when analyzing student data and planning for instruction. For teachers in grades six through twelve the Keystones to Opportunity grant has been fundamental in providing a framework for professional development, data analysis and instructional planning for all content areas.



Teachers in grades kindergarten through six are supported through the Pleasant Valley Improvement Project (PVIP) which focuses on improving instruction and intervention for all students through ongoing professional development, data analysis and instructional planning followed up with modeling and coaching for teachers. Teachers look at multiple points of data as appropriate to their level or content area. All teachers within the district have developed Student Learning Objectives that aim to improve student achievement. Professional development and data analysis days are fully focused on improving instruction, student achievement and safe schools. A Title 1 school-wide program has been developed at our Intermediate school with a defined focus on improving student achievement and parent involvement in the process.

### *Programs, Strategies and Actions*

<b>Programs, Strategies and Actions</b>	<b>EEP</b>	<b>EEl</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	X	X

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

Pleasant Valley has a school police force with one school police employee located in the high school and in the middle school. The elementary and intermediate school currently have a school police employee split between the two buildings. The remainder of the security force patrols the district areas on a 24/7 basis. The Pennsylvania State Police recently terminated the school resource officer program with the Pleasant Valley School District. There are no local police forces established within the Pleasant Valley sending area.

### *Identifying and Programming for Gifted Students*

1. Describe your entity's process for identifying gifted children.
2. Describe your gifted special education programs offered.

### **Describe your entity's process for identifying gifted children.**

The district utilizes its own rubric, in which points are earned determined on scores obtained in each of three domains: Intelligence Testing (a maximum of 200 points to a minimum of 35 points) , Achievement Testing (a maximum of 30 points to a minimum of 6 points) and Multiple Criteria (Gifted Rating Scale (grades K-8) and the Gifted Evaluation Scale (grades 9-12)—a maximum of 24 points to a minimum of 12 points for each scale). A total of 100 points is required to determine eligibility for gifted programming. Requests for an evaluation may be by parent request, teacher recommendation or the district may contact the parent requesting permission to evaluate following a review of the student's data on multiple state and local assessments. If a parent has had his/her child evaluated by an independent evaluator, the district requests that the information be submitted, a permission to evaluate is issued and the report is reviewed to determine if the student meets the qualifications.

### **Describe your gifted special education programs offered**

In grades K through 6, gifted support is provided through an in-class (push in) as well as a small group (pull-out) model as well as at least one day of an optional lunch bunch. Some students (primarily those in grades 4-6), who are functioning above their current grade placement, are dually enrolled in the district's cyber school, where they "attend" both the brick and mortar building while working on the accelerated cyber curriculum. The students receive gifted support services at least 3 times per six-day cycle. In grades 7 and 8 students receive pull-out gifted support programming for at least 45 days per quarter (some students enroll for more than one quarter). At the high school level (grades 9-12), the students have the option of receiving gifted support programming as an elective course (45 days or 90 days depending on their schedules). Many of the high school students also enroll in Higher Learning (HL) classes and/or take the Advanced Placement (AP) exams and some choose to also perform in "Shaky's Plays", putting on a production of a teacher-selected Shakespeare play for the school and local community.

### ***Developmental Services***

<b>Developmental Services</b>	<b>EEP</b>	<b>E EI</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	X	X
Wellness/Health Appraisal	X	X	X	X

#### Explanation of developmental services:

Student support programs and positive behavior objectives and activities are incorporated into educational levels within the district. At the high school students have the opportunity to participate in group counseling sessions as well as elect to take Peer Listening classes, which incorporate behavioral characteristics. Additionally, high school health classes introduce mental health and behavioral objectives. The middle school offers students the opportunity to participate in Insight Groups, and Normal but Bumpy groups. Students are also introduced to mental health and behavioral concepts in health classes. The intermediate school offers groups, Stress and Anger Management sessions. The elementary level offers a Babes Program classroom presentation once a week for 7 weeks. These services are offered through Tri-County Drug and Alcohol. In addition to these services, the district contracts with the ReCo Group to provide mental health assessments and provide individual, group and family counseling as needed at all instructional levels.

The intermediate school and middle school both have an extensive school wide positive behavior support programs that have been developed. Each program has a reward system that recognizes students who demonstrated positive behavior on a consistent basis. Each school not only includes instructional professionals into the program but has also completed training with support staff workers to be included in the process. This provides consistency in all areas of the students day. K-4 schools have developed school wide positive behavior support.

Other services include:

#### A. Counseling

The district offers a comprehensive developmental counseling program from K-12. The counselors meet with classes on a regular basis with students in grades K-8. These sessions deal with a range of topics designed for all students addressing developmental issues at each age level. Other major activities in the developmental counseling perspective include:

- orientations for all students
- academic counseling
- monitoring of student academic performance and progress
- career development
- K-12 Guidance Plan

### B. Health

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

### C. Psychological

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

At the secondary level, building schedules have been changed to allow for the development of the RTII model. Flexible grouping based on student achievement has been developed in order to deliver remedial instruction for students in need. Pleasant Valley has utilized the Keystones to Opportunity grant to develop improved literacy instruction K-12.

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>E EI</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	X	X	X
Small Group Counseling-Personal and Social Development	X	X	X	X
Special Education Evaluation	X	X	X	X
Student Assistance Program	X	X	X	X

Explanation of diagnostic, intervention and referral services:

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

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

**A. Counseling**

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

**B. Health**

Initial screening results are used to refer students to outside health care professionals as needed. The district contracts with local doctors for physicals and dentals when needed.

**C. Psychologist**

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

The Student Assistance Program operates at the middle and high school levels, grades 6-12. The team is made up of representatives from the student services team including guidance counselors, nurses, psychologists, teachers, administrators, and agency representatives. The team meets at least once weekly to evaluate referrals from peers, staff, or self-referrals. Information is gathered and based on the data, students may be referred to community services, scheduled for counseling, or referred to a facility. Parental involvement is a beneficial piece to servicing students but is not mandatory to put supports in place. Students are monitored for progress following initial referrals. At the high school students are in-serviced every school year with information given on how they can access support either individually or through participation in student support groups. Teachers and administrators are given the opportunity to refer students to the Student Assistance Program who they feel might be at risk. Assessments may be done with recommendations for available services.

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

Explanation of consultation and coordination services:

The school district has internal and external services available for identification and intervention for students in need of assistance. The district's school psychologists become involved where

there is a belief that a child may have a condition that is impeding his or her learning such as an identifiable learning disability, emotional disturbance, and the like. If it is determined by the MDT, which includes the parents, that an alternate educational placement is appropriate the district will make arrangements for the appropriate placement.

The district works cooperatively within and among agencies and service providers to meet the needs of all students. For identified students, a case manager is assigned to help with coordination of services. The district strives to establish relationships with various agencies and organizations to meet the needs of our students and families. Some of these presently are mental health agencies, law enforcement, institutions of higher education, private providers, and the like. Training for instructional staff on services provided and available for students occurs on an ongoing basis as well as how agencies can aid the teacher in the instructional process to benefit all students.

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>E EI</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				
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

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

### *Frequency of Communication*

**Elementary Education - Primary Level**

- 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.

Classroom teachers are members of student intervention teams from data collection to intervention implementation. Classroom teachers regularly provide information as appropriate to guidance, student assistance, IEP and SIRS teams. Teachers receive 504/IEP plan training to ensure proper collaboration and delivery of service is provided. A specific referral process is in place in each building for teachers to help students that show academic struggles get directed to appropriate interventions.

***Community Coordination***

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

1. Child care
2. After school programs
3. Youth workforce development programs
4. Tutoring

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

has a process and policy in place to allow for community use of facilities. Requests for use of facilities are board approved throughout the school year.

### *Preschool Agency Coordination*

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

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

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

The district does not operate pre-school programs and there are no community agencies which are under contract from the LEA. However, there is one pre-school program which is housed on the district campus (the Growing Place). Because the Growing Place is housed on the campus, the lead administrators are members of the district's Comprehensive Literacy Plan. They and their staff are actively involved in attending the training sessions as well as providing input to make the transition from pre-school to school age as smooth as possible for both the parents and the prospective students.

The district utilizes their Early Intervention liaison who visits the early childhood centers located within the community. Invitations to participate in "Open Houses" and information nights are shared and parents are invited to attend these events. Additionally, information is provided through the district website and also in local/ community newspapers. Finally, every January/February, there is an Early Intervention information session, which is a collaborative effort between Colonial Intermediate Unit 20 (CIU 20), and the Early Intervention service provider. Included in this information session are district personnel from the areas of special education, school counseling, building administration, transportation and registration. They all work together to provide information to the parents/guardians and assist with registering the children and obtaining information to



ensure that the students receive appropriate programming upon reaching school age.

## Materials and Resources

### *Description of Materials and Resources*

#### **Elementary Education-Primary 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.

K-12 district curriculum task forces for ELA, math, science, technology and social studies research and review available materials and resources annually to ensure alignment to standards, a sufficient supply of resources for teacher use and the availability of possible differentiation of materials and resources based upon student need. For all other curricular areas K-12 department meetings are used to research and review materials and resources. Administrators teacher leaders and instructional coaches continually search for new materials and resources as appropriate through training and educational conferences. The district will frequently try a research based material or resource on a pilot basis prior to adoption as well.

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

N/A

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

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

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

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

N/A

### Middle Level

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

K-12 curricular task forces and K-12 department meetings are used to research and review materials and resources to ensure alignment to standards, a sufficient supply of materials and resources is available for teachers and that the possibility for differentiation is available. Administrators, teacher leaders and instructional coaches continually search for materials and resources as appropriate through training and educational conference attendance. All materials and resources are to be approved by the appropriate administrator prior to implementation.

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

N/A

### High School Level

Material and Resources Characteristics	Status
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	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.

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

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

N/A

### *SAS Incorporation*

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

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

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

	50% or more of district classrooms
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Further explanation for columns selected "

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

### Elementary Education-Intermediate Level

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

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

Further explanation for columns selected "

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

### Middle Level

Standards	Status
Arts and Humanities	Implemented in

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

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

Further explanation for columns selected "

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

### High School Level

Standards	Status
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	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	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Math	Implemented in 50% or more of district classrooms
Alternate Academic Content Standards for Reading	Implemented in 50% or more of district classrooms
American School Counselor Association for Students	Implemented in 50% or more of district classrooms
English Language Proficiency	Implemented in 50% or more of district classrooms
Interpersonal Skills	Implemented in 50% or more of district classrooms
School Climate	Implemented in 50% or more of district classrooms
World Language	Implemented in 50% or more of district

	classrooms
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Further explanation for columns selected "

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

## Professional Education

### *Characteristics*

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</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.	X	X	X	X
Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision making.	X	X	X	X
Empowers educators to work effectively with parents and community partners.	X	X	X	X

<b>District's Professional Education Characteristics</b>	<b>EEP</b>	<b>E EI</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.	X	X	X	X
Provides leaders with the ability to access and use appropriate data to inform decision making.	X	X	X	X
Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.	X	X	X	X
Instructs the leader in managing resources for effective results.	X	X	X	X

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

All staff:

All staff receive training annually on research-based best practices in literacy across content areas. District curriculum supervisors as well as district literacy coaches and department heads attend various professional development sessions designed as train the trainer models, which allow for efficient and effective turn-around on professional development. Scheduled inservice days focus on data analysis, developing teachers strengths in content areas, understanding the "Framework for Teaching", creating a positive learning climate, PA core standards, common assessments, intervention strategies, H.E.A.T. and the RTII process. All trainings are aimed at providing support to specific district initiatives and goals (ie. Keystones To Opportunity, Pleasant Valley Improvement Project, District goal #1 - Increased Student Achievement). The Pleasant Valley School District utilizes six (6) professional development days throughout the school year for focused professional development. The six days are in addition to multiple days of teacher development during the school year year in which substitute coverage is obtained for staff as needed. All staff also receive "Mandated Reporter" trainings as required by law along with annual updates.

Administrators:

New administrators are provided with mentors to assist with learning and understanding district goals and initiatives. All administrators are encouraged to attend Pennsylvania Inspired Leadership (PIL) programs and the National Institute of School Leadership (NISL) courses offered by the Department of Education. Building level administrators meet with central office administrators on a monthly basis during times when school is in session and weekly during the summer session. These meetings focus on increasing student achievement, the Pleasant Valley School District five-year plan, teacher and principal effectiveness and team building/professional growth through book studies. Administrators, teachers and para-professionals are also encouraged to attend symposiums and other curriculum and school climate programs offered through the Colonial Intermediate Unit #20 (CIU20) and the PaTTAN offices.

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

N/A

### *Strategies Ensuring Fidelity*

- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target instructional areas that need strengthening.
- Using disaggregated student data to determine educators' learning priorities.
- Professional Development activities are based upon detailed needs assessments that utilize student assessment results to target curricular areas that need further alignment.
- Professional Development activities are developed that support implementation of strategies identified in your action plan.
- Clear expectations in terms of teacher practice are identified for staff implementation.

- An implementation evaluation is created, based upon specific expectations related to changes in teacher practice, which is used to validate the overall effectiveness of the professional development initiative.
- The LEA has a systemic process that is used to validate whether or not providers have the capacity to present quality professional development.
- Administrators participate fully in all professional development sessions targeted for their faculties.
- Every Professional development initiative includes components that provide ongoing support to teachers regarding implementation.
- The LEA has an ongoing monitoring system in place (i.e. walkthroughs, classroom observations).
- Professional Education is evaluated to show its impact on teaching practices and student learning.

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

Pleasant Valley School District conducts needs assessments that involve all members of our school and community. We utilize a variety of resources to conduct these assessments. They are as follows:

School District:

- Annual keystones to Opportunity surveys for students, parents, staff, and community
- School Performance Profile information
- Special Education compliance reviews conducted by the Pennsylvania Department of Education, Bureau of Special Education
- Federal Programs monitoring reports
- Annual professional development planning meetings with Colonial IU 20 curriculum advisory council director
- Periodic planning meeting with Monroe County Technical Institute.
- Annual reports of progress on District Goals and Objectives completed by building administrators and curriculum supervisors
- K-12 Guidance Plan
- K-12 Literacy Plan

Professional Staff:

- The Pleasant Valley School District Induction survey
- Workshop and conference reports
- Building goals developed yearly
- Technology Survey

### Students

- Assessment results such as: PSSA, 4Sight, mCLASS math, DIBELS Next, GRADE, NOCTI
- Student forums at the secondary grade levels
- Progress of students in Title I programs
- Drop-out statistics
- SAT test scores and AP exams

### Community:

- School and business partnerships (through Keystones to Opportunity)
- College and University partnerships (through K-12 Guidance Plan)

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

N/A

### *Induction Program*

- Inductees will know, understand and implement instructional practices validated by the LEA as known to improve student achievement.
- Inductees will assign challenging work to diverse student populations.
- Inductees will know the basic details and expectations related to LEA-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will be able to access state curriculum frameworks and focus lesson design on leading students to mastery of all state academic standards, assessment anchors and eligible content (where appropriate) identified in the LEA's curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply LEA endorsed classroom management strategies.

- Inductees will know and utilize school/LEA resources that are available to assist students in crisis.
- Inductees will take advantage of opportunities to engage personally with other members of the faculty in order to develop a sense of collegiality and camaraderie.
- Inductees will foster professional attitudes and positive self-esteem.

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

#### **Assessment of Progress:**

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

- Regular meetings with his/her mentor and building administration.
- Peer observations by members of the induction team.
- Formal/informal observations by administration.
- Maintenance of an informal log of problems encountered.
- Participation in inductee workshops, activities and meetings.
- Completion of the induction feedback/evaluation forms.

#### **Activities and Topics:**

The following topics will be covered by the Human Resources Director within one week of hire:

- Salary
- Benefits
- Dress Code

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

- District philosophy, policies, procedures, goals, committees and task forces
- Professional obligations In-service/Act 48
- Certification/tenure
- Organizational chart
- Tuition reimbursement/salary credit

- Supervision and evaluation (explanation of PA Teacher Effectiveness model)
- Conference attendance
- School calendar
- District communications
- Characteristics of a professional — code of professional practice and conduct for educators
- Developing Relationships with Children, Families, Colleagues and the Community
- Importance of professional staff self-image
- Role and responsibility of the inductee
- Developing an Understanding of the Responsibilities of Entering the Education Profession
- Technology
- Standards Aligned System website
- Salary
- Medical and Dental benefits
- Life Insurance
- Retirement
- Tax Sheltered Annuities

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

- District and building policies/procedures
- Classroom Management Skills
- Materials acquisition
- Attendance procedures
- Schedule
- Lesson plans
- Instructional delivery skills
- Extra duties
- Emergency phone numbers

- Record keeping
- Home-school communication procedures
- Fire drill procedures
- Crisis plan
- Parent-teacher conferences
- Curriculum guides/planned courses
- Standardized testing procedures
- Textbooks/resource materials
- Docutech
- Technology (e-mail, Docushare, etc.)
- the Standards Aligned System website
- Community resources
- Field trip procedures
- Library services
- Pupil support services
- Extra-curricular activities
- PSSA
- Federal, State, District Testing Programs
- Federal Programs

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

N/A

### *Needs of Inductees*



- Frequent observations of inductee instructional practice by a coach or mentor to identify needs.
- Frequent observations of inductee instructional practice by supervisor to identify needs.
- Regular meetings with mentors or coaches to reflect upon instructional practice to identify needs.
- Student PSSA data.
- Standardized student assessment data other than the PSSA.
- Classroom assessment data (Formative & Summative).
- Inductee survey (local, intermediate units and national level).
- Review of inductee lesson plans.
- Review of written reports summarizing instructional activity.
- Submission of inductee portfolio.
- Knowledge of successful research-based instructional models.
- Information collected from previous induction programs (e.g., program evaluations and second-year teacher interviews).

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

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

- Regular meetings with his/her mentor.
- Regular meetings with building administration.
- Peer observations by members of the induction team that includes the mentor, department head, and professional staff
- Formal/informal observations by supervisors, assistant principals, principals or central administration.
- Maintenance of an informal log of problems encountered.
- Participation in inductee workshops, activities and meetings.
- Completion of the induction feedback/evaluation forms.

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

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

N/A

### *Mentor Characteristics*

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

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

### **Mentor Selection:**

#### Selection Procedure

- A list of qualified potential mentors will be submitted to the district induction coordinator. (The selections will be based on district criteria previously developed.)
- The appropriate building principal, along with central administration, will select the mentor, based on the selection criteria and background needs of the inductee.

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

N/A

### *Induction Program Timeline*

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

If necessary, provide further explanation.

The inductee is introduced to each of the topics listed in August-September through mandatory induction meetings. The topics are then reviewed and addressed throughout the school year as needed and appropriate with the direct supervisor and/or mentor. An induction log is kept by the mentee to document the process.

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

Identify the procedures for monitoring and evaluating the Induction program.

#### **Evaluation and Monitoring:**

At the close of school year, inductees participate in a written evaluation of the previous year's program. The District Coordinator provides a written summary to administrative staff and the Induction Council. This information is then submitted to the superintendent for review and comments. The district induction council will meet annually to review the evaluation summary and make revisions where necessary.

As part of the induction process, the following forms will be utilized in the evaluation process.

- Professional staff induction criteria for completion — PVSD/PSI/1
- Orientation and inservice evaluation — PVSD/PSI/3
- Inductee's assessment of program — PVSD/PSI/4

#### **Participation and Completion:**

Each inductee is expected to attend all workshops, seminars, and relevant induction team meetings. They must meet district expectations regarding peer observations and maintain a

log of induction activities on the appropriate district forms that are maintained in their personnel file.

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

- Giving each inductee completing the process a certificate of their accomplishment.
- Placing a copy of that certificate with the signed professional staff “Induction Criteria for Completion” form in the inductee’s teacher personnel file.
- Maintaining a district file of all inductees completing the induction process within the district.

### *Recording Process*

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

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

## **Special Education**

### *Special Education Students*

Total students identified: **932**

### *Identification Method*

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

At this time, the Pleasant Valley School District continues to use a discrepancy model to identify students with learning disabilities. The district

continues to develop Response to Intervention procedures. Currently, Tier I Universal Screening procedures have been put in place for all students in reading and mathematics. Information and progress monitoring data for any student involved in Tier II or Tier III remedial programs (Grades K-6) is incorporated as part of the evaluation process for students referred for special education evaluation and/or re-evaluation.

### *Enrollment*

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

The data is publicly available via the PennData website. You can view your most recent report. The link is: <http://penndata.hbg.psu.edu/BSEReports>

There are no significant discrepancies or significant disproportionalities.

### *Non-Resident Students Oversight*

1. How does the District meet its obligation under Section 1306 of the Public School Code as the host District at each location?
  2. How does the District ensure that students are receiving a free appropriate public education (FAPE) in the least restrictive environment (LRE)?
  3. What problems or barriers exist which limit the District's ability to meet its obligations under Section 1306 of the Public School Code?
1. As per BEC 24 P.S. 13-1306, the Pleasant Valley School District is responsible to establish and maintain contact with any outside "host" school district responsible for educating any Pleasant Valley School District student who may reside in the host school district and whose parents are residents of the Pleasant Valley School District to ensure the provision of FAPE. The Pleasant Valley School District is also responsible for direct reimbursement of special education costs to the "host" school.
  2. The Pleasant Valley School District ensures that students are receiving a free appropriate public education in the least restrictive environment by employing the Multi-Disciplinary Team (MDT) approach to determining the appropriate placement of a student identified with a disability. A review of the student's previous documentation (for students transferring into the district) or for those students who are newly identified, the procedures to determine the least restrictive environment are the same. Appropriate options (i.e. PCA, paraprofessional, assistive technology, etc.) are considered prior to a final determination being made concerning the placement of a student with a disability.
  3. The greatest problem which limits the Pleasant Valley School District's ability to meet its obligation under Section 1306 is the transient nature of the population, especially for students who are in the child welfare system. Frequently, the students have been

enrolled in multiple school districts and they and the county and/or agency caseworker is not knowledgeable as to the programming the student was receiving and the paperwork is missing or incomplete. When this occurs, the student is given local academic assessments to determine the current level of functioning, interviews are held with care-givers and/or social service providers and the student is considered a student "thought to be exceptional" and provided with accommodations and modifications until documentation indicates otherwise. If no documentation is received, a request to conduct formal assessments is made to the appropriate guardian to determine if the student is indeed a student with a disability.

### *Incarcerated Students Oversight*

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

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

1. To comply with the "child-find" obligations of IDEA
2. To utilize appropriate evaluation procedures and diagnostic/ screening instruments to determine the eligibility and educational needs of inmates
3. To implement, timely review and/or develop Individualized Education Programs (IEPs) for eligible students in accordance with state and federal laws and regulations, including compliance with procedural safeguards; and
4. To provide FAPE in conformity with the IEP.

These requirements are met through the tracking of students who are incarcerated. The Coordinator of District Services maintains information on all students (for child accounting purposes) residing within the boundaries of the Pleasant Valley School District. If/when a student with a disability is placed in a detention facility, the special education supervisor is informed and contact is made with the appropriate personnel at the facility and/or the receiving LEA. Required documentation is provided to the receiving LEA and contact is maintained until the student is discharged or attains the age when special education supports and services are no longer provided.

On at least an annual basis, a current IEP is developed and a Re-evaluation Report (RR), if warranted or required, is completed. Documents from the receiving LEA are provided to the Pleasant Valley School District and receipt is recorded as a secondary method of maintaining current information on the student's location.

Should the student age out, a diploma from the Pleasant Valley School District is issued. If

the student attains his/her GED and would like to return to the Pleasant Valley School District, he/she is permitted to do so and upon the completion of his/her program, is awarded a Pleasant Valley School District diploma.

### *Least Restrictive Environment*

1. Describe the District procedures, which ensure that, to the maximum extent appropriate, children with disabilities, including those in private institutions, are educated with non-disabled children, and that removal from the regular education environment only occurs when education in that setting with supplementary aids and services, cannot be achieved satisfactorily.
  2. Describe how the District is replicating successful programs, evidence-based models, and other PDE sponsored initiatives to enhance or expand the continuum of supports/services and education placement options available within the District to support students with disabilities access the general education curriculum in the least restrictive environment (LRE). (Provide information describing the manner in which the District utilizes site-based training, consultation and technical assistance opportunities available through PDE/PaTTAN, or other public or private agencies.)
  3. Refer to and discuss the SPP targets and the district's percentages in the Indicator 5 section - Educational Environments. Also discuss the number of students placed out of the district and how those placements were determined to assure that LRE requirements are met.
1. For the past twenty-one (21) years, the Pleasant Valley School District has implemented an inclusive philosophy while maintaining the continuum of services for our special education population. All special education students, whether a veteran student (a student who has progressed through the district), or a newly identified student or a student who is new to the district, the MDT's first option is always the regular education classroom. This is the primary placement option considered. It is not until a review of the student's needs (academic, behavioral, social, physical, etc.) is made that other, more exclusive placements are considered. If, after the MDT has determined that the needs of the student are not able to be met within the regular education setting, then other options are taken into consideration (Other options may include PCA, paraprofessional support, nursing support, OT, PT, etc.), with placement in an IU run, self-contained, age appropriate classroom, which is housed in an age appropriate public school setting as the next viable option. Placement in an IU run classroom, housed in a public school setting, still provides the student with opportunities to interact with his/her similar age, non-disabled peers. If an IU run classroom is not an appropriate option, then and only then, is a more restrictive placement (i.e APS or alternate setting) considered. This final option is the most restrictive of all placements and is always the last resort when considering the placement for a student with a disability. The district houses at least one IU run classroom in each of its buildings. This ensures that the students are maintained in the building in which they would attend if they did not have a disability as well as limits the amount of travel time to and from school on a daily basis. It also allows the student to participate in extra-curricular, age appropriate

activities (with or without the support of a paraprofessional) with his/her non-disabled peers. Since the 1999-2000 school year, Pleasant Valley has run its own Life Skills program, therefore preventing the students in need of Life Skills programming from having to attend out-of-district classes. During the 2011-2012 school year, the Life Skills class at PVI was reopened (due to increased need) and to date, the district has one Life Skills class at Pleasant Valley Intermediate (grades 4-6), one class at Pleasant Valley Middle (grades 7-8) and two classes at Pleasant Valley High (grades 9-12). Currently 51 % of the out-of-district students attend IU run classrooms which are housed in Pleasant Valley School District buildings.

2. Through the continuous review of student data, as well as a review of research-based programs in reading, writing and mathematics, the Pleasant Valley School District has revised and/or implemented programs which best address the needs of the students; those with and without disabilities. In addition to introducing programs which promote a multi-sensory approach to learning, the scaffolding of instruction and the alignment with the Common Core standards, the Pleasant Valley School District ensures that the needs of the students are met, regardless of their current level of academic performance. Instructional periods at the elementary level have increased in time, to provide tiered reading, writing and math instruction. Reading remediation programs which include students with and without disabilities have been implemented at both the middle and high school levels and the through the implementation of the Keystones to Opportunity (KtO) Grant, the teachers in the Science and Social Studies departments at Pleasant Valley High School and building and district level administrators attended at least ten (10) full day training sessions on a variety of instructional topics. This occurred during the 2012-2013 school year. Additionally, in the second (2nd) year of the KtO grant, this training model was implemented at both Pleasant Valley Middle School and for the selected sixth (6th) grade teachers at Pleasant Valley Intermediate School. Through the use of our training partners, PaTTAN and CIU 20, Step by Step Learning, as well as in-house personnel, training is provided to the administrators, faculty and staff prior to the implementation of any new programming. By training the administrators along with, or in some instances, before the faculty and staff, the district ensures accurate feedback during classroom observations and/or walk-throughs and can determine the fidelity rate for the implementation of the various programs.
3. The most recent school year for which the SPP target data is available is the 2011-2012 school year. When comparing the data for the 2013-2014 school year, with the 2011-2012 school year data, the following information is noted: The target of 65% for students inside of the regular education class for 80% or more of the day, for those students identified with a Specific Learning Disability (SLD), the target of 65% was met (65% of the students). The target of 8% for these same group of students when inside the regular education setting less than 40% of the day was also met (3% of the students). The target was met for students identified with a Speech/Language Impairment (95% for students inside the regular education classroom for 80% or more of the day and 0% for students inside the regular education classroom for less than 40% of the day.) Another disability category for which the SPP target was met includes the students identified with an Other



Health Impairment (OHI). The target of 65% was met for students in the regular education classroom for 80% or more of the day and 8% for students who were in the regular education classroom for less than 40% of the day. For students with more significant disabilities, the targets were not met for the 2013-2014 school year. For students identified with Autism, the data reflects that 56% of the students are in the regular education classroom for more than 80% of the day and 16% of the students are in the regular education classroom for less than 40% of the day. This increase is due to the increase in the number of students in the district who are identified with Autism. For students identified with an Emotional Disturbance, the data reflects that 23% of the students are in the regular education classroom for more than 80% of the day and 50% of these students are in the regular education classroom for less than 40% of the school day. The rationale for the students who are outside of the regular education classroom is due to the increased number of students who require placement in a school-based partial hospitalization program. While the students at the high school level are attending classes in the building they would attend if not identified with a disability, because of the amount of therapy the students require, the amount of time spent in the regular education setting is decreased. As for the students identified with an Intellectual Disability (formerly Mental Retardation), the data shows that 0% of the students are in the regular education classroom for 80% or more of the school day and that 67% of these students are in the regular education classroom for less than 40% of the day. The reason again, is due to the programming required to meet the needs of the students. Over the past three years, the district has returned, to their home school, students who were placed outside of the district; whether in an IU run classroom in a neighboring district or in another educational setting (i.e. APS). To ensure that the students are not in the out-of-district placements for longer than they should be, in addition to the annual IEP meetings, twenty (20) day or forty (40) day review meetings are held and attended by the LEA to monitor the students' progress and assess the earliest possible date that a student may be returned to his/her home school.

### *Behavior Support Services*

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

Data submitted to the state for the 2012-2013 Comparison of Disciplinary Actions for students with disabilities, reflects a significant decrease in the number of disciplinary

referrals, the severity of the offenses and the number of days a student is removed from his/her educational environment when compared to the data submitted for the 2011-2012 school year. All of these changes can be attributed to the district-wide positive behavior support programs which have been established in each of the districts five buildings. At the lower elementary level (grades K-3), the program is entitled Bear Paws. At the upper elementary level (grades 4-6) the program is entitled, the PBS Zone. At the middle school (grades 7-8), the program is entitled, Bear Bucks. The program at the high school (grades 9-12) the program is entitled HOPE.

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

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

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

For students whose behaviors may be due to sensory issues related to diagnoses such as Autism, attention deficit disorder or other related disorders, the district consults with CIU20 occupational therapists and incorporates the use of sensory strategies when appropriate as a method to address students’ sensory needs. For students who are unable to be successful in our inclusion model at Pleasant Valley, the CIU20 offers Autistic Support, Emotional Support and Partial Hospitalization programs to those students with the most severe behavior needs.

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

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

The ICE program was created as a means to help students' with disciplinary issues reintegrate into mainstream classes or recover lost credits at the seventh through twelfth grade levels. The Program provides a small group setting in which students receive their academics through the Virtual Learning Network, a cyber-academy that is utilized by the district. Within the classroom a student is provided a laptop to access their courses and is staffed with a special education teacher and two Para-professionals to help assist the students' with their course work. The program works with VLN in order to accommodate students' with special needs. If a student shows to be successful in the program they can gain privileges or extra perks within the program. One of the biggest perks is the opportunity to reenter mainstream classes. However, some students' have thrived in the room and have taken the initiative to take more classes than what would be possible in mainstream scheduling. This allows them to recover credits and possibly graduate or accelerate through a grade level. The program has grown from a mere idea into a successful venture that has helped rehabilitate and graduate students since its implementation a little over three years ago.

The ReDCo Group provides community based least restrictive services including psycho-social assessment and therapy to students across the Pleasant Valley School District, either through Medical Assistance or school based grant monies. Treatment is generally viewed as a short-term process assisting students and families gain ground through coping skills, interpersonal skills and cognitive behavioral restructuring. Treatment is individualized. Strengths-based empowering approaches are used collaboratively with students and families. Psycho-education about the students' specific illness and pro-active crisis planning assist the students in gaining control of their lives.

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

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

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

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

1. At this time, the district is not having difficulty ensuring FAPE for an individual student or a particular disability category. With the exception of obtaining documentation for a student, especially a student who has a transient history, the student receives appropriate supports and services and is treated as a student thought to be exceptional and placed in the least restrictive environment. Should no documentation be provided from the previous school, a permission to evaluate is issued to the guardian to determine the need for special education supports and services.
2. Successful programs include the following: an increase of Intermediate Unit 20 run classrooms housed on the Pleasant Valley campus: Since the previous Special Education Plan was submitted, the district has maintained at least one classroom in each of the district buildings; of which almost all of the students enrolled in the programs are Pleasant Valley students. Programs offered include Emotional Support (PVH, PVM, PVI, PVE), Autistic Support (PVE), Physical Support (PVI, PVE ) and Partial Hospitalization (PVH). Furthermore, the district works collaboratively with Colonial Intermediate Unit 20 (CIU 20) including Colonial Academy, Behavioral Health Associates (BHA) which includes BHA, Educare and Packer Ridge; the Graham Academy and the Centennial School. Additional collaborators include Kidspace, MH/DS, and OVR. Students are also provided with supports and services when attending the Monroe Career and Technical Institute (MCTI) while completing their self-selected program. Finally, the district continues to maintain it's partnership with ReDCo (a mental health service provider) which affords students who are in need of such supports, with during and/or after school on-site counseling services. Because of this partnership, students with mental health needs have been able to remain in the least restrictive environment while having emotional needs met. Additionally, when appropriate, students in need have received Instruction in the Home or have been provided with a modified school day to meet their emotional or medical needs.

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

### *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.

Pleasant Valley began including students with special education needs in regular classrooms with special education supports in the early 1990s. At that time, it became apparent that a method was needed to document the students' instructional levels, identify skill-based strengths and needs, and measure progress towards IEP goals in relation to Pleasant Valley's regular education curriculum. In response to these needs, the district instituted curriculum based assessments in Math, Reading, and Language Arts. Special education teachers administer these assessments at least quarterly to establish current instructional levels and develop appropriate IEP goals, document student progress, and measure acquisition and retention of new skills. These curriculum based district assessments supplement the tests and quizzes normally administered in the regular education classroom setting. The district has continued to modify its progress monitoring practices for all students in order to continuing the movement towards increased implementation of a Response to Instruction and Intervention (RTII) model. Pleasant Valley prides itself on the use of data-driven decision making. This belief, that decisions concerning student instruction cannot be arbitrarily made, has afforded this district the opportunity to reap the rewards of effective, purposeful and meaningful instruction. We have made strides, but we still have a long way to go. The district revised its universal screening tools to assess all students' progress in Reading and Math, for students in Kindergarten through grade 12. The use of assessments such as GRADE, DIBELS, Quick Phonics Screener (QPS), Qualitative Reading Inventory (QRI) and the Circle Assessments are administered at least three (3) times per year to determine student level of performance and to track progress. At the elementary level, students demonstrating the need for remediation, additional diagnostic assessments are administered in order to identify the student's specific instructional needs. Once these needs are determined, the student is then identified for an appropriate tier two or tier three intervention designed to meet those needs. At the secondary level, students are also assessed using the QRI and/or the Core Phonics assessment as well as the scores obtained on the PSSA and the Keystone

assessments. If remediation is required, the students are placed into appropriate programs to enhance their performance and to increase their academic success.

Assessment scores for the 2012-2013 school year in reading show that the district is moving in the right direction as it implements its reading programs with fidelity.

Proficiency scores record: Composite Scores on the DIBELs: Grade K achieved a score of 92.9 %, Grade 1 a score of 89.7%, and grade 2 a score of 84.6%. On the PSSA during the same period of time, Grade 3 obtained a score of 80.8%, Grade 4 obtained a score of 67.4%, Grade 5 earned a score of 56.1%, Grade 6 earned a score of 67.4%, Grade 7 obtained a score of 75.1% and Grade 8 received a score of 78.6%. On the Keystone assessment (grade 11) 56.7% of the students assessed were proficient. Math scores are just as impressive. Grade 2 earned a score of 94.8% on the GMADE. On the PSSA during the same period of time, Grade 3 obtained a score of 90.3%, Grade 4 obtained a score of 81.2%, Grade 5 earned a score of 72.4%, Grade 6 earned a score of 74.8%, Grade 7 obtained a score of 83.1% and Grade 8 received a score of 75.7%. On the Keystone assessment (grade 9) 41.2% of the students assessed were proficient.

Currently, the District implements a number of scientifically-based tier two and tier three intervention programs in both special education and regular education. In the area of reading, these scientifically based interventions include small group skill-based targeted interventions (phonological awareness/decoding/fluency), LETRS, Responsive Reading Instruction, Project READ-Phonology/ Linguistics/Report Form, SOAR to Success, Six Minute Solution, Rewards, and Reading Apprenticeship. In the area of math, the district uses GO MATH and Think Central at the elementary levels and direct math instruction at the secondary levels. Additionally, in the winter of 2013, the district revised its Curriculum Based Assessments (CBA), norming the assessments on the students within the district. This allows the teachers to compare the progress and performance of their students to their peers.

Additional strengths of the district, is its continued commitment to meet the changing needs of the students and families it serves. At the start of the 2010-2011 school year, the district implemented its own Cyber Academy. Students with and without disabilities have attended the cyber academy and have graduated. At its inception, it only provided instruction to students in grades eight (8) through twelve (12) but today it services in grades (five) 5 through grade twelve (12). In 2013, the district developed a district-wide Comprehensive Literacy Plan, addressing the needs of students from birth to grade twelve (12). We are also the recipient of the Keystones to Opportunity (KtO) grant. At the high school level, the class schedule has returned to a more traditional one-hour instructional period, instead of block scheduling. The results have been increased student performance and teacher instruction. In the area of Positive Behavior Support (PBS), during the fall 2013, the school district hosted the author, Jon Gordon, (*"The Energy Bus"*). As an entire district, school board members, administrators, faculty and staff, read his book, and following his more-than-an-hour-long presentation, returned to their respective buildings to discuss, in small groups, how the theme ***Positive is Powerful***

, starts with each of us! He stated it is our attitude about a situation impacts the outcome of the situation. The session was open to the community

Finally, the district continues to collaborate with the parents and the community at large. We realize that without the support of the community, we are not as effective as we could be. Due to our welcoming spirit and our willingness to partner with the community, the district is moving in the right direction.

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

## Special Education Assurances

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

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

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

Facility Name	Facility Type	Services Provided By	Student Count
Fitzmaurice Community Services	Nonresident	School District	2
Vision Quest	Nonresident	School District	3
Youth Services of America	Nonresident	Other	0

## Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Avona Elementary School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	1
Centennial School	Approved Private Schools	Full-time Emotional Support	1
Clear Run Intermediate School (IU 20 Class)	Neighboring School Districts	Full-time Multiple Disabilities Support	3
Colonial Academy (IU 20 Class)	Other	Partial Hospitalization	2
Colonial Academy (IU 20 Class)	Other	Itinerant Learning Support	4
Colonial Academy (IU 20 Class)	Other	Part-time Emotional Support	4
Colonial Academy (IU 20 Class)	Other	Full-time Autistic Support	1
Colonial Academy (IU 20 Class)	Other	Full-time Life Skills Support	1
Educare	Approved Private Schools	Full-time Emotional Support	2
Educare	Approved Private Schools	Full-time Autistic Support	1
George Junior Republic	Other	Full-time Emotional Support	1
Glen Mills School	Other	Full-time Emotional Support	1
Graham Academy	Approved Private Schools	Full-time Emotional Support	1
JM Hill Elementary School (IU 20 Class)	Neighboring School Districts	Partial Hospitalization	1
JT Lambert Intermediate School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	1
Nazareth Middle School (IU 20 class)	Neighboring School Districts	Full-time Life Skills Support	1
Northampton High School (IU 20 Class)	Neighboring School Districts	Full-time Physical Support	1
Packer Ridge Academy	Approved Private	Full-time Learning	4

	Schools	Support	
Pocono Mountain West High School (IU 20 Class)	Neighboring School Districts	Full-time Multiple Disabilities Support	1
Pocono Mountain West Junior High School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	1
Stroudsburg High School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	2
Stroudsburg Intermediate-Elementary School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	2
Stroudsburg Junior High School (IU 20 Class)	Neighboring School Districts	Full-time Physical Support	1
Stroudsburg Middle School (IU 20 Class)	Neighboring School Districts	Full-time Life Skills Support	2
Stroudsburg Middle School (IU 20 Class)	Neighboring School Districts	Full-time Autistic Support	3
Summit Academy	Other	Full-time Emotional Support	1
Thomas Jefferson School	Neighboring School Districts	Full-time Hearing Support	1
Washington Elementary (IU20 Class)	Neighboring School Districts	Full-time Autistic Support	1
Northampton County Detention Center	Other	Supplemental Emotional Support	1
Stroudsburg Junior High School	Neighboring School Districts	Full-time Life Skills Support	2
Packer Ridge Academy	Approved Private Schools	Full-time Emotional Support	4
JT Lambert Intermediate School (IU 20 Class)	Neighboring School Districts	Partial Hospitalization	2

## Special Education Program Profile

### Program Position #1

*Operator:* School District

#### PROGRAM DETAILS

*Type:*

*Implementation Date:*

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 8	15	1

**Program Position #2***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	5 to 7	15	1

**Program Position #3***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley 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 8	13	1

**Program Position #4***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley 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 10	12	1

**Program Position #5***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	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 11	14	1

**Program Position #6***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	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 11	16	1

**Program Position #7***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	12	1

**Program Position #8***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	10 to 12	15	1

**Program Position #9***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	15	1

**Program Position #10***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	12	1

**Program Position #11***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Life Skills Support	10 to 13	12	1

**Program Position #12***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	11 to 13	14	1

**Program Position #13***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	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	15	1

**Program Position #14***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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 14	13	1

**Program Position #15***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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 14	17	1

**Program Position #16***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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 14	13	1

**Program Position #17***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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 14	16	1

**Program Position #18***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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	1

**Program Position #19***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley	A Middle	A building in	Supplemental	Learning	12 to	15	1



Middle	School Building	which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	14		
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**Program Position #20***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	10	1

**Program Position #21***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	12	1

**Program Position #22***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 15	13	1

**Program Position #23***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	12 to 15	13	1

**Program Position #24***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	14	1

**Program Position #25***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	12	1

**Program Position #26***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	13	1

**Program Position #27**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	15	1

**Program Position #28**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	13	1

**Program Position #29**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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	1

**Program Position #30**

Operator: School District

**PROGRAM DETAILS**

Type:

Implementation Date:

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning Support	15 to 17	10	1

	School Building	Education programs are operated	but More Than 20%)				
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**Program Position #31***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 17	12	1

**Program Position #32***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 17	10	1

**Program Position #33***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	12	1

**Program Position #34***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

**Program Position #35***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

**Program Position #36***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	17 to 20	15	1

**Program Position #37***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	17	1

**Program Position #38***Operator:* School District

**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

**Program Position #39***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	17 to 21	13	1

**Program Position #40***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

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

**Program Position #41***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are	Itinerant	Speech and Language Support	5 to 8	55	1

		operated					
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**Program Position #42***Operator:* School District**PROGRAM DETAILS***Type:* Class*Implementation Date:* September 2, 2014*Reason for the proposed change:* Increased need for Itinerant Speech/Language Support in grades 4 through 12.**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate, Pleasant Valley Middle and Pleasant Valley High School	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 19	55	1
Justification: This Speech/ Language teacher services students at Pleasant Valley Intermediate (ages 9-11), Pleasant Valley Middle (ages 12-14) and Pleasant Valley High (ages 15-19), thus the reason for the greater than 3 year age range.							

**Program Position #43***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	55	1

**Program Position #44***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	17 to 21	55	1

**Program Position #45***Operator:* School District

**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	9 to 12	55	1

**Program Position #46***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	A Middle School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 15	55	1

**Program Position #47***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 9	55	1

Justification: This Speech/Language teacher services students at Pleasant Valley Elementary (ages 5-9) , thus the reason for the age range exceeding 3 years.

**Program Position #48***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley	A Senior High	A building in which General	Supplemental (Less Than 80%)	Learning	16 to	12	1



High	School Building	Education programs are operated	but More Than 20%)	Support	19		
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**Program Position #49***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

**Program Position #50***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	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 16	11	1

**Program Position #51***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Middle	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 14	15	1

**Program Position #52***Operator:* School District**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley High	A Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	16 to 19	14	1

**Program Position #53***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Autistic Support	5 to 8	8	1

**Program Position #54***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Full-Time Special Education Class	Physical Support	6 to 9	6	1

**Program Position #55***Operator:* Intermediate Unit**PROGRAM DETAILS***Type:**Implementation Date:***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Intermediate	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 13	12	1

**Program Position #56**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

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

**Program Position #57**

*Operator:* School District

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Pleasant Valley Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	7 to 10	13	1

**Program Position #58**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

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

**Program Position #59**

*Operator:* Intermediate Unit

**PROGRAM DETAILS**

*Type:*

*Implementation Date:*

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
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Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
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Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5
Paraprofessional Associate	Pleasant Valley High	0.5

### Special Education Contracted Services

<b>Special Education Contracted Services</b>	<b>Operator</b>	<b>Amt of Time per Week</b>
Maxim Healthcare Services	Outside Contractor	5 Days
Occupational Therapy	Intermediate Unit	11 Hours
Physical Therapy	Intermediate Unit	7 Hours
Adapted Physical Education	Intermediate Unit	35 Minutes
Devereux	Outside Contractor	4 Days
Monroe Career and Technical Institute	Area Vocational Technical Schools	5 Days
Behavioral Health Associates	Outside Contractor	5 Days
Carbon Lehigh Intermediate Unit 21	Intermediate Unit	30 Minutes
Graham Academy	Outside Contractor	5 Days

# Needs Assessment

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## Record School Patterns

### Question:

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

What other information do you still need to assess?

### Answer:

The planning teams completed "data walks" in which local and state level data were reviewed. The data revealed a noticeable growth in student achievement based on three year averages pulled from eMetric(state) and Performance Tracker (local). Also, a review of data showed that the average district level proficiency levels for PSSA and Keystone exams have been equal to or better than the overall state averages for proficiency. Additional identified strengths at the elementary and intermediate levels were related to the implementation of Pleasant Valley Improvement Project, which has lead to a successful RTII implementation. We have noticed achievement on state assessments at the intermediate level and high school level are showing the most room for improvement. The challenge moving forward will be to increase the number of students scoring proficient or better on summative assessments. Additionally, we will need to look at improving differentiation of instruction in all areas.

## District Accomplishments

### Accomplishment #1:

Response to Intervention and Instruction (RTII) at the elementary grade levels focuses on the individual needs of each student. Through the Pleasant Valley Improvement Project (PVIP) a system of universal screening, progress monitoring, and appropriate core instruction and intervention have lead to student achievement gains as measured by the DIBELs assessment.

### Accomplishment #2:

Inquiry based science instruction at the elementary level has helped student achievement as measured by the PSSA science assessment for fourth grade. The three year average (2011-2013) percentage of students scoring advanced has exceeded 50% of those tested.

### Accomplishment #3:

The three year average (2011-2013) percentage of students scoring proficient or advanced in mathematics has exceeded 85% of students tested for grades three and four combined as measured by the PSSA .

**Accomplishment #4:**

The combined district average proficiency rate for grades three through eight exceeds the state average as measured on the PSSA for Math, Reading and Science.

**Accomplishment #5:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in reading has exceeded 80% of students tested for grade three as measured by the PSSA.

**Accomplishment #6:**

The district has developed a K - 12 literacy plan that is being used as the guide for literacy improvement across all content areas district-wide.

**Accomplishment #7:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in reading has exceeded 80% of students tested for grades seven and eight combined, as measured by the PSSA.

**Accomplishment #8:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in math has exceeded 78% of students tested for grades seven and eight combined, as measured by the PSSA.

**District Concerns****Concern #1:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in reading is below 65% for students tested for grade five, as measured by the PSSA.

**Concern #2:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in mathematics is below 75% for students tested for grade five, as measured by PSSA.

**Concern #3:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in writing is below 65% for students tested for both grades five and eight, as measured by the PSSA.

**Concern #4:**

The proficiency rate for the Spring 2013 Keystone Algebra 1 exam is 41% based on students' best score.

**Concern #5:**

The proficiency rate for the Spring 2013 Keystone Biology exam is 41% based on students' best score.

**Concern #6:**

The proficiency rate for the Spring 2013 Keystone Literature exam is 56% based on students' best score.

## Prioritized Systemic Challenges

**Systemic Challenge #1** (*System #2*) Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

**Aligned Concerns:**

The three year average (2011-2013) percentage of students scoring proficient or advanced in reading is below 65% for students tested for grade five, as measured by the PSSA.

The three year average (2011-2013) percentage of students scoring proficient or advanced in mathematics is below 75% for students tested for grade five, as measured by PSSA.

The three year average (2011-2013) percentage of students scoring proficient or advanced in writing is below 65% for students tested for both grades five and eight, as measured by the PSSA.

The proficiency rate for the Spring 2013 Keystone Algebra 1 exam is 41% based on students' best score.

The proficiency rate for the Spring 2013 Keystone Biology exam is 41% based on students' best score.

The proficiency rate for the Spring 2013 Keystone Literature exam is 56% based on students' best score.

# District Level Plan

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## Action Plans

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

### Indicators of Effectiveness:

Type: Annual

Data Source: Reports gathered from H.E.A.T walk-through and the district online observation system used in conjunction with review of lesson plans.

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

### Strategies:

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

*Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source:

[http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf))

**SAS Alignment:** Instruction

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

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

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

### *Differentiating Instruction*

**Description:** Empirical validation of differentiated instruction as a package was not found; however, a large number of testimonials and classroom examples of positive effects have been reported. (Sources: Learning Styles: Concepts and Evidence, [http://www.psychologicalscience.org/journals/pspi/PSPI\\_9\\_3.pdf](http://www.psychologicalscience.org/journals/pspi/PSPI_9_3.pdf); Differentiated Instruction: Effective classroom practices report, <http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf>; Learning Styles, [http://en.wikipedia.org/wiki/Learning\\_styles#cite\\_note-33](http://en.wikipedia.org/wiki/Learning_styles#cite_note-33); WWC: Assisting Students Struggling with Reading: Response to Intervention and Multi-Tier Intervention in the Primary Grades, [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/rti\\_reading\\_pg\\_021809.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/rti_reading_pg_021809.pdf) Differentiated Instruction Reexamined, <http://www.hepg.org/hel/article/499>; Investigating the Impact of Differentiated Instruction in Mixed Ability Classrooms, <http://www.icsei.net/icsei2011/Full%20Papers/0155.pdf>)

**SAS Alignment:** Instruction

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

#### *Danielson Framework for Teaching*

**Description:**

New teachers, through the district induction program, as well as other professional staff that request or that show a need for further understanding of the Framework for Teaching will examine the Danielson model and teacher effectiveness. The SAS website followed-up with both administrative and mentor support will be utilized. Currently 61 courses

are available within the SAS PD center that focus on each of the domains of the Framework for Teaching.

**Start Date:** 8/17/2015    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Instructional Coaching
- Differentiating Instruction

*Differentiated Instruction Training*

**Description:**

1. Ongoing training that will identify the type and process of differentiated instruction.
2. Investigate and pilot if appropriate flipped classroom models of instruction

**Start Date:** 8/19/2014    **End Date:** 6/22/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiating Instruction

*Develop rigorous student learning objectives.*

**Description:**

All teaching staff will develop student learning objectives for their students that will enhance student achievement.

1. Review of curricular alignment and rigor
2. Review of past student achievement
3. Collaborate with like staff to validate assessments
4. Provide administrative review of all objectives
5. Provide opportunities for instructional modeling and coaching for staff to meet student learning objectives

**Start Date:** 7/1/2015    **End Date:** 6/30/2018

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

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiating Instruction

*Writing across the curriculum*

**Description:**

Develop writing rubrics k-12

Provide resources for teachers to use writing across curriculum areas

Teach the R.A.P.S. method of response k -6.

**Start Date:** 8/17/2015    **End Date:** 6/8/2018

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

**Supported Strategies:**



- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching
- Differentiating Instruction

## *Transition*

### **Description:**

The Pleasant Valley School District is a member of Cohort 1 of the Transition Planning Process, formerly known as Indicator 13. The process has been renamed Effective Practices for Secondary Transition (EPST) and the special education teachers of students in the targeted age range (14-21), have participated in current training during the 2013-2014 school year. The training has been provided by Colonial Intermediate Unit 20 (CIU 20).

The implementation step is that, through the random selection of Individual Education Programs (IEPs) of the targeted teachers, the Transition Plans for the appropriate students will be 100% compliant with current state procedures for students who are transition age.

The Secondary Special Education teachers participated in five (5) EPST training sessions: December 17, 2013, January 16, 2014 (middle school) and January 9, 2014, March 14, 2014 and March 18, 2014 (high school).

**Start Date:** 8/27/2014    **End Date:** 6/15/2017

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

### **Supported Strategies:**

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

## *Autism*

### **Description:**

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

**Start Date:** 8/26/2014    **End Date:** 6/15/2017

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

**Supported Strategies:**

- Differentiating Instruction

### *Behavior Support*

**Description:**

The faculty and staff in each of the district school buildings will attend building-wide training sessions and /or assemblies on the district-wide positive behavior support program. Each building has a theme: (PVE-- "Bear Paws"; PVI-- "PBS Zone"; PVM-- "Bear Bucks" and PVH-- "The HOPE Project."

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

Data submitted for the 2012-2013 school year, reflects the following: Of the Total Disciplinary Removals, decreases occurred in the categories listed below.

A 43.48 % decrease for students identified with Autism

A 36.06% decrease for students identified with a Specific Learning Disability

A 27.38% decrease for students identified with an Other Health Impairment

A 38.46% decrease for students identified with a Speech/Language Impairment

A 28.57% decrease in the area of Out of School Suspensions for ten (10) days or less for students identified with an Emotional Disturbance

There were **NO** unilateral removals for drugs, weapons or serious bodily injury for students in any disability category.

**Start Date:** 8/27/2014    **End Date:** 6/15/2017

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

**Supported Strategies:**

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

### *Paraprofessional*

**Description:**

The paraprofessionals will receive direct instruction on the difference between enabling a student and supporting a student to prevent from the student falling victim to "learned helplessness".

The paraprofessionals received training during the 2013-2014 school year on Disability Awareness, the Disability categories and, at the elementary level, training on the reading and math programs.

**Start Date:** 8/27/2014    **End Date:** 6/15/2017

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

**Supported Strategies:**

- Differentiating Instruction

### *Reading NCLB #1*

**Description:**

Direct instruction will be provided to the appropriate administrators, faculty and staff on the reading programs (*Dibels Next, Language Essentials for Teachers of Reading and Spelling LETRS*), *Keystone to Opportunity (KtO)*, *Responsive Reading Instruction (RRI)*, *CORE Reading*, *Reading*

*Apprenticeship, Think Central, SOAR to Success, Prentice Hall, Keystone Prep Course, Report Form, 6 Minute Solution, Linguistics and Rewards*) that are implemented in the respective buildings. Evidence that the action step has been implemented will include documentation of attendance at the training sessions, observation of the teachers while implementing the programs, data collection and the review of the data to determine/ assess changes in student performance.

**Start Date:** 8/26/2014    **End Date:** 6/8/2017

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

**Supported Strategies:**

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

**Goal #2:** Improve district benchmark assessment system.

**Indicators of Effectiveness:**

Type: Annual

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

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

**Strategies:**

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

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to

the acquisition, analysis, and application of student data. (Source: [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf))

**SAS Alignment:** Assessment, Instruction

### *Instructional Coaching*

**Description:** The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders. The Pennsylvania Institute for Instructional Coaching focuses on evidence-based literacy strategies and claims instructional coaching has a positive impact upon student achievement. (Source: <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>) WWC has identified at least one instructional coaching model that has a positive impact on achievement at the secondary level. )Source: [http://ies.ed.gov/ncee/wwc/pdf/quick\\_reviews/myteachingpartner\\_022212.pdf](http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf))

**SAS Alignment:** Instruction

### **Implementation Steps:**

*Ensure benchmark assessments are providing sufficient data to recognize student strengths and weaknesses*

#### **Description:**

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

**Start Date:** 7/1/2015      **End Date:** 6/29/2018

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

**Supported Strategies:**

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

# Appendix: Professional Development Implementation Step Details

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<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Instructional Coaching Strategy #2: Differentiating Instruction</b>
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Start	End	Title	Description	Person Responsible	SH	S	EP	Provider	Type	App.
8/17/2015	6/30/2018	Danielson Framework for Teaching	New teachers, through the district induction program, as well as other professional staff that request or that show a need for further understanding of the Framework for Teaching will examine the Danielson model and teacher effectiveness. The SAS website followed-up with both administrative and mentor support will be utilized. Currently 61 courses are available within the SAS PD center that focus on each of the domains of the Framework for Teaching.	Induction Coordinator and Principals	3.5	1	1	PDE	PDE SAS PD center online courses	Yes

**Knowledge**

Participants will gain knowlede specific to a domain within the Framework for Teaching.

**Supportive Research**

Pennsylvania has adopted Charlotte Danielson's Framework for Teaching as the overarching vision for effective instruction in the Commonwealth. The model focuses the complex activity of teaching by defining four domains of teaching responsibility: planning and preparation, classroom environment, instruction, professional

responsibilities.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

**Training Format**

Series of Workshops  
 Online-Asynchronous  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 School counselors  
 Paraprofessional  
 Other educational specialists

**Grade Levels**

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

**Follow-up Activities**

Analysis of student work, with administrator and/or peers

**Evaluation Methods**

Classroom observation focusing on factors such as planning and preparation,



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

knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.  
 Review of participant lesson plans  
 Review of written reports summarizing instructional activity

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Strategy #2: Instructional Coaching Strategy #3: Differentiating Instruction</b>
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Start	End	Title			Description	Provider	Type	App.
8/19/2014	6/22/2018	Differentiated Instruction Training			1. Ongoing training that will identify the type and process of differentiated instruction.  2. Investigate and pilot if appropriate flipped classroom models of instruction	IU20 and LEA trained trainers	Individual	Yes
		<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>			
		Principal and appropriate curriculum supervisors	3.0	3	35			

**Knowledge** Participants will be able to identify strategies for differentiating instruction to meet the needs of struggling students through effective instruction.

**Supportive Research** What Works Clearinghouse, ASCD and research experts cited evidence on the effectiveness of differentiated instruction.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

Series of Workshops

**Training Format**

<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals New Staff	<b>Grade Levels</b>	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  Creating lessons to meet varied student learning styles Peer-to-peer lesson	<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 Classroom student assessment data Review of participant lesson plans

discussion  
 Lesson modeling with  
 mentoring

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing Strategy #2: Instructional Coaching Strategy #3: Differentiating Instruction</b>
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Start	End	Title	Description	Provider	Type	App.
7/1/2015	6/30/2018	Develop rigorous student learning objectives.	All teaching staff will develop student learning objectives for their students that will enhance student achievement. <ol style="list-style-type: none"> <li>1. Review of curricular alignment and rigor</li> <li>2. Review of past student achievement</li> <li>3. Collaborate with like staff to validate assessments</li> <li>4. Provide administrative review of all objectives</li> <li>5. Provide opportunities for instructional modeling and coaching for staff to meet student learning objectives</li> </ol>	LEA	School Entity	Yes
		<b>Person Responsible</b> Building Principal	<b>SH</b> 3.0	<b>S</b> 3	<b>EP</b> 15	

Participants will

**Knowledge**

- Increase their knowledge of the PA Teacher Effectiveness system.
- Increase their knowledge of effective assessment practices
- Increase thier knowledge of best practice instructional startegies

**Supportive Research**

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

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

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

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

**Training Format**

Series of Workshops  
School Whole Group Presentation  
Professional Learning Communities

<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>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p> <p>Completion of the SLO process in the PA Teacher Effectiveness model</p>

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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**Start                      End                      Title                      Description**

The Pleasant Valley School District is a member of Cohort 1 of the Transition Planning Process, formerly known as Indicator 13. The process has been renamed Effective Practices for Secondary Transition (EPST) and the special education teachers of students in the targeted age range (14-21), have participated in current training during the 2013-2014 school year. The training has been provided by Colonial Intermediate Unit 20 (CIU 20).

8/27/2014 6/15/2017 Transition

The implementation step is that, through the random selection of Individual Education Programs (IEPs) of the targeted teachers, the Transition Plans for the appropriate students will be 100% compliant with current state procedures for students who are transition age.

The Secondary Special Education teachers participated in five (5) EPST training sessions: December 17, 2013, January 16, 2014 (middle school) and January 9, 2014, March 14, 2014 and March 18, 2014 (high school).

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Special Education Supervisor	3.5	8	30	Colonial Intermediate Unit 20	School Entity	Yes

**Knowledge**

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

**Supportive Research**

The **Disability Funder's Network** reports, *"The unemployment rate of people with disabilities is ten times greater than the national unemployment rate, yet many of those unemployed individuals have the skills you need."* By developing appropriate, realistic, effective and student-centered transition plans, this number could increase, through the direct instruction provided to the teachers.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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.

Instructs the leader in managing resources for effective results.

**Training Format**

- LEA Whole Group Presentation
- Series of Workshops
- Department Focused Presentation
- Offsite Conferences

**Participant Roles**

- Classroom teachers
- Principals / Asst. Principals
- Other educational specialists
- Related Service Personnel
- Parents

**Grade Levels**

- Middle (grades 6-8)
- High (grades 9-12)

**Follow-up Activities**

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

**Evaluation Methods**

- Participant survey
- Review of written reports summarizing instructional activity
- Post-secondary interviews of graduates

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Differentiating Instruction</b>
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Start	End	Title	Description	Provider	Type	App.
8/26/2014	6/15/2017	Autism	The teachers will gain knowledge about the disability, learn strategies and implement them . Evidence for this action step will be the documentation of the date of the training session, implementation of the learned techniques and strategies, data collection and feedback via survey from the attendants detailing their level of knowledge following the training session.	Pennsylvania Autism Action Center	Non-profit Organization	Yes
		<b>Person Responsible</b> Special Education Supervisor and Assistant Special Education Supervisor-Elementary		<b>SH</b> 3.5	<b>S</b> 8	<b>EP</b> 65

**Knowledge**

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

**Supportive Research**

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



**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

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

**Training Format**

LEA Whole Group Presentation  
 School Whole Group Presentation  
 Professional Learning Communities

**Participant Roles**

Classroom teachers  
 Principals / Asst. Principals  
 School counselors  
 Paraprofessional  
 Classified Personnel  
 New Staff  
 Other educational specialists  
 Related Service Personnel  
 Parents

**Grade Levels**

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

<b>Follow-up Activities</b>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p>
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<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Differentiating Instruction</b>
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Start	End	Title	Description
8/27/2014	6/15/2017	Behavior Support	<p>The faculty and staff in each of the district school buildings will attend building-wide training sessions and /or assemblies on the district-wide positive behavior support program. Each building has a theme: (PVE--"Bear Paws"; PVI--"PBS Zone"; PVM--"Bear Bucks" and PVH--"The HOPE Project."</p> <p>Evidence that the action step is being appropriately and effectively implemented will be a decrease, annually, in the number of and a decrease in the severity of disciplinary referrals.</p> <p>Data submitted for the 2012-2013 school year, reflects the following: Of the Total Disciplinary Removals, decreases occurred in the categories listed below.</p> <p>A 43.48 % decrease for students identified with Autism</p> <p>A 36.06% decrease for students identified with a Specific Learning Disability</p>

A 27.38% decrease for students identified with an Other Health Impairment

A 38.46% decrease for students identified with a Speech/Language Impairment

A 28.57% decrease in the area of Out of School Suspensions for ten (10) days or less for students identified with an Emotional Disturbance

There were **NO** unilateral removals for drugs, weapons or serious bodily injury for students in any disability category.

Person Responsible	SH	S	EP	Provider	Type	App.
Building Administrators, Special Education Supervisor and Assistant Supervisors of Special Education.	1.0	8	100	LEA	School Entity	Yes

**Knowledge**

When students are provided with direct instruction and clear expectations, they will rise to the occasion. When the faculty, staff and administrators are clear as to what the goals are, confusion is decreased and effective strategies can be taught and monitored for desired changes to student behavior. When students feel safe within their environment, behaviors generally are appropriate.

**Supportive Research**

Arizona Senate Bill 1197 notes the following: " *Research has shown positive behavioral supports are an effective intervention for children with disruptive or challenging behaviors across a broad age range and spectrum of behaviors.*" However, before the appropriate behaviors can be expected of the students, the faculty, staff and administrators must determine an acceptable level of expectation for each student, identify strategies which are effective, then implement the strategies. Once the strategies are implemented with fidelity, the data is reviewed and adaptations and/or revisions are made. Yet, in order for the best practices to be implemented, the faculty and staff must first receive appropriate and sufficient instruction/ training.

**Designed to Accomplish**

For classroom teachers, school Enhances the educator’s content knowledge in the area of the educator’s

counselors and education specialists:

certification or assignment.

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

Empowers educators to work effectively with parents and community partners.

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

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

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

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

Instructs the leader in managing resources for effective results.

**Training Format**

LEA Whole Group Presentation  
 School Whole Group Presentation  
 Professional Learning Communities  
 Offsite Conferences

**Participant Roles**

Dir

Classroom teachers  
 Principals / Asst. Principals  
 Supt / Ast Supts / CEO / Ex  
 School counselors  
 Paraprofessional  
 Classified Personnel  
 New Staff  
 Other educational

**Grade Levels**

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

<p><b>Follow-up Activities</b></p>	<p>specialists                  Related Service Personnel                  Parents</p> <p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Rewards for appropriate behaviors and/or most improved student behavior.</p>	<p><b>Evaluation Methods</b></p> <p>Data on the number of disciplinary referrals (special education students and regular education students) over the course of each school year (2014, 2015, 2016, 2017).</p>
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<p><b>LEA Goals Addressed:</b></p>	<p><b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b></p>	<p><b>Strategy #1: Differentiating Instruction</b></p>
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Start	End	Title	Description
8/27/2014	6/15/2017	Paraprofessional	<p>The paraprofessionals will receive direct instruction on the difference between enabling a student and supporting a student to prevent from the student falling victim to "learned helplessness".</p> <p>The paraprofessionals received training during the 2013-2014 school year on</p>

Disability Awareness, the Disability categories and, at the elementary level, training on the reading and math programs.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
Special Education Supervisor, Assistant Supervisors of Special Education	3.5	4	75	CIU 20	IU	Yes

**Knowledge**

The paraprofessionals will identify and implement appropriate levels of support for the students with which they work.

**Supportive Research**

Research indicates that learned helplessness limits the students' ability and proclivity to work at his/her optimum level. Instruction on how to prevent the students from not working to their potential, in spite of their disability, maximizes the opportunity for the student to achieve academically and behaviorally.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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

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

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

**Training Format**

Series of Workshops  
 Department Focused Presentation

Offsite Conferences

<b>Participant Roles</b>	Paraprofessional 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  Journaling and reflecting	<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. Participant survey Monitoring and review of student behaviors

<b>LEA Goals Addressed:</b>	<b>#1 Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b> <b>Strategy #2: Differentiating Instruction</b>
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<b>Start</b>	<b>End</b>	<b>Title</b>	<b>Description</b>
8/26/2014	6/8/2017	Reading NCLB #1	Direct instruction will be provided to the appropriate administrators, faculty and staff on the reading programs ( <i>Dibels Next, Language Essentials for Teachers of Reading and Spelling LETRS</i> ), <i>Keystone to Opportunity (KtO)</i> , <i>Responsive Reading Instruction (RRI)</i> , <i>CORE Reading, Reading Apprenticeship, Think Central, SOAR to</i>

*Success, Prentice Hall, Keystone Prep Course, Report Form, 6 Minute Solution, Linguistics and Rewards*) that are implemented in the respective buildings.

Evidence that the action step has been implemented will include documentation of attendance at the training sessions, observation of the teachers while implementing the programs, data collection and the review of the data to determine/ assess changes in student performance.

<b>Person Responsible</b>	<b>SH</b>	<b>S</b>	<b>EP</b>	<b>Provider</b>	<b>Type</b>	<b>App.</b>
District Supervisors (Reading, Math, Special Education) and the Assistant to the Superintendent for Curriculum and Instruction	6.0	10	35	Colonial Intermediate Unit 20	IU	Yes

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

**Supportive Research** As reported in the publication, "*BEST PRACTICE, Today's Standards for Teaching and Learning in America's Schools*" by Steven Zemelman, Harvey Daniels, and Arthur Hyde, published in 2005, best practices for the instruction of reading include lessons that are student centered, cognitive and social. The reading programs which are being implemented address all of these areas. Preliminary data reflects increases in student achievement.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

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



needed to analyze and use data in instructional decision-making.  
Empowers educators to work effectively with parents and community partners.

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

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

<b>Training Format</b>	School Whole Group Presentation Department Focused Presentation Offsite Conferences	
<b>Participant Roles</b>	Classroom teachers Principals / Asst. Principals Supt / Ast Supts / CEO / Ex Dir School counselors Paraprofessional Classified Personnel 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>	<p>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</p> <p>Analysis of student work, with administrator and/or peers</p> <p>Creating lessons to meet varied student learning styles</p> <p>Peer-to-peer lesson discussion</p> <p>Lesson modeling with mentoring</p> <p>Joint planning period activities</p> <p>Journaling and reflecting</p>	<b>Evaluation Methods</b>	<p>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</p> <p>Student PSSA data</p> <p>Standardized student assessment data other than the PSSA</p> <p>Classroom student assessment data</p> <p>Review of participant lesson plans</p> <p>Review of written reports summarizing instructional activity</p>
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<b>LEA Goals Addressed:</b>	<b>#1 Improve district benchmark assessment system.</b>	<b>Strategy #1: Data Analysis Procedures, Data-Informed Instruction, Data Teams &amp; Data Warehousing</b>
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Start	End	Title	Description
7/1/2015	6/29/2018	Ensure benchmark assessments are providing sufficient data to recognize student strengths and weaknesses	<ol style="list-style-type: none"> <li>1. Review of science, history, math and English benchmark assessment for alignment with the standards aligned system</li> <li>2. Administer science, history, math and English benchmark assessments (including CDT, GOMATH!, STAR Reading)</li> <li>3. Require staff to conduct data review of all students by course using data</li> </ol>

warehousing system to determine validity

4. Require teacher of common courses to meet and review weakness and strengths in the data and the appropriate action steps in instruction to take as a result.
5. Administrative participation in data review for students in math and English and proposed changes to assessments
6. Provide a schedule for regular data meetings to identify at risk students

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

**Knowledge**

Participants will analyze data and work with instructional coaches and teacher leaders to increase their knowledge of assessment and data analysis.

**Supportive Research**

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing. The purpose of Instructional Coaching is to bring evidence-based practices into classrooms by working with teachers and other school leaders.

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Enhances the educator’s content knowledge in the area of the educator’s certification or assignment.
- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Empowers educators to work effectively with parents and community partners.

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

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

**Training Format**

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

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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)
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<b>Follow-up Activities</b>	<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet</li> </ul>	<b>Evaluation Methods</b>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Classroom student assessment data</li> <li>Review of participant lesson plans</li> </ul>
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varied student learning styles  
Peer-to-peer lesson  
discussion  
Lesson modeling with  
mentoring

# 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.

**Affirmed by Russell Gould on 11/25/2014**

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*Board President*

**Affirmed by Carole Geary on 11/25/2014**

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*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.

**Affirmed by Russell Gould on 4/25/2014**

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*Board President*

**Affirmed by Carole Geary on 4/15/2014**

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*Chief Executive Officer*