

Glendale SD

**District Level Plan**

07/01/2013 - 06/30/2016

# District Profile

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## Demographics

1466 Beaver Valley Rd  
Flinton, PA 16640-8900  
(814) 687-3402  
Superintendent: Arnold Nadonley

## Planning Process

Glendale has created a team process for the Comprehensive Plan. We meet monthly with our team. These meetings will continue even after the completion of the Comprehensive Planning process because of our KtO grant commitment.

Information concerning the members of our planning time, meeting dates, etc. can be found on our website: <http://www.gsd1.org/staff/curriculum-and-instruction/kto-grant/core-team-members>.

We are uniquely positioned as a recipient of the Keystones to Opportunity grant to utilize this process as our overall comprehensive planning process as well. Since we are a very small school, most everyone is involved in some way with the planning and implementation process, including community members, parents, teachers.

Our district superintendent and the administrative team members, or our leadership team, will be responsible for various parts of the process. Special education will be handled by our special education director. The technology component will be led by our technology director. The curriculum director, along with the superintendent will lead the professional development and direct overall. Principals will be responsible for their own schools.

Communication with everyone: parents, students, teaches, community members, the school board, will all be handled on the district website under KtO and Comprehensive Planning, since these important initiatives must be fully coordinated and implemented over the next several years.

## Mission Statement

It is the mission of the Glendale dedicated staff and involved community to create a positive climate in which all students will develop the academic, technological, and social skills necessary to function successfully as citizens in our ever-changing global society.

## Vision Statement

The Glendale School District will utilize curriculum, a variety of teaching and learning strategies, special activities and services to promote the following student learning tasks:

### ***Academic Goals:***

The Glendale student will continue to demonstrate improvement towards the mastery of curriculum standards in the following subject areas:

- Reading, Writing, Speaking, Listening
- Mathematics
- Science and Technology
- Environment and Ecology
- Social Studies (Civics and Government, Geography, Economics, History)
- Arts and Humanities
- Career Education and Work
- Health, Safety, and Physical Education
- Family and Consumer Science
- World Languages

### ***Problem Solving Skills:***

The Glendale student will continue to demonstrate these abilities:

- Identify issues and define problems
- Gather, analyze, and synthesize information
- Consider various strategies and their consequences
- Propose solutions
- Apply the solution and evaluate the outcome
- Recall and transfer information to new situations

### ***Technical Skills:***

The Glendale student will continue to demonstrate the following:

- Knowledge of the personal implications of technology
- Acquisition of technical skills
- Analysis of the appropriate and inappropriate use of technology

### ***Social Skills:***

The Glendale student will demonstrate these characteristics and abilities:

- Be tolerant, kind, respectful, and understanding of others
- Contribute to the maintenance of a positive work environment
- Work both independently and cooperatively
- Maintain a healthy lifestyle
- Respond appropriately to adversity
- Accept the rights and responsibilities of citizenship in a democratic society.

## Shared Values

### *Glendale Shared Values*

#### **Basic Belief Statements:**

1. All people have the right to be treated fairly, with dignity and respect.
2. Learning is a life-long process that is essential for a productive world.
3. Achieving excellence in our schools requires a commitment from the community, school board, administration, staff, students, and parents.
4. Teamwork and cooperation are essential to achieve common goals.
5. Critical thinking, problem-solving and decision-making are essential life skills.
6. When multiple learning styles are addressed, every student can be successful.
7. One's sense of self-worth affects personal achievement.
8. Achievement is assured when real and relevant goals are established.
9. High standards of excellence must be maintained in our schools.
10. Communication through reading, writing, speaking, and listening is necessary in all facets of life.
11. Academics and extra-curricular activities are necessary for well-rounded students.
12. Communities, parents, and students need the flexibility to work in and adapt to necessary changes in their environment.

## Educational Community

Fine land, abundant natural resources, scenic beauty, Prince Gallitzin State Park, reasonably priced housing, and a wholesome quality of life combine to make Glendale School District a uniquely attractive and vibrant place to live and learn. Progressive and conservative, comprehensive and individualistic, technological and basic - all describe the Glendale School District.

The district serves a total of 800 students housed in one K-12 school building located in Flinton, Pennsylvania. As a small, rural district spread out across 99 square miles and two counties, Glendale administrators, faculty, staff, parents and other partners know the value of working together toward

common goals. In fact, individuals wear multiple hats to get the job done. Their ability to effectively manage different layers of responsibility on a regular basis brings added depth and perspectives to our district initiatives, as we work in partnership in various capacities to address the needs of our students.

The five communities which Glendale School District serves are significantly older, poorer and less educated when compared to corresponding data for Clearfield County and the Commonwealth of Pennsylvania. The district serves Irvona and Coalport Boroughs, and Beccaria Township in Clearfield County, and Reade and White Townships in Cambria County. Since most of our district's over 800 students reside in Clearfield County, we are served by Central IU 10, which covers Clearfield County.

The comparative data from the U.S. Census Bureau states that just 9.5% of district residents hold a Bachelor's degree or higher. This is 25% below the county average and 65% below the state average. This education gap contributes to a workforce primarily employed in manufacturing, agriculture, retail or construction fields – areas that are more likely to be seasonal and have not fully recovered from the 2008 recession.

Economically, at \$30,185 the district's median household income is 20% lower than the county average and 40% lower than the state average. It is not surprising then that, on average, 19.4% of district families – nearly one in five - live below the poverty level. By comparison, 8.3% of Pennsylvania families are considered impoverished. These factors help explain why 56.49% of Glendale students are economically disadvantaged and qualify for free or reduced meals, higher than the County average of 49 percent. Studies indicate that this level of poverty can affect learning abilities. This holds true at Glendale, where 21% of students qualify for special education services, compared to 18% statewide. This figure is likely to increase given that 34% of children currently enrolled at the Coalport Head Start Program, a feeder preschool program, have documented disabilities. Finally, lower household incomes likely contribute to inconsistent enrollment in early learning programs like Head Start. Based on kindergarten intake assessments, less than two-thirds of the district's incoming kindergartners typically participate in any type preschool program, whether it offers the structure of Head Start or the familiarity of a community-based program. That leaves more than 35% of incoming Glendale kindergartners without the essential reading, cognitive and language skills that the National Dropout Prevention Center indicates should be learned before children reach school age.

Glendale Junior-Senior High School has been recognized by *U.S. News & World Report* as a "Best High School" with a "Bronze" medal ranking. In addition, the district has moved up 128 positions in overall school rankings over the past three years as cited by the *Western Pennsylvania School Guide* that is published by the *Pittsburgh Business Times*. In the *Overachiever* rankings, the district also exceeds expectations when adding in the performance of students receiving free and reduced lunch by moving up 242 positions in the *Western Pennsylvania School Guide* and ranking 77 out of 500 Pennsylvania school districts for academic achievement.

Due to hard work and dedication on the part of the administration and staff, the district has received state recognition for its outstanding technology, which includes a SmartBoard, LCD projector, and

document imagers in every classroom, eight wireless computer labs, six conventional labs, nearly 400 iPads, and over 1000 PCs on site. Through a large literacy grant, Glendale recently received over 400 iPads to enrich resources, especially in reading, writing, speaking and listening in the district.

Glendale stresses a foundation in basic learning and thinking skills, an acknowledgment of individual differences, sound management practices, and consistent discipline. The district encourages students to develop to their potential by providing a wide array of course selections and extra-curricular activities.

Major building renovation projects have provided the district with modern, well-equipped facilities to meet current enrollment projections and program requirements, helping the district achieve its mission of "providing a challenging and innovative curriculum that fulfills students' needs, interests and abilities, based on their thinking and learning styles."

## Planning Committee

Name	Role
Ginger Bakaysa	Administrator
Susan Bickford	Administrator
Christy Braniff	Parent
Rick Cree	Parent
Bonnie Decker	Middle School Teacher - Regular Education
Ed DiSabato	Administrator
Shannon Dudurich	Parent
Eric Frank	Administrator
Karen Gates	Community Representative
Ron Jasper	Board Member
Stephanie Kasaback	Elementary School Teacher - Regular Education
Patty Kimberly	Elementary School Teacher - Regular Education
Cindy Koteas	Community Representative
Richard Magulick	Secondary School Teacher - Special Education
Bethann McCain	Community Representative
Charlie McQuown	Business Representative
Andy Mulhollen	Board Member
Arnold Nadonley	Administrator
Deborah Neyman	Parent
Larry Putorek	Secondary School Teacher - Regular Education
Jackie Runk	Ed Specialist - School Psychologist
Beth Sherkel	Elementary School Teacher - Special Education

Rick Stackhouse	Administrator
Gary Walstrom	Administrator
Jeff Westover	Business Representative
Amy Wible	Community Representative
Jeanette Williams	Elementary School Teacher - Regular Education
Richard Youngkin	Business Representative

# Core Foundations

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## Standards

### *Mapping and Alignment*

#### Elementary Education – Primary Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Economics	Developing	Developing
English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	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
Early Childhood Education: Infant-Toddler&rarr;Second Grade	Developing	Developing
English Language Proficiency	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*This narrative is empty.*

#### Elementary Education – Intermediate Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Economics	Developing	Developing



English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing

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

*This narrative is empty.*

### **Middle Level**

<b>Standards</b>	<b>Mapping</b>	<b>Alignment</b>
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Economics	Developing	Developing
English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	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	Developing	Developing

Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

*This narrative is empty.*

### High School Level

Standards	Mapping	Alignment
Arts and Humanities	Developing	Developing
Career Education and Work	Developing	Developing
Civics and Government	Developing	Developing
Economics	Developing	Developing
English Language Arts	Developing	Developing
Environment and Ecology	Developing	Developing
Family and Consumer Sciences	Developing	Developing
Geography	Developing	Developing
Health, Safety and Physical Education	Developing	Developing
History	Developing	Developing
Literacy in History/Social Studies, Science and Technical Subjects	Developing	Developing
Mathematics	Developing	Developing
Science and Technology	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	Developing	Developing
Interpersonal Skills	Developing	Developing
School Climate	Developing	Developing
World Language	Developing	Developing

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

*This narrative is empty.*

### Adaptations

#### Elementary Education – Primary Level

- Arts and Humanities
- Career Education and Work
- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology

- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

### **Elementary Education – Intermediate Level**

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

### **Middle Level**

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

### **High School Level**

- Arts and Humanities
- Career Education and Work

- Civics and Government
- Economics
- English Language Arts
- Environment and Ecology
- Family and Consumer Sciences
- Geography
- Health, Safety and Physical Education
- History
- Literacy in History/Social Studies, Science and Technical Subjects
- Mathematics
- Science and Technology

Explanation for any standards checked:

Since PA has moved to the PA Common Core, we are in the process of incorporating these new standards into all subject areas. Language Arts standards encompass all core subject areas, including science and social studies. Curriculum development at Glendale is focusing on Common Core mapping and alignment.

## Curriculum

### *Planned Instruction*

#### **Elementary Education – Primary Level**

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

Processes used to ensure Accomplishment:

Currently developing because of the move to PA Common Core and the transition plan to Keystones and Common Core assessments from PSSA.

When transition has occurred by PDE, we will have completed this work.

**Elementary Education – Intermediate Level**

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

Processes used to ensure Accomplishment:

Currently developing because of the move to PA Common Core and the transition plan to Keystones and Common Core assessments from PSSA.

When transition has occurred by PDE, we will have completed this work.

**Middle Level**

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

Processes used to ensure Accomplishment:

Currently developing because of the move to PA Common Core and the transition plan to Keystones and Common Core assessments from PSSA.

When transition has occurred by PDE, we will have completed this work.

**High School Level**

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

interdisciplinary studies and academic standards are identified.	
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Processes used to ensure Accomplishment:

Currently developing because of the move to PA Common Core and the transition plan to Keystones and Common Core assessments from PSSA.

When transition has occurred by PDE, we will have completed this work.

### *Modifications 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.

Every teacher has been trained in Universal Design for Literacy this school year. This curriculum design and instructional model incorporates modifications and accommodations that allow all students at all mental and physical ability levels to access and master a rigorous standards aligned curriculum.

## **Instruction**

### *Instructional Strategies*

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

#### **Regular Lesson Plan Review**

- Building Supervisors
- District Administrators
- Instructional Coaches
- Not Reviewed

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

Principals and the superintendent regularly evaluate teachers in the areas of lesson planning and instructional observations, including walkthroughs. Glendale has received an RTTT grant and therefore is committed to the new Teacher Effectiveness model advocated by PDE. This will require additional teacher evaluations, walkthroughs for both the RTTT and the KtO grant. The KtO grant provides funding for instructional coaches, pre-K through grade 12. Title I teachers regularly engage in peer coaching strategies with district teachers.

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

We do not currently have department supervisors that review lesson plans. Our school district is small and administrators review lesson plans.

*Responsiveness to Student Needs*

**Elementary Education – Primary Level**

Instructional Practices	Status
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
Differentiated instruction is 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
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

**Elementary Education – Intermediate Level**

Instructional Practices	Status
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
Differentiated instruction is 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
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

**Middle Level**

Instructional Practices	Status
A variety of practices that may include structured grouping, flexible scheduling and	Implemented in

differentiated instruction are used to meet the needs of gifted students.	50% or more of district classrooms
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

We are providing professional development in Universal Design for Learning, in additional resources provided through the KtO grant, and through additional staffing to meet individual student need.

**High School Level**

<b>Instructional Practices</b>	<b>Status</b>
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
Differentiated instruction is used to meet student needs.	Implemented in less than 50% 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
Structured grouping practices are used to meet student needs.	Implemented in 50% or more of district classrooms

If necessary, provide further explanation. (Required explanation if column selected was <50%, UNK or NA)

We are providing professional development in Universal Design for Learning, in additional resources provided through the KtO grant, and through additional staffing to meet individual student need.

**Recruitment**

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



The district publicly advertises when needed or pulls from a list of certified applicants on file that are less than a year old. Candidates are screened for QPA, Experience, Multiple Certifications, specialist certifications, etc. prior to interviewing. A first round oral interview is established with supervisors, building administrator, and at times department heads (teacher). Candidates are rated on questions, responses, and writing sample. A second round oral interview is established with supervisors, building administrator, and at times department heads (teacher), and personnel committee of the Board of Education. Candidates are rated by those present and their name is forwarded to entire Board for hiring. Assignments are based on vacancy and candidate's strengths, qualifications, and certifications. The new employee participates in entry meetings with the district administration to review expectations. The new employee participates in the mentoring program.

## Assessments

### *Local Graduation Requirements*

Course Completion	SY 13-14	SY 14-15	SY 15-16	SY 16-17	SY 17-18	SY 18-19
Electives	8.00	8.00	8.00	8.00	8.00	8.00
English	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
Mathematics	3.00	3.00	3.00	3.00	3.00	3.00
Minimum % Grade Required for Credit (Numerical Answer)	70.00	70.00	70.00	70.00	70.00	70.00
Music, Art, Family & Consumer Sciences, Career and Technical Education	2.00	2.00	2.00	2.00	2.00	2.00
Physical Education	4.00	4.00	4.00	4.00	4.00	4.00
Science	3.00	3.00	3.00	3.00	3.00	3.00
Social Studies	3.00	3.00	3.00	3.00	3.00	3.00
Total Courses	28.00	28.00	28.00	28.00	28.00	28.00

### *2014 Graduation Specifics*

#### Reading

- Local Assessments aligned with State Standards

- Proficiency on State Assessments

### **Writing**

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

### **Mathematics**

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

## ***2015 and beyond Graduation Requirement Specifics***

### **English Language and Composition**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

### **English Literature**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

### **Mathematics**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

**Science & Technology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

**Environment & Ecology**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

***2017 and beyond Graduation Requirement Specifics*****Biology or Chemistry**

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

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

- Completion of Course Work with Keystone Exam as final exam Scoring Proficiency (Stand alone option)
- Students are allowed to test out of required courses.
- Successfully complete Advanced Placement or Independent Baccalaureate Courses including "passing" a course exam.

***Local Assessments***

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

### *Methods and Measures*

<b>Summative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
PSSA	X	X	X	
Keystones				X
Evaluation of Portfolios of Student Work			X	X
Works of Art, Musical, Theatrical, or Dance		X	X	X
Textbook Assessments	X	X	X	X
<b>Benchmark Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
4Sight		X		
GRADE	X	X	X	X
DIBELS NEXT	X			
Study Island			X	X
Read 180		X	X	X
Textbook Assessments	X	X	X	X
System 44		X	X	X
<b>Formative Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Teacher Tests based on PA CC Standards and Anchors	X	X	X	X
Progress Monitoring	X	X	X	X
Textbook Assessments	X	X	X	X
<b>Diagnostic Assessments</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Classroom Diagnostic Tools (CDTs)			X	X
GRADE	X	X	X	X
Running Records	X			

### *Validation of Implemented Assessments*

<b>Validation Methods</b>	<b>EEP</b>	<b>E EI</b>	<b>ML</b>	<b>HS</b>
Building Supervisor Review	X	X	X	X
Department Supervisor Review				
District Administration Review	X	X	X	X
External Review	X	X	X	X
Instructional Coach Review	X	X	X	X
Intermediate Unit Review				
Professional Learning Community Review	X	X		
Teacher Peer Review	X	X	X	X

Provide brief explanation of District's process for reviewing assessments.

Generally, district administration reviews teacher assessment practices by observation, direct review of documents, and by electronic review of curricular maps.

We are initiating an instructional coaching process for literacy and we also have departmental peer review at the secondary level by teachers.

Elementary review occurs by teacher peers at the individual grade levels. We are striving to make this more visible for review from grade level to grade level in a vertical transitional process as we are aligning curriculum with Common Core and providing transitions.

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

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

*This narrative is empty.*

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

Describe the District's system to collect, analyze and disseminate assessment data efficiently and effectively for use by District leaders and instructional teams.

A new assessment archiving system that is embedded within our Student Information System will enable all teachers to access assessment data on their students and classes. This will be implemented in the fall, 2012. Additionally, curricular maps are easily accessible through this same school-wide system, so both teachers and administrators have full access to student data and teacher instructional data.

Data teams meet regularly (every other month) to analyze and disseminate assessment data so that changes in instruction can occur. Data teams are currently K-2, 3-6, 7-8, 9-12.

Summative state assessments are reviewed as well as local assessments, CDTs, 4Sight. We will be adding GRADE for K-12, DIBELS NEXT, and H.E.A.T.

Data teams are made up of regular education teachers, administrators, Central Intermediate Unit consultants, counselors, special education teachers, and other district personnel as needed.

### ***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.

Assessment data is reviewed at regular data team meetings and recommendations for individual students and classes/courses are made at this time, then reviewed at the next data team meeting. Follow-up is done with administration during observations and walk-throughs to see if change is occurring.

Parents are contacted and meetings occur to discuss student performance on various assessments. Recommendations for specialized instruction/materials are made and incorporated into the student schedules.

Information from our Read 180 and System 44 software programs, containing formative assessments, will record the individual student's progress towards benchmarks. This information is readily available to teachers in all classes through the data warehousing system at the district level.

Teachers use this assessment data to structure lessons utilizing the Universal Design for Learning model. Teachers have been provided with numerous websites and online resources to modify their lessons in the design stage to meet varying student needs.

### *Assessment Data Uses*

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

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

Assessment data is reviewed at regular data team meetings and recommendations for individual students and classes/courses are made at this time, then reviewed at the next data team meeting. Follow-up is done with administration during observations and walk-throughs to see if change is occurring.

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

*This narrative is empty.*

### *Distribution of Summative Assessment Results*

<b>Distribution Methods</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides				
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	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
Mass Phone Calls/Emails/Letters	X	X	X	X
Meetings with Community, Families and School Board	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 District's process for incorporating selected strategies.

Through district newsletters created and published by our superintendent, all district community members are kept informed about activities, student achievement, grant acquisition, health and safety, etc.

Our superintendent holds/provides regular press releases to the public concerning student achievement at Glendale School District.

Daytime and evening meetings are held with parents, community members, teachers, students to review results of summative and formative assessments in our district.

Individual letters are sent to parents reviewing student assessment results and charting growth.

Additionally, parents, board members, community members are directed to our district website for assessment results and to PVAAS and overall district report cards on state assessments.

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

District course planning guides are not generally available to the public as yet through our district website. Teachers provide course information through their individual links to the district site.

Our plan is to make course maps available to parents and students when they have been migrated from SAS to our new data warehousing system and when they have been fully aligned to PA Common Core State Standards, over the next few years.

All curricular maps that have been developed to date are aligned with PA State Standards and currently reside on the PDE SAS website, under Teacher Tools. Some teachers have made links to their maps on their individual web pages on our district web site. These maps are available to the public and note assessments, course information, etc.

## 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.



We currently analyze data in our data team meetings, look at students who are not reaching proficiency, and plan specialized instructional approaches and interventions based on student need.

In our data team meetings, teachers review individual student progress through PVAAS and EMetric data. This review is not only centered on curriculum revision, but also individual student growth. Even students who are proficient are analyzed to determine gains over time and their needs are address by differentiation and enrichment of the curriculum, adding rigor and challenge where appropriate.

### *Programs, Strategies and Actions*

#### **Elementary Education – Primary Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

#### **Elementary Education – Intermediate Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

#### **Middle Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

**High School Level**

- Biennially Updated and Executed Memorandum of Understanding with Local Law Enforcement
- Comprehensive District-wide School Safety and Violence Prevention Plans
- Conflict Resolution or Dispute Management
- Counseling Services for Students Enrolled in Alternative Education Programs
- Peer Helper Programs
- Purchase of Security-related Technology
- Safety and Violence Prevention Curricula
- Student Assistance Program Teams and Training
- Student Codes of Conduct
- Student, Staff and Visitor Identification Systems

Explanation of strategies not selected and how the District Plans to address their incorporation:  
 Our new additions to the Student Information System will enable our administrators to better track student infractions. However, since we are a very small school and a vital gathering place in the community, very few student infractions occur. We have no need for a school resource officer, nor do we have the funds if we felt we needed this position.

*Identifying Gifted Students*

Describe your entity’s process for identifying gifted children.

The elementary school guidance counselor regularly screens referred students, including those recommended by parents, teachers, and administrators. If the student scores at a certain level, the student is then referred to the school psychologist for a complete gifted multi disciplinary evaluation. As part of the MDE process, the student is evaluated using individualized intelligence and achievement testing measures. Teacher input, parent input, classroom observation and record review are also included and considered when determining qualification for gifted placement.

At the high school level students may be referred for a full gifted evaluation without the need for screening.

Students who are new to the district and have already been identified as in need of gifted services are typically placed in the gifted program without the need for further testing.

*Developmental Services*

Developmental Services	EEP	EEI	ML	HS
Academic Counseling		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	X	X		
Wellness/Health Appraisal				

### *Diagnostic, Intervention and Referral Services*

<b>Diagnostic, Intervention and Referral Services</b>	<b>EEP</b>	<b>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

### *Consultation and Coordination Services*

<b>Consultation and Coordination Services</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
Alternative Education			X	X
Case and Care Management	X	X	X	X
Community Liaison	X	X	X	X
Community Services Coordination (Internal or External)	X	X	X	X
Coordinate Plans				
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				
Truancy Coordination	X	X	X	X

### *Communication of Educational Opportunities*

<b>Communication of Educational Opportunities</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
Course Planning Guides			X	X
Directing Public to the PDE & AYP Websites	X	X	X	X
District Website	X	X	X	X
District-wide Phone Calls/Emails/Letters	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
Meetings with Community, Families and School Board	X	X	X	X
Newsletters	X	X	X	X
Press Releases	X	X	X	X
School Calendar	X	X	X	X
Student Handbook	X	X	X	X

### *Communication of Student Health Needs*

<b>Communication of Student Health Needs</b>	<b>EEP</b>	<b>EI</b>	<b>ML</b>	<b>HS</b>
District Website	X	X	X	X

Individual Meetings	X	X	X	X
Individual Screening Results	X	X	X	X
Letters to Parents/Guardians	X	X	X	X
Meetings with Community, Families and School Board	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**

- Monthly

#### **Elementary Education – Intermediate Level**

- Monthly

#### **Middle Level**

- Monthly

#### **High School Level**

- Monthly

### *Collaboration for Interventions*

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

The district offers a Child Study Team (CST), which enables classroom teachers to refer individual students who are struggling either academically or behaviorally. Intervention plans are discussed and developed to be put into place on the classroom setting. The classroom teachers, reading specialists, guidance counselor, school psychologist, special education supervisor, and principal are typically involved in CST meetings.

The entire school district recently received inservice training on Universal Design for Learning which has been useful in determining appropriate classroom accommodations and interventions for all students.

### *Community Coordination*

Describe how the District accomplishes 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

Glendale has a coordinated effort with our local Early Head Start, Head Start, and the Coalport Nursery School to provide transitioning, literacy initiatives, resources, educator training, literacy coaching and we provide a professional coordinator to align curricular materials, instruction, with our PA CC standards and other state standards. Additionally, we have one of our Title I teachers meet monthly to facilitate Glendale initiatives with the pre-K coordinator to ensure focus and consistency.

***Preschool Agency Coordination***

Explain how the District 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 District and those operated by community agencies under contract from the District.
- 3. Describe how the District provides for a smooth transition from the home setting and any early childhood care or educational setting the students attend, to the school setting.

Glendale provides pre-K students with a two week K-Kamp in August to ease the transition to kindergarten. Teachers of the K-Kamp are the regular K teachers, so the students get to familiarize themselves with the district, school, busses, and cafeteria before the other students begin school.

The Glendale School District coordinates with the local preschool agencies to schedule yearly Transition to Kindergarten meetings. These meetings are typically held in February and allow the school district to become aware of any impending student issues. Members include kindergarten teachers, special education supervisor, school psychologist, reading specialists, speech/language therapist, principal, parents and staff from preschool agencies.

**Materials and Resources**

***Description of Materials and Resources***

**Elementary Education – Primary Level**

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Developing

Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and demonstrates relationships among fundamental concepts and skills	Developing
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

High quality instructional materials are selected by teachers and administrators through the curriculum review process. This cycle is established and visible on our district website. We have established a cycle of the following: Purchase Texts/Materials, Pilot/Evaluate/ Revise, Implementation, Evaluate, Revise Curriculum, Review/ Development, Purchase Texts/Materials. Before materials are selected, the grade level planning teams must ensure their curricula are aligned with PA Standards. Over the next few years, we will be ensuring the mapped courses are aligned with Common Core State Standards as the new assessments are introduced by PDE. Since all our course maps, complete with alignment, are on PDE SAS, we have them accessible to all teachers and administrators for review and use. Courses are designed utilizing Universal Design for Learning attributes to ensure a differentiated and equitable accessibility for all students according to diverse levels of student motivation, performance, and educational needs.

A new assessment warehousing database was adopted by Glendale in order to make all student assessments readily accessible by all teachers and administrators. We have created an assessment calendar that enables all district and school level assessments to be visible for parents, teachers, and students.

### **Elementary Education – Intermediate Level**

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

Provide explanation for processes used to ensure Accomplishment.

High quality instructional materials are selected by teachers and administrators through the curriculum review process. This cycle is established and visible on our district website. We have established a cycle of the following: Purchase Texts/Materials, Pilot/Evaluate/ Revise, Implementation, Evaluate, Revise Curriculum, Review/ Development, Purchase Texts/Materials. Before materials are selected, the grade level planning teams must ensure their curricula are aligned with PA Standards. Over the next few years, we will be ensuring the mapped courses are aligned with Common Core State Standards as the new assessments are introduced by PDE. Since all our course maps, complete with alignment, are on PDE SAS, we have them accessible to all teachers and administrators for review and use. Courses are designed

utilizing Universal Design for Learning attributes to ensure a differentiated and equitable accessibility for all students according to diverse levels of student motivation, performance, and educational needs.

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### Middle Level

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

Provide explanation for processes used to ensure Accomplishment.

High quality instructional materials are selected by teachers and administrators through the curriculum review process. This cycle is established and visible on our district website. We have established a cycle of the following: Purchase Texts/Materials, Pilot/Evaluate/ Revise, Implementation, Evaluate, Revise Curriculum, Review/ Development, Purchase Texts/Materials. Before materials are selected, the grade level planning teams must ensure their curricula are aligned with PA Standards. Over the next few years, we will be ensuring the mapped courses are aligned with Common Core State Standards as the new assessments are introduced by PDE. Since all our course maps, complete with alignment, are on PDE SAS, we have them accessible to all teachers and administrators for review and use. Courses are designed utilizing Universal Design for Learning attributes to ensure a differentiated and equitable accessibility for all students according to diverse levels of student motivation, performance, and educational needs.

A new assessment warehousing database was adopted by Glendale in order to make all student assessments readily accessible by all teachers and administrators. We have created an assessment calendar that enables all district and school level assessments to be visible for parents, teachers, and students.

### High School Level

Material and Resources Characteristics	Status
A robust supply of high quality aligned instructional materials and resources available	Developing
Accessibility for students and teachers is effective and efficient	Developing
Aligned and supportive of academic standards, progresses level to level and	Developing



demonstrates relationships among fundamental concepts and skills	
Differentiated and equitably allocated to accommodate diverse levels of student motivation, performance and educational needs	Developing

Provide explanation for processes used to ensure Accomplishment.

High quality instructional materials are selected by teachers and administrators through the curriculum review process. This cycle is established and visible on our district website. We have established a cycle of the following: Purchase Texts/Materials, Pilot/Evaluate/ Revise, Implementation, Evaluate, Revise Curriculum, Review/ Development, Purchase Texts/Materials. Before materials are selected, the grade level planning teams must ensure their curricula are aligned with PA Standards. Over the next few years, we will be ensuring the mapped courses are aligned with Common Core State Standards as the new assessments are introduced by PDE. Since all our course maps, complete with alignment, are on PDE SAS, we have them accessible to all teachers and administrators for review and use. Courses are designed utilizing Universal Design for Learning attributes to ensure a differentiated and equitable accessibility for all students according to diverse levels of student motivation, performance, and educational needs.

A new assessment warehousing database was adopted by Glendale in order to make all student assessments readily accessible by all teachers and administrators. We have created an assessment calendar that enables all district and school level assessments to be visible for parents, teachers, and students.

*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
Economics	Implemented in 50% or more of district classrooms
English Language Arts	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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	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

### 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
Economics	Implemented in 50% or more of district classrooms
English Language Arts	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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms

Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	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

### Middle 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
Economics	Implemented in 50% or more of district classrooms
English Language Arts	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
Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	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

**High School Level**

<b>Standards</b>	<b>Status</b>
Arts and Humanities	Implemented in 50% or more of district classrooms
Career Education and Work	Implemented in 50% or more of district classrooms
Civics and Government	Implemented in 50% or more of district classrooms
Economics	Implemented in 50% or more of district classrooms
English Language Arts	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

Literacy in History/Social Studies, Science and Technical Subjects	Implemented in 50% or more of district classrooms
Mathematics	Implemented in 50% or more of district classrooms
Science and Technology	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

### *Current Technology Services*

#### **Required for LEA applying for eRate Priority 2 Funding**

Describe the District's current telecommunications services, hardware, software and other services used to implement education. What strengths and weaknesses, related to technology, have been identified by staff, students or parents?

Currently we use a Mitel IP phone system that allows us to have one IP phone per-classroom. This is how teachers communicate with each other by voice, voice messages, etc.. They have the option for Do Not Disturb, access to call 911, or any other communication that needs to be made. Along side the IP phones we have 8 cordless phones

that work anywhere on campus. These phones are for administrators to use in case of emergencies. We also have a LAN within the districts that allow us to connect PC's by Cat5/6 to a wall jack, or by wireless access points.

Each building and floor has an IDF rack that contains a core switch and other switches that run through fiber to the main IDF. This provides internet access, as well as network access to one of our 14 servers. Some servers contain programs such as Waterford, Read180, Knowledgebox, etc.. and others contain license files for labs that run programs like AutoCAD and Microtype. There are also storage servers that contain the information that staff/students enter into their user drives, and an exchange server for staff email. All data is then backed up locally, and in a cloud, so no information is lost. We also keep one server open at all times so if a new program needs installed we have room to expand through virtualization.

All internet is filtered through a Barracuda web filter, this way our staff and students are safe from un-trusted/bad websites. All staff members also have a laptop that they are allowed to take home with them as well. This laptop contains all the software they need to connect to the hardware in their classroom and district.

Each room contains a document camera along with a Smartboard and projector. The students have 6 labs of 25 PC's per lab, and 9 laptop carts with 25 per cart available for them to use. There is also a printer in every classroom and copiers placed throughout the district, so printing is always an option, no matter where you are. Essentially our district is fully covered by equipment in every corner so that staff and students can utilize any type of program needed to integrate with curriculum. We also just integrated software called GRADE that will allow us to print tests for students, and then the answers can be scanned into our system by a machine and automatically graded. Then all data is available from a program that shows the strengths and weaknesses.

Additionally, we are upgrading our wireless system to accommodate the addition of 350 iPads for literacy in all grade levels, pre-K through 12. Teachers have been provided with new iPads as well as hardware to project onto their SmartBoards. Additional software is being purchased to support teacher and student needs for the iPads, literacy, and reading materials for specific core and elective subject areas to enable more students to extensively utilize the iPad for instruction. Software in the form of applications and iBooks is and will be used to align curriculum with Common Core Standards. With the upgrades to our infrastructure, we should be better able to handle student and teacher demand for access to the internet and various applications.

### *Future Technology Services*

#### **Required for LEA applying for eRate Priority 2 Funding**

Describe what specific telecommunications services, hardware, software and other services will be needed to improve education? (Address how the District plans to take advantage of emerging technologies to improve education. Be sure to include the acquisition or implementation of such services/equipment within the District Action Plans.)

We are going to need to replace each teacher's laptop or desktop to enable continued effectiveness in the instructional process as well as curriculum and professional development. Our curriculum maps, materials and resources are all web-based, including student assessment data and achievement. Our current laptops/desk models are at least 5-7 years old and will not run current programs. We are changing the way we approach teaching and learning to reflect the Common Core and the incorporation of more appropriate formative and diagnostic assessments. These all require more hardware for both



the teacher and student. Our infrastructure is still in need of upgrading to support increased student and teacher usage, especially with the new training modules our professional staff have been attending. Many and varied resources are available at little or no cost on the web, so teachers naturally want to make use of them in their instructional practices to more effectively meet the differing instructional needs of our students.

The following are some specific hardware needs:

**Access Points** – These will be needed to increase wireless speeds and protection of our network. What we have now works, but as our equipment needs grow, the access points will need upgraded. This is in line with obtaining more laptops and ipads for student use with literacy, test taking, etc..

**POE Switches** – These will be needed to increase network speeds to make everything 100% full gigabit. Right now our network is 70% gigabit with a couple areas remaining 10/100. This will help server based programs run faster with less error.

**Teacher Laptops** – The current equipment has been upgraded and is becoming older. New teacher laptops should be purchased to run the updated versions of smart/Aver+/Microsoft office that require more space and memory. These will also help with online exams, future upgrades, and communication between staff members.

**New Exchange server** – This will allow for updated email capabilities and staff communication.

**Lab Upgrades** – All computer labs should be upgrade to Windows 7 pro, this way software such as Microsoft Office, Adobe CS5, Microtype, etc.. can be installed and used, as they require more memory and a bigger processor than most.

All upgrades and technology that we have and will receive in the future will always integrate education and improve it. With every upgrade comes faster more reliable equipment with software that is updated according to what the user needs. Everyday teachers and end-users talk to the creators of programs and equipment and let them know how it can be improved. This is why software and equipment is updated so frequently. If you choose to stay where you are at, you will be left behind.

## Professional Education

### *Characteristics*

District's Professional Education Characteristics	EEP	EI	ML	HS
Empowers educators to work effectively with parents and community partners.	X	X	X	X
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

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
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District’s Professional Education Characteristics	EEP	EI	ML	HS
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
Provides leaders with the ability to access and use appropriate data to inform decision making.	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 struggling students are aligned to each other, as well as to Pennsylvania’s academic standards.	X	X	X	X

Provide brief explanation of District's process for ensuring these selected characteristics.

We have created an effective training model that utilizes all professional development days in the district calendar for instructing every teacher and administrator in research-based modules such as the following: Building Blocks of Literature, Universal Design for Learning, Data for Instructional Improvement/Decision-Making, Successful Transitions along the Literacy Continuum, Reading Apprenticeship, Literacy Design Collaborative for Common Core, Family Engagement, and Supporting Learners with Special Needs.

Teachers meet monthly in data teams to review student progress and make plans for instructional changes/adjustments. Additionally, we have professional development ongoing in curriculum review/writing, transitioning to Common Core, aligning curriculum. This ongoing, job-embedded professional development occurs during the teacher work day, facilitated by securing substitute teachers to cover classes. Teachers and administrators have full access to a district data warehousing system for all assessments and curricular maps. This enables cross grade level articulation, both horizontally and vertically, of standards and eligible content.

Teachers also meet in departments regularly to coordinate instructional methods, materials, technology, resources.

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

*This narrative is empty.*

***Strategies Ensuring Fidelity***

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

Provide brief explanation of District's process for ensuring these selected characteristics.

We have created an effective training model that utilizes all professional development days in the district calendar for instructing every teacher and administrator in research-based modules such as the following: Building Blocks of Literature, Universal Design for Learning, Data for Instructional Improvement/Decision-Making, Successful Transitions along the Literacy Continuum, Reading Apprenticeship, Literacy Design Collaborative for Common Core, Family Engagement, and Supporting Learners with Special Needs. All these modules are reviewed regularly by principals and evaluators and data is collected when observing teachers to see if there is widespread implementation and/or concerns. Teachers are provided individualized on-going support as necessary.

Teachers meet monthly in data teams to review student progress and make plans for instructional changes/adjustments. Additionally, we have professional development ongoing in curriculum review/writing, transitioning to Common Core, aligning curriculum. This ongoing, job-embedded professional development occurs during the teacher work day, facilitated by securing substitute teachers to cover classes. Teachers and administrators have full access to a district data warehousing system for all assessments and curricular maps. This enables cross grade level articulation, both horizontally and vertically, of standards and eligible content.

Principals and supervisors use research-based assessments of teacher instructional practices by walkthrough data collection strategies and software. This information is collected, shared with teachers, and reviewed. Such walkthrough data is collected at least three times per year, per teacher.

Principals are also using the new Teacher Effectiveness system by Danielson as proposed by PDE to collect data on teacher preparation, planning, and instructional practices. This data is reviewed with each teacher and submitted to PDE.

Teachers also meet in departments regularly to coordinate instructional methods, materials, technology, resources.

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

*This narrative is empty.*

### **Induction Program**

- Inductees will assign challenging work to diverse student populations.
- 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 District curricula.
- Inductees will effectively navigate the Standards Aligned System website.
- Inductees will know and apply District endorsed classroom management strategies.
- Inductees will know and utilize school resources that are available to assist students in crisis.
- Inductees will know the basic details and expectations related to District-wide initiatives, practices, policies and procedures.
- Inductees will know the basic details and expectations related to school initiatives, practices and procedures.
- Inductees will know, understand and implement instructional practices validated by the District as known to improve student achievement.
- 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.

Provide brief explanation of District's process for ensuring these selected characteristics.

The mentor teacher and building principal will participate in overseeing the inductees meet the selected characteristics.

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

*This narrative is empty.*

### **Needs of Inductees**

- Classroom assessment data (Formative & Summative).

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

Provide brief explanation of District's process for ensuring these selected characteristics.

Evaluation of the inductee performance will be the responsibility of the administration just as it is with the tenured staff. This will be accomplished through classroom observations and teacher conferences. Evaluation data will also be gathered at Building Induction meetings.

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

*This narrative is empty.*

### ***Mentor Characteristics***

- Mentors and inductees must have compatible schedules so that they can meet regularly.
- 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).
- Pool of possible mentors is comprised of teachers with outstanding work performance.
- Potential mentors have similar certifications and assignments.
- Potential mentors must be willing to accept additional responsibility.
- Potential mentors must have demonstrated ability to work effectively with students and other adults.
- Potential mentors must have knowledge of District/School policies, procedures and resources.
- Potential mentors must model continuous learning and reflection.

Provide brief explanation of District's process for ensuring these selected characteristics.

Mentors must have no less than three years of successful experience based upon the district's formal evaluation process.

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

*This narrative is empty.*

### ***Induction Program Timeline***

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

If necessary, provide further explanation.

*This narrative is empty.*

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

Identify the procedures for monitoring and evaluating the Induction program.

The inductees will meet at least twice a month with their mentors to review progress and objectives while maintaining a journal. Additionally, an administrator meets once a month with the mentors and inductees. The superintendent periodically reviews the journals and documentation to evaluate effectiveness and completeness.

### ***Recording Process***

- Building administrator receives, evaluates and archives all school mentor records.
- Completion is verified by the Superintendent on the Application for Level 2 Certification.
- District administrator receives, tallies, and archives all District mentor records.

- Mentor documents his/her inductee's involvement in the program.
- Schools maintain accurate records of program completion and provide a certificate or statement of completion to each inductee who has completed the program.

## Special Education

### *Special Education Students*

Total students identified: 175

### *Identification Method*

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

The Glendale School District provides a variety of opportunities for the screening and evaluation of students thought to have disabilities. In kindergarten all students receive screenings on readiness. The Dynamic Indicators of Basic Early Literacy Skills test (DIBELS) is used in grades K-6 for screening and progress monitoring of reading skills. In addition, all elementary teachers complete Running Records on each student 6 times per year. Students in grades 3-8 are assessed in math using the 4 Sight test. Starting the 2012-2013 school year students in grades K-12 will be assessed in reading using the GRADE diagnostic assessment. The Child Study Team works with school staff including the school psychologist to provide screening in various areas (academics, emotional, social, communication, motor, vision, and hearing). Parents may request Child Study intervention through the building principal. The Child Study Team can recommend interventions, further screening, and/or a referral for multidisciplinary evaluation (MDE) for special education services for a student suspected of having a disability. If a child is identified to be in need of Special Education, an Individual Education Plan (IEP) is developed and reviewed annually to offer the necessary Specially Designed Instruction. This plan would include all the necessary supplemental aides and services for the student to make meaningful educational progress.

We are currently using psychological testing as part of the evaluative process for identifying students with specific learning disabilities. The school psychologist works with the child study team as part of the on-going data collection for the identification process. We have implemented the Response to Intervention Model on a small scale, but are not confident enough to fully implement this model. The data that is gathered from the school wide assessments becomes an integral part of our instructional decisions. Our pupil services department schedules meetings with the individual grade levels at the elementary level and department levels at the high school level. The data is used to implement successful strategies to help students. Reading Specialists work with students having difficulty in reading areas. These sessions are conducted outside of the regular education setting, in either a one-to-one or small group setting. This data is also used in the MDE process, if necessary.

### *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 is no significant disproportionality by race or ethnicity.

### *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?

Pyramid Healthcare Skyline Lodge, in Blandburg, PA is located within the Glendale School District. The facility employs fully certified teachers, including special education teachers. Students that are unable to attend school in a public setting are taught on site. Glendale School District provides any additional services, such as speech and language services. Students who are able to attend public school, are educated in the Glendale School District school buildings.

The supervisor of special education reviews all special education records for students at Pyramid. Upon review of a current IEP, necessary revisions are implemented which reflect the circumstances of the current placement. The revised IEP reflects what FAPE will look like during the treatment period at Pyramid Healthcare. The Glendale School District implements its resources to the best of our ability to provide a program comparable or superior to the original IEP. Any revisions made are noted in the Present Level section of the IEP. If records are found to be non compliant the district conducts a compliant reevaluation, issues a reevaluation report, conducts an IEP team meeting, and/or issues a NOREP, as needed to be in compliance.

Teachers and staff at Pyramid frequently refer students, that are being taught at Pyramid, for an evaluation. The district issues a permission to evaluate, conducts the evaluation, and issues the report. Teachers at the Pyramid facility prepare the IEP document. The Glendale School District Supervisor of Special Education attends all IEP meetings at the Pyramid facility. All original special education records are housed within the Glendale School District.

It is sometimes very difficult to obtain records for students who reside at Pyramid Healthcare. Many of these students have attended school in numerous districts. Often by the time the records are received, the student has moved on to another facility.

### *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).

The Glendale School District works closely with the Clearfield Area School District, which hosts the county correctional facility. When children/adolescents become incarcerated, the Clearfield Area School District contacts our district to obtain necessary records and documentation in regard to the individual child. The Glendale School District does not host a correctional facility, nor do we have any incarcerated youth in need of special education services at this time.

### *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.)

The Glendale School District provides a continuum of service options for students with disabilities. Our primary effort is to provide support to maintain the child in the regular education setting to the greatest degree. Ideally, this is done through the efforts of the Child Study Team. The team facilitates a process that results in the implementation of interventions and strategies early on, to enable the child to be successful in school prior to the consideration of special education. If an evaluation for special education services is deemed necessary, the multidisciplinary evaluation process attempts to determine a realistic degree of need for each student.

Each student is assessed on an individual basis to determine the extent to which inclusion can be beneficial for the student. The IEP team considers the level of intervention, location of intervention, and instructional group that represents the least restrictive environment. Instructional and behavioral strategies are used to maintain students in the most appropriate and least restrictive environment. The district provides itinerant, supplemental, and part-time settings for Learning Support and Life Skills Support, and itinerant Emotional Support. Itinerant services are always considered first for each student depending on the need. Regular and special educators work together, along with paraeducators who coordinate the necessary modifications in materials and content to support learning disabled students within the regular education curriculum. At the high school level we presently have two full time inclusion teachers and several full time inclusion paraeducators. We also employ several paraeducators to assist students in the inclusion setting at the elementary school. The progress of each student is monitored to ensure appropriate placement at his/her level of participation.

Our school district contracts with the Central Intermediate Unit (CIU) for a variety of trainings and services to assist our teachers and staff with interventions that will enable all students to be successful in school. The CIU Autism consultant and Behavior Support consultant meet with our staff on an as needed basis. Our entire teaching staff has been trained on Differentiated Instruction from a member of the CIU TAC team. Many regular educators and special educators are trained in Nonviolent Crisis Intervention Training which is offered by the CIU. The Life Skills staff is trained in Autism Spectrum Disorders: Applications of Nonviolent Crisis Intervention. Our transition coordinator attends monthly networking meetings at the CIU. The CIU also offers summer training for our paraeducators. Teachers also attend many trainings and video conferences that are offered through PaTTAN.

Our high school special education staff works closely with the Greater Altoona Career and Technology Center (GACTC) to ensure that our special education students receive the same accommodations and services at GACTC that they do at their home school so that they can be equally successful in their program at GACTC.

### ***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).

Policy (113.1- Discipline of Students with Disabilities) states that "when necessary, behavior support programs shall be developed and maintained for students with disabilities in order to promote and strengthen desirable behaviors and reduce identified inappropriate behaviors."

The Glendale School District Behavior Management Policy (113.2) specifies the use of positive behavior support. The policy is designed to enable students with special needs who need behavioral supports, "to benefit from their free appropriate education program within the least restrictive environment (LRE)..." Guidelines include techniques to modify the contextual influences of behavior, teach socially appropriate alternative skills, reinforcement of desired behaviors, utilizing least to most hierarchy of strategies, development of behavior support plans, conducting functional behavior assessments, and evaluating positive interventions. Behavior support plans developed must be designed and implemented with PDE Guidelines for Effective Behavior Support. The types of interventions chosen are to be as least intrusive as necessary, and "aversive techniques, restraints or discipline procedures may not be used as a substitute for a behavior management program."

### ***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.

Glendale School District has not had difficulty ensuring FAPE for an individual student or a particular disability category. The district frequently collaborates with and/or schedules CASSP meetings with Parents, Advocates, IU 10 consultants, and agency contacts (MH/ID, Wrap Around Service Providers) to address how to best meet the needs of students. Our goal is to provide supports in the Least Restrictive Environment.

Our greatest need is for emotional support placements, as we only have itinerant Emotional Support available within the district. We utilize the New Story School in DuBois, PA which provides educational, behavioral and emotional services to children and families. We also place students at the NHS school in Altoona, PA which provides services for children with Autism as well as Emotional Support services. These placements are periodically evaluated and the possibility of a less restrictive placement is always considered.

With the growing number of students with emotional support needs, our district is exploring the possibility of adding an Emotional Support class within the district. We have been collaborating with The Learning Lamp program to determine if our district could host an Emotional Support class which could be utilized by neighboring school districts.

### *Strengths and Highlights*

Describe the strengths and highlights of your current special education services and programs.

Our students with disabilities are included in the regular education classes to the maximum extent possible. We have several full-time instructional aides and personal care aides to assist in the classrooms. At the high school level we have two full-time Learning Support inclusion teachers. We have a wide range of services located within our district including: learning support, life skills support, itinerant emotional support, speech and language support, psychological services and nursing services. Our district has received state recognition for its outstanding technology which includes eight wireless computer labs and over 1,000 PCs on site. We were recently able to purchase 400 iPads through a literacy grant. Every classroom is equipped with state of the art technology including Smartboards. Special education students have access to the wireless computer labs and programs suited to their individual needs. Parents are encouraged to be active partners in the educational process. Every effort is made to have parents attend IEP meetings and parent teacher conferences.

Our entire special education staff is trained in Non-violent Crisis Prevention Intervention. Many of our learning support teachers are trained in the READ 180, and System 44 reading programs. Teaching staff recently received inservice training on Universal Design for Learning to ensure a differentiated and equitable accessibility for all students according to diverse levels of student motivation, performance, and educational needs. We have ongoing staff development programs for both regular education and special education teachers as well as ParaEducators. All of our aides have achieved the status of "Highly

Qualified NCLB ParaEducator" either in accordance with testing and training procedures established by Central Intermediate Unit # 10 and the Pennsylvania Department of Education, or by completing the ESP Paraprofessional Portfolio Program offered by PSEA. They have been attending trainings each year to ensure their completion of the 20 mandated hours.

The district also has a strong commitment to the successful transition of students into the world of work, post-secondary education and community living. The district provides opportunities for students to develop job skills that improve student outcomes from school to work. A transition coordinator attends the IU transition council meetings and works with the Office of Vocational Rehabilitation, Career Link and the Greater Altoona Career and Technology Center. The transition coordinator also works with the guidance counselor to plan field trips to career days, job fairs and other activities. This school year our high school special education teachers will participate in Indicator 13 training.

# Assurances

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## Safe and Supportive Schools Assurances

The LEA agrees to comply with all requirements of Student Services outlined in Chapter 12, these include:

- 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 District Wellness Program (in compliance with [Public Law 108-265, Section 204](#))
- Early Intervention Services System Act ([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) assures that there are local policies and procedures in place that address:

- 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
Pyramid Healthcare	Nonresident	Pyramid Healthcare provides educational services to students that are unable to attend school in a public setting, mostly due to drug and/or alcohol problems. The facility employs fully certified teachers, including special education teachers. The	12

		students are taught on site. Glendale School District provides any additional services, such as speech and language services, that the students may need.	
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### Least Restrictive Environment Facilities

Facility Name	Type of Facility	Type of Service	Number of Students Placed
Northwestern Human Resources Autism School	Special Education Centers	Full-Time Autistic Support	5
Central Pennsylvania Autism Spectrum Disorder Academy	Special Education Centers	Full-Time Autistic Support	2
Northern Cambria County Alternative Community Resource Program	Neighboring School Districts	Full-Time Emotional Support	2
New Story School	Special Education Centers	Full-Time Emotional Support	2

### Special Education Program Profile

#### Program Position #1

*Operator:* School District

#### PROGRAM SEGMENTS

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale 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	8	0.8
Glendale Elementary	An Elementary School Building	A building in which General Education	Itinerant	Learning Support	5 to 8	2	0.2

		programs are operated					
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**Program Position #2**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale 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 11	16	0.8
Glendale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	8 to 11	2	0.2

**Program Position #3**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Elementary	An Elementary School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	9 to 12	16	0.8
Glendale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Learning Support	9 to 12	2	0.1



Glendale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	9 to 12	2	0.1
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**Program Position #4**

*Operator:* School District

**PROGRAM SEGMENTS**

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

**Program Position #5**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Elementary	An Elementary School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	5 to 12	30	0.5

Justification: The speech/language therapists works with students in the whole district. She groups students with same age/grade peers.

Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Speech and Language Support	12 to 18	5	0.1
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Justification: The speech/language therapist groups students with same age/grade peers.

**Program Position #6**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.-Sr. High	A Junior/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 18	3	0.5
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	15	0.5

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

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Learning Support	13 to 16	14	0.8
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	13 to 16	4	0.2

**Program Position #8***Operator: School District***PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.-Sr.	A	A building	Supplemental	Learning	15 to	2	0.5

High School	Junior/Senior High School Building	in which General Education programs are operated	(Less Than 80% but More Than 20%)	Support	18		
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	14	0.5

**Program Position #9***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.-Sr. High	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	25	1

**Program Position #10***Operator:* School District**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Learning Support	15 to 18	20	0.9
Glendale Jr.-Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Itinerant	Emotional Support	12 to 18	2	0.1

Justification: The teacher will meet with these students on an individual basis.

**Program Position #11**

*Operator:* School District

**PROGRAM SEGMENTS**

Location/Building	Grade	Building Type	Support	Service Type	Age Range	Caseload	FTE
Glendale Jr.- Sr. High School	A Junior/Senior High School Building	A building in which General Education programs are operated	Supplemental (Less Than 80% but More Than 20%)	Life Skills Support	13 to 18	8	1

Justification: The age range is addressed in each of the students' IEPs.

**Special Education Support Services**

Support Service	Location	Teacher FTE
School Psychologist	Glendale Elementary/High School	0.6
Supervisor of Special Education	Glendale Elementary/High School	1
Instructional/Personal Care Aides (16)	Glendale Elementary/High School	1

**Special Education Contracted Services**

Special Education Contracted Services	Operator	Amt of Time per Week
Deaf and Hearing Impaired Support	Intermediate Unit	15 Hours
Occupational Therapy	Outside Contractor for the School District	2 Days
Physical Therapy	Outside Contractor for the School District	1 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:

We have no schools in School Improvement, Corrective Action or Making Progress.

## District Accomplishments

### Accomplishment #1:

Our elementary made AYP

### Accomplishment #2:

Glendale students in grades 4 through 7 and in grade 11 have shown significant growth in math over the past 3 years.

### Accomplishment #3:

Students in grades 4, 5, 7, 8, 11 have shown growth in reading.

### Accomplishment #4:

Students in grades 5, 11 have shown growth in writing.

## District Concerns

### Concern #1:

Special education students are making progress, but not reaching proficiency in reading, math, writing.

### Concern #2:

Advanced students are not making a year's growth in reading and math.

**Concern #3:**

Eighth grade students are not making a year's growth in writing.

**Prioritized Systemic Challenges**

**Systemic Challenge #1** (*System #3*) Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Aligned Concerns:**

Special education students are making progress, but not reaching proficiency in reading, math, writing.

Advanced students are not making a year's growth in reading and math.

Eighth grade students are not making a year's growth in writing.

**Systemic Challenge #2** (*System #7*) Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Aligned Concerns:**

Special education students are making progress, but not reaching proficiency in reading, math, writing.

Advanced students are not making a year's growth in reading and math.

Eighth grade students are not making a year's growth in writing.

**Systemic Challenge #3** (*System #5*) Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

**Aligned Concerns:**

Special education students are making progress, but not reaching proficiency in reading, math, writing.

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Advanced students are not making a year's growth in reading and math.

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Eighth grade students are not making a year's growth in writing.

# District Level Plan

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## Action Plans

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

**Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

**Indicators of Effectiveness:**

Type: Summative

Data Source: PSSA, Keystones

Specific Targets: Reaching proficient or advanced

## **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

### *Curriculum Mapping*

**Description:** Empirical evidence of a positive statistical correlation of the use of curriculum mapping with student achievement is scarce. There was a 2001 study by the Indiana Center of Evaluation conducted for the Ohio DOE that determined curriculum alignment (defined as curriculum mapping with subsequent change in instructional practice) was the “single greatest factor in achieving improved test scores.” The following link provides a list of resources supporting the positive contributions of curriculum mapping to educational processes:

<http://www.curriculummapping101.com/materials/curriculum-mapping-research> ; the

following link provides an overview of curriculum mapping:

[http://en.wikipedia.org/wiki/Curriculum\\_mapping](http://en.wikipedia.org/wiki/Curriculum_mapping)

**SAS Alignment:** Standards, 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

## ***Action Steps:***

### *Curriculum Alignment with Common Core Standards*

**Indicator of Implementation:**

Curricular maps with Common Core Standards and assessments.

**Start Date:** 1/30/2013      **End Date:** 9/30/2015

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

**Supported Strategies:**

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

**Goal #2:** Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.

### **Related Challenges:**

- Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

**Indicators of Effectiveness:**

Type: Summative

Data Source: PSSA, Keystones

Specific Targets: Proficient or Advanced, Teacher and parent perceptual data

Type: Formative

Data Source: 4Sight, Study Island, CDTs, DIBELS, GRADE

Specific Targets: Proficient or advanced, or showing growth and Teacher and Parent perceptual 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

### *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

### **Action Steps:**

#### *Intervention Model*

##### **Indicator of Implementation:**

The formal creation and implementation of a tiered intervention system (RTII) that will more fully meet individual student needs for identification, curricular, and instruction changes.

**Start Date:** 1/30/2013      **End Date:** 9/30/2015

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

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

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

## *Staffing*

### **Indicator of Implementation:**

Hire additional staff as appropriate to meet student needs for tiered, targeted instruction.

**Start Date:** 12/3/2012    **End Date:** 9/30/2013

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

### **Supported Strategies:**

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

**Goal #3:** Establish a district system that fully ensures barriers to student learning are addressed in order to increase student achievement and graduation rates.

### **Related Challenges:**

- Establish a district system that fully ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.
- Establish a district system that fully ensures staff members in every school use standards aligned assessments to monitor student achievement and adjust instructional practices.

### **Indicators of Effectiveness:**

Type: Summative

Data Source: PSSA, Keystones

Specific Targets: Proficient or advanced, growth, teacher and parent perceptual data

## **Strategies:**

### *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

### *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

## **Action Steps:**

### *Behavior Support*

**Indicator of Implementation:**

-All Special education staff is trained in Non violent Crisis Prevention Intervention Behavior Management Techniques and will continue to receive refresher training annually on a designated inservice day.

-All Special Education teachers have received training in writing Behavior Support Plans as part of the IEP, when deemed necessary for a student with behaviors that impede his/her learning or that of others.They will continue to receive training annually.

**Start Date:** 8/27/2012      **End Date:** 6/12/2015

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

**Supported Strategies:**

- *Instructional Coaching*
- *Differentiating Instruction*

### *Transition*

**Indicator of Implementation:**

Our entire special education staff receives training annually on the components of IEP development which includes transition. This school year our district special education staff is scheduled to receive required Indicator 13 training-Ensuring Successful Secondary Programs for students ages 14-21.The training will focus on the development of IEPs that meet transition requirements. Our first training will take place in October and continue throughout the school year.

**Start Date:** 10/10/2012      **End Date:** 6/4/2013

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

**Supported Strategies:**

- *Instructional Coaching*
- *Differentiating Instruction*

# 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, 14, and 16. 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 Action 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.

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 ANDY MULHOLLEN on 11/28/2012

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*School Board President*

Affirmed by Arnold Nadonley on 11/28/2012

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*Chief School Administrator*